

**Faculty Senate Executive Committee**  
**November 30, 2015**  
**2:30 p.m.**  
**162 Millett Hall**  
**Agenda**

- I. Call to Order
- II. Approval of Minutes
  - A. Executive Committee
  - B. Faculty Senate
- III. Classroom Renovation
- IV. Discussion of Classroom Managed Print Services Report
- V. Presidential Debate
  - A. Viewing Area
  - B. Survey Faculty on Cancellation of Classes
- VI. UCIE Memo of Agreement
- VII. Undergraduate Academic Policies Committee Report (Doug Petkie)
  - A. Senate Old Business Policies
    - 1. Course Addition, Modification, Deletion
    - 2. New Degree or Major Program Proposals
  - B. Senate New Business Policies
    - 1. New Minor and Concentration
    - 2. Program Modification
    - 3. Program Deactivation, Reactivation, and Termination
    - 4. Registration and Add Policy
    - 5. Non-Academic Dismissal
- VIII. 2017 Six-Year Capital Plan Draft
- IX. Faculty Senate Agenda
- X. Announcements
  - A. 2016-17 Election Schedule
- XI. Adjourn

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Next Scheduled Executive Committee Meeting: January 20, 2016
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**Wright State Faculty Senate  
Executive Committee  
MINUTES  
November 2, 2015**

- I. Call to Order
- II. Approval of Minutes: The minutes of the October Executive Committee and Senate meetings were approved.
  - a. Executive Committee  
[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/EC\\_Minutes\\_2015\\_10Oct.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/EC_Minutes_2015_10Oct.pdf)
  - b. Faculty Senate  
[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/FS\\_Minutes\\_2015\\_10Oct\\_v2.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/FS_Minutes_2015_10Oct_v2.pdf)
- III. Distance Education Online Accessibility Taskforce: Detrice Barry was recommended to serve as a representative for the CONH. Please submit your recommendations for college representation to Carol.
- IV. Legislative Timelines: Curricular objections and concerns regarding the Legislative Timelines were discussed, please submit any comments you may have to Cynthia Riley.
- V. Research Reorganization Follow-up: Communication regarding shared governance between the Faculty Senate and Research Council will continue. The Executive Committee will continue to submit questions to the council as they arise.

The Executive Committee agreed to place the Research Council's summer 2015 Report to Faculty Senate back on the November 9 Faculty Senate agenda for review and action.
- VI. Extension Requests: Extensions were granted the Library Taskforce and the GE Review. The Library Taskforce will submit their report on phase one February 2016; phase two will be presented October 2016. The GE Review will submit their report September 2016.
- VII. The Executive Committee reviewed and approved the November 9 Faculty Senate Agenda.
- VIII. Robert's Rules of Order for Special Reports: Jonathan Winkler briefed the Executive Committee on best practices for reports presented to the Faculty Senate. A suggestion was made to have the parliamentarian attend one of the first meetings of the academic year to provide a brief presentation of Robert's Rules of Order.  
[https://www.wright.edu/sites/default/files/news/attachements/Create%20Article/RobertsRules\\_JWinkler\\_2015NOV\\_0.pdf](https://www.wright.edu/sites/default/files/news/attachements/Create%20Article/RobertsRules_JWinkler_2015NOV_0.pdf)

IX. Announcements: Carol Loranger asked for suggestions on how faculty can encourage student involvement with the presidential debate. A suggestion was made to have political members come to address the student body. A question arose about the availability of resources for faculty as they sought to inspire their students to become involved in the political debate. Plans are currently underway to reserve Schuster Hall for faculty to view the presidential debate.

X. Adjourn

Respectfully Submitted:

Cynthia Riley

**Wright State Faculty Senate  
MINUTES  
November 9, 2015**

I. Call to Order

Faculty President Carol Loranger called the meeting to order at 2:30 p.m.

✓ Alvarez-Leefmans, F.	✓ Garber, Fred	✓ Reo, Nicholas
✓ Bashaw, Marie	Gillig, Paulette	✓ Sabo, Carl
✓ Boyd, Brian	✓ Hamister, James	✓ Schieltz, Bev
✓ Cao, Caroline	✓ Hertzler, Marie	✓ Schultz, Michelle
✓ Carrafiello, Susan	✓ Kawosa, Burhan	✓ Wooley, Dawn
✓ Cowan, Allison	✓ Kenyon, Lisa	Zhang, Will
Cubberley, Mark	✓ Kleven, Gale	
✓ Davis, Stephanie	✓ Krane, Dan	✓ Loranger, Carol
Doom, Travis	✓ Loranger, Dennis	✓ Petkie, Doug
✓ Ellis, Corey	✓ McGinley, Sarah	✓ Hopkins, David
✓ Eustace, Rosemary	✓ McLellan, Marjorie	Sudkamp, Thomas
✓ Farmer, Berkwood	✓ Milligan, Barry	✓ Winkler, Jonathan
✓ Farrell, Ann (sub)	✓ Mirkin, L. David	✓ Riley, Cynthia
✓ Flanagan, Erin	✓ Pollock, Sean	✓ Nethers, Bryan

II. Approval of Minutes

The October 12, 2015 meeting minutes were approved:

<https://www.wright.edu/faculty-senate/meeting/30301#tab-minutes>

III. Report of the University President or Provost

**Dr. Hopkins**

Dr. Hopkins announced that he is looking forward to joining the conversation with the Faculty Senate Budget Priority Committee on November 20<sup>th</sup> to discuss a series of questions the committee has put forward. He then reminded the Senate of the current issues surrounding the funding of Wright State and other public universities:

- There's no longer a sustainable model for financing public universities in the State of Ohio and the rest of the country
- Ohio is ranks 46<sup>th</sup> in terms of state support for higher education

- Wright State has gone from receiving over 70% of funding from the State of Ohio to less than 20%
- Current state funding is now only allocated based on student completion
- Wright State has been working for the last seven years to invest in significant initiatives around supporting student success and completion
- The State of Ohio has also been reducing the availability of Capital Funding, Wright State currently receives less than it did in 2005
  - 2005 – \$14.6mil
  - 2007 - \$16.5mil
  - 2009 - \$0
  - 2011 - \$12mil earmarked for NEC Building construction
  - 2015 - \$13.7mil

#### Administrative Update

Dr. Mark Polatajko, Chief Operating Officer and Chief Financial Officer, will be leaving Wright State on January 1, 2016 to take a position with Kent State. President Hopkins will assume the duties of the Chief Operating Officer on an interim basis. Dr. Thomas Sudkamp will remain the Provost and Chief Academic Officer. The University is investigating an internal promotion to fill the position of Chief Financial Officer.

#### IV. Report of the Senate Executive Committee

##### A. Distance Education Task Force (Online Accessibility Charge)

Dr. Loranger announced that the Executive Committee has started populating a committee to investigate online accessibility issues in distance education.

##### B. Research Reorganization

Dr. Loranger announced that the Executive Committee and Dr. Fyffe have agreed to continue discussions regarding the reorganization of departments under the Vice President for Research.

##### C. Taskforce Extensions

Dr. Loranger announced that the Library of the Future Task Force and the General Education Core Assessment Committee have been given extensions to their initial reporting deadlines .

#### D. Presentation – Campus Master Plan

Krisan Osterby, from architecture and design firm Perkins+Will, gave a presentation regarding the current draft of the 2015 Campus Master Plan. Faculty feedback is requested by December 1st and should be sent to [facultyoffice@wright.edu](mailto:facultyoffice@wright.edu).

Presentation (pdf)

[http://www.wright.edu/administration/senate/documents/Campus\\_Master\\_Plan\\_presentation\\_2015\\_11Nov.pdf](http://www.wright.edu/administration/senate/documents/Campus_Master_Plan_presentation_2015_11Nov.pdf)

Audio Recording (mp3)

[http://www.wright.edu/administration/senate/documents/Senate\\_Audio\\_Campus\\_Master\\_Plan\\_2015\\_11Nov.mp3](http://www.wright.edu/administration/senate/documents/Senate_Audio_Campus_Master_Plan_2015_11Nov.mp3)

Campus Master Plan Draft webpage

<http://www.wright.edu/business-and-finance/facilities-management-and-services/planning-and-architecture/2015-master-plan-draft>

#### V. Old Business

##### A. Policy Modification: Course, Addition, Deletion Procedures

[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/CourseAdditionandDeletionProcedure\\_F%2715Revision.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/CourseAdditionandDeletionProcedure_F%2715Revision.pdf)

##### Motion 1 of 2

The following three-part motion was made, seconded, and approved:

1. Location: Policy subheading, first paragraph, first sentence

In order to bring the language in-line with the curricular workflow procedures passed by the Senate in Fall 2013:

Move to strike “, and the Faculty Senate.” and insert the following sentence:

“The Faculty Senate delegates to the Undergraduate Curriculum Committee (UCC) the authority to approve course inventory requests (new course proposals), and course modification requests except where additional review and approval by the Faculty Senate is requested or determined necessary, e.g., in the mediation of undergraduate curricular disputes between colleges or schools that cannot be resolved by the UCC.”

The finalized language should read:

“A formal proposal for a new course or proposal for modifying/deleting an existing course must be reviewed and approved by the appropriate department and college or school curriculum committee, the college or school faculty if required by that unit, the University Undergraduate Curriculum Committee. The Faculty Senate delegates to the Undergraduate Curriculum Committee (UCC) the authority to approve course inventory requests (new course proposals), and course modification requests except where additional review and approval by the Faculty Senate is requested or determined necessary, e.g., in the mediation of undergraduate curricular disputes between colleges or schools that cannot be resolved by the UCC.”

2. Location: Policy subheading, first paragraph, sentence starting with “A unit may offer”

Move to change “a course” to “an existing course”

The finalized language should read:

“A unit may offer (one time only) a pilot of an existing course in a nonstandard mode after giving prior notice to the appropriate college curriculum committee and University Undergraduate Curriculum Committee.”

3. Location: Sunset Policy subheading, first sentence

Move to change “If an academic unit wishes to” to “An academic unit may wish to”.

The finalized language should read:

“An academic unit may wish to deactivate a course so that it remains in the University’s inventory of courses for possible future offerings but does not appear in the Undergraduate Catalog.”

## Motion 2 of 2

Senator Pollack raised the following concerns with the policy as written: excessive/confusing use of asterisk, missing periods, prior notice should also be given to the Registrar’s Office, and lack of mechanism for communicating the revised policy to impacted units.

A motion was made, seconded, and approved to postpone consideration of the policy until the December Senate meeting in order to give the Undergraduate Academic Policy Committee an opportunity to review and address the concerns.

B. New Certificate: Global Health

[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/POS\\_new\\_certificate\\_Global\\_Health.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/POS_new_certificate_Global_Health.pdf)

(See motion under Item C)

C. New Certificate: Teaching Earth & Environmental

[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/POS\\_new\\_certificate\\_Teaching\\_Earth\\_and\\_Environmental\\_Sciences.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/POS_new_certificate_Teaching_Earth_and_Environmental_Sciences.pdf)

Combined Motion for Items B & C

Senator Bashaw informed the Senate that Items B&C did not need to be submitted to the Senate for final review from the Graduate Council. A motion was then made, seconded, and approved to rescind both Items B&C.

VI. New Business

A. Procedures and Guidelines for Preparing New Degree or Major Program Proposals

[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/Policy\\_New\\_Degree\\_New\\_Major\\_Guidelines\\_2015\\_10Oct.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/Policy_New_Degree_New_Major_Guidelines_2015_10Oct.pdf)

A motion to move to Old Business was made and seconded.

During discussions, a concern was raised regarding the language exempting professional programs. Faculty Vice President indicated that he would clarify the language with the Undergraduate Academic Policies Committee before the next Senate meeting.

The motion to move the item to Old Business for December was approved.

B. CoNH RN-BSN Admissions Requirements

[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/CoNH\\_Admission\\_Requirements\\_RN-BSN%2010.14.15.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/CoNH_Admission_Requirements_RN-BSN%2010.14.15.pdf)

A motion was made, seconded, and approved to move the item to Old Business for December.



C. CoLA Direct Admissions Standards

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/CoLA\\_Direct\\_Admit\\_Policy\\_2015\\_10Oct.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/CoLA_Direct_Admit_Policy_2015_10Oct.pdf)

A motion was made to change each instance of “LA Core Classes” to “Wright State CORE courses offered in the Liberal Arts”.

After discussions, the motion was withdrawn and it was decided to ask the College of Liberal Arts for clarification regarding the “C or better” requirements for Pre-Major students (current & transfer).

A motion was made, seconded, and approved to move the item to Old Business for December.

VII. Written Committee Reports and Attendance

A. Buildings & Grounds Committee

[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/BG\\_Minutes\\_2015\\_October\\_9.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/BG_Minutes_2015_October_9.pdf)

B. Information Technology Committee

[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/IT\\_Minutes\\_2015\\_10Oct\\_06.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/IT_Minutes_2015_10Oct_06.pdf)

C. Undergraduate Academic Policies Committee

September 28th:

[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/AP\\_Minutes\\_2015\\_09Sept\\_28.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/AP_Minutes_2015_09Sept_28.pdf)

October 19th:

[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/AP\\_Minutes\\_2015\\_10Oct\\_19.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/AP_Minutes_2015_10Oct_19.pdf)

D. Undergraduate Curriculum Committee

[http://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/UCC\\_Minutes\\_2015\\_1008.v2.docx](http://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/UCC_Minutes_2015_1008.v2.docx)

E. Undergraduate Curriculum Review Committee

[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/UCRC\\_Minutes\\_2015\\_10Oct.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/UCRC_Minutes_2015_10Oct.pdf)

VIII. Council Reports

A. Graduate Council

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/Graduate\\_Council\\_Senate\\_Report\\_2015\\_10Oct\\_29.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/Graduate_Council_Senate_Report_2015_10Oct_29.pdf)

B. Research Council

[https://www.wright.edu/sites/default/files/uploads/2015/Sep/meeting/Research\\_Council\\_Summer\\_2015\\_Senate\\_Report.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Sep/meeting/Research_Council_Summer_2015_Senate_Report.pdf)

IX. Announcements

X. Adjourn

Next scheduled Faculty Senate Meeting:  
December 7, 2015

# **MEMORANDUM OF AGREEMENT**

between

**WRIGHT STATE UNIVERSITY**

and

**XXX**

This Memorandum of Agreement (MOA) is an agreement between Wright State University, a nonprofit educational institution (or its agent) of the State of Ohio, 3640 Colonel Glenn Highway, Dayton, Ohio 45435, United States of America; and XX.

The purpose of this MOA is to build friendship and goodwill and foster a relationship that will promote intellectual exchanges with an international focus between students, faculty members and administrators of XX and Wright State University.

In an effort to internationalize the life long learning process, both parties are now prepared to participate in a formal exchange program that seeks to promote an academic exchange and to provide collaboration in research efforts.

These exchange programs encompass, but are not limited to, the promotion of:

- Exchange of scholars (professors, lecturers or researchers) and students
- Organization of joint research programs
- Establishment of joint programs
- Other academic exchanges to which both institutions agree

The implementation of any and all exchange programs will be separately negotiated and determined by both institutions by way of separate agreement.

Participation in the exchange programs will continue as long as both institutions deem the experience mutually beneficial. It is the intent and desire of both institutions to continue to develop international relations and intellectual growth through the exchange of people and ideas.

It is understood that other institutes or departments of both universities can join this MOA providing that both partners agree.

XX and Wright State University affirm this agreement by signature of officials of each institution authorized to enter into such agreement.

This MOA will become effective on the date of signing with a review of the balance of parity on the exchange on June 30, 2017, unless one of the contracting parties wishes to terminate this MOA with six months notice to the other.

Each institution shall designate an individual who will serve as the contact person for this MOA. The contact person will be responsible for coordinating the specific requests of the exchange program.

Wright State University

XX

Name: Michelle Streeter-Ferrari

Name: XX

Title: Director, UCIE

Title: XX

Address: 3640 Col. Glenn Hwy.

Address: XX

Dayton, OH 45435-0001

Telephone: 937-775-3776

Telephone: XX

Facsimile: 937-775-5776

Facsimile: XX

E-mail: michelle.streeter@wright.edu

E-mail: XX

Web site: www.wright.edu/ucie

Web site: XX

In the case this MOA is executed in more than one language version, the English language version shall prevail in case of any discrepancy between the versions.

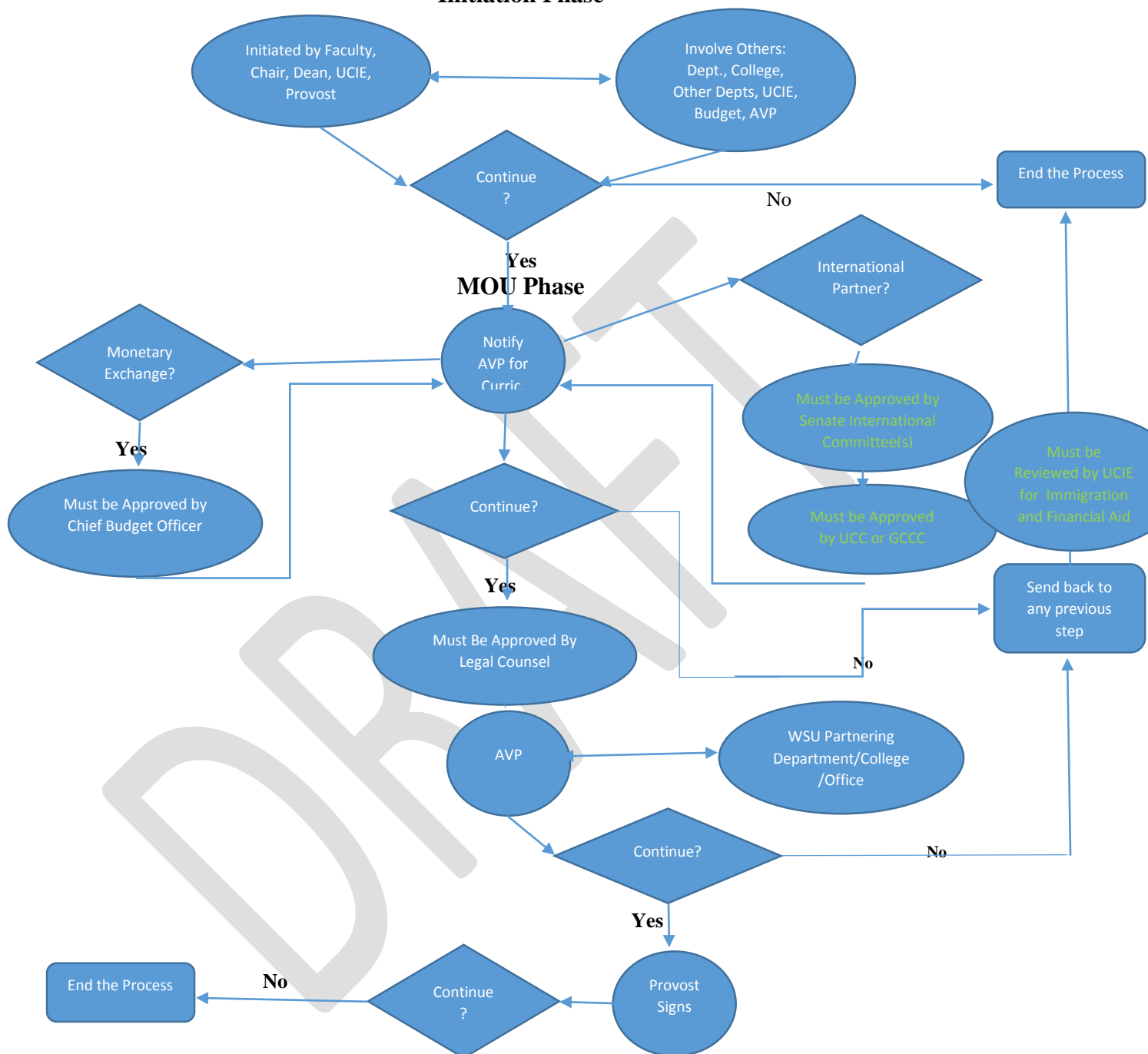
by: \_\_\_\_\_  
Dr. Thomas Sudkamp  
Provost  
Wright State University

by: \_\_\_\_\_

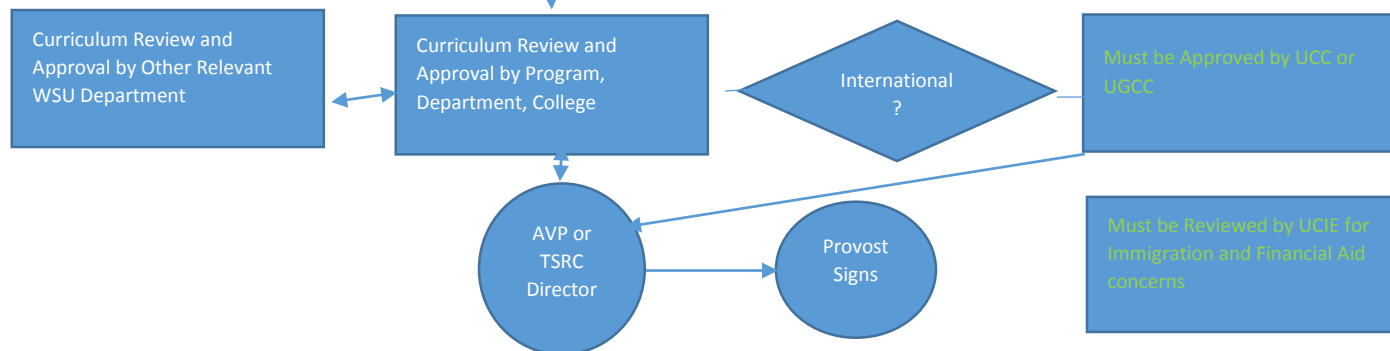
Date : \_\_\_\_\_

Date : \_\_\_\_\_

## MOU/Articulation Process Initiation Phase



## Articulation Phase – Must Have Institutional MOU



# Course Addition, Modification, and Deletion Procedure

Faculty Senate Approval – March 2015  
Provost Approval -

Academic units have primary responsibility for determining the University's undergraduate course inventory. Upon review, the University Undergraduate Curriculum Committee approves recommendations for proposing new courses and for modifying or deleting existing courses from the inventory. However, proposals for new courses may raise academic concerns or potentially duplicate in one or more respects the course offerings of other academic units. The modification or deletion of existing courses may affect other academic units, including degree requirements. The following process is intended to facilitate appropriate levels of communication between academic units and the university wide review of undergraduate courses. In addition, new course proposals must meet general university guidelines, such as appropriate level of course offering and academic rigor, course prerequisites, and, when applicable, general education requirements and intensive writing curriculum requirements.

## Policy

A formal proposal for a new course or proposal for modifying/deleting an existing course must be reviewed and approved by the appropriate department and college or school curriculum committee, the college or school faculty if required by that unit, and the University Undergraduate Curriculum Committee. The Faculty Senate delegates to the Undergraduate Curriculum Committee the authority to approve new course proposals and course modification requests, except where additional review and approval by the Faculty Senate is requested or determined necessary (i.e.: in the mediation of undergraduate curricular disputes between colleges or schools that cannot be resolved by the UCC). Courses approved prior to the date of this policy are assumed to have been approved for face-to-face, semester length, on-campus delivery by appropriately credentialed WSU faculty, unless otherwise specified in the course approval workflow. Any prior approved courses that depart from those conditions, must submit a course modification for approval. Approved additions or modifications to existing courses will be implemented in the semester for which they are requested unless registration for that semester is either completed or in progress. Otherwise, they will be implemented the following semester. A unit may offer (one time only) a pilot of an existing course in a nonstandard mode after giving prior notice to the appropriate college curriculum committee and University Undergraduate Curriculum Committee. However, the unit will provide no subsequent offerings of the course in a nonstandard mode until approved through the course modification process.

New courses being proposed at both the undergraduate and graduate levels (i.e. 3XXX/5XXX and 4XXX/6XXX) must be put through the workflow separately using the undergraduate number (3XXX or 4XXX) and the graduate number (5XXX or 6XXX). Proposals for new courses and for the modification/deletion of existing courses carrying both undergraduate credit and graduate credit must be submitted to the Undergraduate Curriculum Committee following the procedures

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Commented [G01]: original wording from faculty senate: "course inventory requests, and new course proposals, and course modification requests". Is there a difference between course inventory requests and new course proposals?

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Commented [G02]: There was also concern that the Registrar would not know in a timely fashion to inform students. As the Office of the Registrar is represented on the UCC and will be notified through departmental course schedules, the Registrar will be informed in a timely fashion in order to make students aware.

contained herein and to the Graduate Council following the procedures established by that Council.

## Course Numbering System

~~0000-0999~~ Developmental Precollege-level courses.

**1000-4999** Lower division courses intended for undergraduate credit only. The first digit indicates the general level of the course: 1 for a first-year course, 2 for a second-year course, 3 for a third-year course, 4 for a fourth-year course. Courses in this category that are acceptable for graduate credit carry alternative numbers in which the first digit only is changed to a 5 or a 6 according to the definitions below.

**5000-5999** Courses that carry graduate credit only in a major field different from that of the department offering the course. Most such courses will be alternate designations of undergraduate courses normally numbered 3000-3999

**6000-6999** Courses that carry graduate credit in any major fields that have alternate designations of undergraduate courses normally numbered 4000-4999.

**7000-7999** Courses intended for graduate students only

**8000-9999** Courses intended for post-master's or doctoral-level work.

## Procedures and Guidelines for Preparing New Course Proposals and Modification/Deletion of Existing Courses

### To Propose a New Course:

1. Submit a workflow request to add a new course
2. Include Course Syllabus information based on the following guidelines\*:

#### a. Course Information:

- Course Title and Abbreviated Title
- Course Number
- Course Credits
- Course Description

#### b. Course Materials (specify required and recommended):

- Textbooks
- Articles, Readings, etc.
- Computing and/or Internet Resources
- Other

#### c. Student Learning Outcomes

#### d. Course Prerequisites/Co-requisites

#### e. Restrictions

#### f. Method of Instruction, including:

- Mode of Instructional Delivery
- Location of Instruction
- Time frame (including but not limited to number, length, and frequency of class meetings)
- Faculty who will teach the course (including minimum credentials, specific institutional affiliation and rank, etc.)

#### g. Evaluation Methods:

- Tests (numerical points or percentage)
- Quizzes (numerical points or percentage)

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Mode of Instructional Delivery¶  
Location of Instruction¶  
Time frame (including but not limited to number, length, and frequency of . class meetings)¶  
Faculty who will teach the course (including minimum credentials, specific . institutional affiliation and rank, etc.)¶

- In-Class Writing (numerical points or percentage)
- Out-of-Class Writing , Papers, or Research (numerical points or percentage)
- Individual Projects or Group Projects (numerical points or percentage)
- Attendance Policy (numerical points or percentage)
- h. Grading Policy:
  - Standard Letter Grade, Pass/Fail, etc.
- i. Assignments and Course Outline:
  - Textbook, Journal Articles, Internet Resources, etc.
  - NOTE: Organized by topic and date or week of meeting times.
- j. Other Information:
  - Office of Disability Services (guidelines to accommodate students)
  - For General Education Program Courses: General Education Goals in general and specifically how the course is part of the program; specific attributes such as multicultural or intensive writing.
  - For Intensive Writing Courses: IW Goals and specifically how the course meets the requirement.

\* Some courses may differ significantly from traditional offerings or may be more loosely structured and, therefore, not be appropriate to this guideline. In such cases, a course syllabus format suitable to that course should be developed and submitted.

#### **To Modify an Existing Course:**

1. Submit a workflow request to modify an existing course indicating what course changes are being proposed.
2. [Include new course syllabus information](#) that outlines requested changes to the course.
3. [Inform other academic units that may be impacted by changes.](#)

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#### **To Deactivate or Delete Existing Course:**

Submit a workflow request to deactivate or delete a course. Proposals should include reasons for deactivation or deletion.

Note: [An academic unit may wish](#) to deactivate a course so [that](#) it remains in the University's inventory of courses for possible future offerings but does not appear in the Undergraduate Catalog. Annually, the Registrar will review all courses that have been deactivated or have had no enrollment for the past 6 years. The list of these courses will be sent to academic units for review to confirm accuracy of deactivation/enrollment history. Academic Deans will have until the end of the next semester after they are contacted by the registrar's office to take action to justify why the course should still be listed in the inventory or initiate a workflow process to delete the course so a record of the deletion is documented.

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NOTE: This policy replaces Course Addition and Deletion Procedure (Feb 2002), Course Modification Implementation Policy (Feb 2006), and Course Modification Procedure (Feb 2002).

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**Deleted:** \* Courses approved prior to the date of this policy are assumed to have been approved for face-to-face, semester length, on-campus delivery by appropriately credentialed WSU faculty, unless otherwise specified in the course approval workflow. Any prior approved courses that depart from those conditions, must submit a course modification for approval.

# Course Addition, Modification, and Deletion

## Procedure

Faculty Senate Approval – March 2015  
Provost Approval -

Academic units have primary responsibility for determining the University's undergraduate course inventory. Upon review, the University Undergraduate Curriculum Committee approves recommendations for proposing new courses and for modifying or deleting existing courses from the inventory. However, proposals for new courses may raise academic concerns or potentially duplicate in one or more respects the course offerings of other academic units. The modification or deletion of existing courses may affect other academic units, including degree requirements. The following process is intended to facilitate appropriate levels of communication between academic units and the university wide review of undergraduate courses. In addition, new course proposals must meet general university guidelines, such as appropriate level of course offering and academic rigor, course prerequisites, and, when applicable, general education requirements and intensive writing curriculum requirements.

## Policy

A formal proposal for a new course or proposal for modifying/deleting an existing course must be reviewed and approved by the appropriate department and college or school curriculum committee, the college or school faculty if required by that unit, and the University Undergraduate Curriculum Committee. The Faculty Senate delegates to the Undergraduate Curriculum Committee the authority to approve new course proposals and course modification requests, except where additional review and approval by the Faculty Senate is requested or determined necessary (i.e.: in the mediation of undergraduate curricular disputes between colleges or schools that cannot be resolved by the UCC). Courses approved prior to the date of this policy are assumed to have been approved for face-to-face, semester length, on-campus delivery by appropriately credentialed WSU faculty, unless otherwise specified in the course approval workflow. Any prior approved courses that depart from those conditions, must submit a course modification for approval. Approved additions or modifications to existing courses will be implemented in the semester for which they are requested unless registration for that semester is either completed or in progress. Otherwise, they will be implemented the following semester. A unit may offer (one time only) a pilot of an existing course in a nonstandard mode after giving prior notice to the appropriate college curriculum committee and University Undergraduate Curriculum Committee. However, the unit will provide no subsequent offerings of the course in a nonstandard mode until approved through the course modification process.

New courses being proposed at both the undergraduate and graduate levels (i.e. 3XXX/5XXX and 4XXX/6XXX) must be put through the workflow separately using the undergraduate number (3XXX or 4XXX) and the graduate number (5XXX or 6XXX). Proposals for new courses and for the modification/deletion of existing courses carrying both undergraduate credit and graduate credit must be submitted to the Undergraduate Curriculum Committee following the procedures

1 contained herein and to the Graduate Council following the procedures established by that  
2 Council.

### 4 **Course Numbering System**

5 **0000-0999** Developmental Precollege-level courses.

6 **1000-4999** Lower division courses intended for undergraduate  
7 credit only. The first digit indicates the general level of the course: 1 for a first-  
8 year course, 2 for a second-year course, 3 for a third-year course, 4 for a fourth-year  
9 course. Courses in this category that are acceptable for graduate credit carry alternative  
10 numbers in which the first digit only is changed to a 5 or a 6 according to the definitions below.

11 **5000-5999** Courses that carry graduate credit only in a major field different from that of the  
12 department offering the course. Most such courses will be alternate designations of  
13 undergraduate courses normally numbered 3000-3999

14 **6000-6999** Courses that carry graduate credit in any major fields that have alternate  
15 designations of undergraduate courses normally numbered 4000-4999.

16 **7000-7999** Courses intended for graduate students only

17 **8000-9999** Courses intended for post-master's or doctoral-level work.

### 19 **Procedures and Guidelines for Preparing New Course Proposals and** 20 **Modification/Deletion of Existing Courses**

#### 21 **To Propose a New Course:**

- 22 1. Submit a workflow request to add a new course
- 23 2. Include Course Syllabus information based on the following guidelines\*:
  - 24 a. Course Information:
    - 25 ■ Course Title and Abbreviated Title
    - 26 ■ Course Number
    - 27 ■ Course Credits
    - 28 ■ Course Description
  - 29 b. Course Materials (specify required and recommended):
    - 30 ■ Textbooks
    - 31 ■ Articles, Readings, etc.
    - 32 ■ Computing and/or Internet Resources
    - 33 ■ Other
  - 34 c. Student Learning Outcomes
  - 35 d. Course Prerequisites/Co-requisites
  - 36 e. Restrictions
  - 37 f. Method of Instruction, including:
    - 38 ■ Mode of Instructional Delivery
    - 39 ■ Location of Instruction
    - 40 ■ Time frame (including but not limited to number, length, and frequency of
    - 41 class meetings)
    - 42 ■ Faculty who will teach the course (including minimum credentials, specific
    - 43 institutional affiliation and rank, etc.)
  - 44 g. Evaluation Methods:
    - 45 ■ Tests (numerical points or percentage)
    - 46 ■ Quizzes (numerical points or percentage)

- In-Class Writing (numerical points or percentage)
- Out-of-Class Writing , Papers, or Research (numerical points or percentage)
- Individual Projects or Group Projects (numerical points or percentage)
- Attendance Policy (numerical points or percentage)
- h. Grading Policy:
  - Standard Letter Grade, Pass/Fail, etc.
- i. Assignments and Course Outline:
  - Textbook, Journal Articles, Internet Resources, etc.
  - NOTE: Organized by topic and date or week of meeting times.
- j. Other Information:
  - Office of Disability Services (guidelines to accommodate students)
  - For General Education Program Courses: General Education Goals in general and specifically how the course is part of the program; specific attributes such as multicultural or intensive writing.
  - For Intensive Writing Courses: IW Goals and specifically how the course meets the requirement.

\* Some courses may differ significantly from traditional offerings or may be more loosely structured and, therefore, not be appropriate to this guideline. In such cases, a course syllabus format suitable to that course should be developed and submitted.

#### **To Modify an Existing Course:**

1. Submit a workflow request to modify an existing course indicating what course changes are being proposed.
2. Include new course syllabus information that outlines requested changes to the course.
3. Inform other academic units that may be impacted by changes.

#### **To Deactivate or Delete Existing Course:**

Submit a workflow request to deactivate or delete a course. Proposals should include reasons for deactivation or deletion.

Note: An academic unit may wish to deactivate a course so that it remains in the University's inventory of courses for possible future offerings but does not appear in the Undergraduate Catalog. Annually, the Registrar will review all courses that have been deactivated or have had no enrollment for the past 6 years. The list of these courses will be sent to academic units for review to confirm accuracy of deactivation/enrollment history. Academic Deans will have until the end of the next semester after they are contacted by the registrar's office to take action to justify why the course should still be listed in the inventory or initiate a workflow process to delete the course so a record of the deletion is documented.

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NOTE: This policy replaces Course Addition and Deletion Procedure (Feb 2002), Course Modification Implementation Policy (Feb 2006), and Course Modification Procedure (Feb 2002).

## Procedures and Guidelines for Preparing New Degree or Major Program Proposals

### Faculty Senate Approval – Provost Approval –

An officially designated major program at Wright State University is a structured and coherent primary concentration of study. It allows undergraduates to develop a specialized, in-depth field of study as part of their educational experience at the University. A major program may provide in-depth disciplinary study as part of a balanced bachelor's program, preparation for graduate study, or pre-professional, professional, or job-oriented training. All undergraduates must complete the requirements for one major program in order to earn a bachelor's degree from the University. A degree is a recognition or award for completion of a prescribed course of study in an institution of higher education designated by the customary titles of associate, bachelor, master, specialist or doctor.

Degrees and majors are designed by academic departments or program units. Most major programs will lay out a single, prescribed course of study. Departments, however may choose to offer a major program that tracks students into optional concentrations. Some departments may offer more than one degree or major; however, each major must bear the name of a recognized field within the discipline. Interdisciplinary majors can be co-sponsored by two or more departments or units. All new degree programs must follow Ohio Department of Higher Education (ODHE) minimum and maximum credit hour requirements. Although, needs of individual programs vary considerably, the number of hours required in a major program should not fall below one fourth or exceed one half of the hours required for graduation. Some professional programs may be an exception to this guideline. All aspects of the major program are administered by the designated department or unit.

**Deleted:** The major program is administered by the designing department or unit, which is responsible for formal admission, tracking, and final degree certification

A formal proposal for a new degree or major program must be reviewed and approved by the appropriate college or school curriculum committee, the college or school faculty if required by that unit, the Faculty Senate Undergraduate Curriculum Committee, the Faculty Senate, the Board of Trustees, and the ODHE.

The approval process is initiated through submission of a request using the university curriculum workflow system. Proposals for new major programs ultimately must be submitted to the ODHE for review and approval. ODHE forms are available on the Undergraduate Academic Affairs webpage.

## **Procedures and Guidelines for Preparing New Degree or Major Program Proposals**

### **Faculty Senate Approval –**

### **Provost Approval –**

An officially designated major program at Wright State University is a structured and coherent primary concentration of study. It allows undergraduates to develop a specialized, in-depth field of study as part of their educational experience at the University. A major program may provide in-depth disciplinary study as part of a balanced bachelor's program, preparation for graduate study, or pre-professional, professional, or job-oriented training. All undergraduates must complete the requirements for one major program in order to earn a bachelor's degree from the University. A degree is a recognition or award for completion of a prescribed course of study in an institution of higher education designated by the customary titles of associate, bachelor, master, specialist or doctor.

Degrees and majors are designed by academic departments or program units. Most major programs will lay out a single, prescribed course of study. Departments, however may choose to offer a major program that tracks students into optional concentrations. Some departments may offer more than one degree or major; however, each major must bear the name of a recognized field within the discipline. Interdisciplinary majors can be co-sponsored by two or more departments or units. All new degree programs must follow Ohio Department of Higher Education (ODHE) minimum and maximum credit hour requirements. Although, needs of individual programs vary considerably, the number of hours required in a major program should not fall below one fourth or exceed one half of the hours required for graduation. Some professional programs may be an exception to this guideline. All aspects of the major program are administered by the designated department or unit.

A formal proposal for a new degree or major program must be reviewed and approved by the appropriate college or school curriculum committee, the college or school faculty if required by that unit, the Faculty Senate Undergraduate Curriculum Committee, the Faculty Senate, the Board of Trustees, and the ODHE.

The approval process is initiated through submission of a request using the university curriculum workflow system. Proposals for new major programs ultimately must be submitted to the ODHE for review and approval. ODHE forms are available on the Undergraduate Academic Affairs webpage.

## College of Liberal Arts Admissions Criteria

### Direct from H.S. Requirements

Major-Intending (Univ. Col.)	Below 2.5 GPA <b>AND</b> Below 17 ACT/830 SAT
Pre-Major in CoLA	At or Above 2.5 GPA <b>OR</b> At or Above 17 ACT/830 SAT
Major in CoLA	At or Above 3.25 GPA <b>AND</b> At or Above 22 ACT/1030 SAT

### Transfer Student Requirements

Pre-Major in CoLA	<ul style="list-style-type: none"> <li>* 2.0 GPA from last institution attended</li> <li>* C or Better in ENG 1100 <b>OR</b> any passing grade in 2 Wright State CORE courses offered in the Liberal Arts</li> </ul>
Major in CoLA	<ul style="list-style-type: none"> <li>* 2.0 GPA from last institution attended (may be higher for certain programs)</li> <li>* C or Better in ENG 1100</li> <li>* 2 Wright State CORE courses offered in the Liberal Arts</li> <li>* Other requirements of specific major</li> </ul>

### Current WSU Student Change of Major Requirements (from any WSU college, including UC)

Pre-Major	<ul style="list-style-type: none"> <li>* 2.0 WSU GPA</li> <li>* C or Better in ENG 1100 <b>OR</b> any passing grade in 2 Wright State CORE courses offered in the Liberal Arts</li> </ul>
Major In CoLA	<ul style="list-style-type: none"> <li>* 2.0 WSU GPA (may be higher for certain programs)</li> <li>* C or Better in ENG 1100</li> <li>* 2 Wright State CORE courses offered in the Liberal Arts</li> <li>* Other requirements of specific major</li> </ul>

## Procedures and Guidelines for Preparing New Minor Program or Concentration Proposals

### Faculty Senate Approval – Provost Approval –

An officially designated minor program at Wright State University is a structured and coherent secondary concentration of study. It is intended to allow undergraduates the option of presenting a second field of specialization in addition to a major as part of their permanent record at the University. Minor programs are designed by academic departments or program units. Any department or unit offering a major may offer a minor. A department or unit may establish one or more minors; a minor program will bear the unit name or the name of a recognized field within the discipline. **A concentration is an identified set of courses within a degree program indicating in-depth knowledge in a particular area of focus. Concentrations differ from majors in that the concentration must include a minimum of 50% of the curriculum within the major. All new minor programs or concentrations within a major must follow Ohio Department of Higher Education (ODHE) minimum and maximum credit hour requirements.**

A formal proposal for a new minor program or concentration must be reviewed and approved by the appropriate college or school curriculum committee, the college or school faculty if required by that unit, the Faculty Senate Undergraduate Curriculum Committee, the Faculty Senate, the Board of Trustees, and the Ohio Department of Higher Education.

The approval process is initiated through submission of a request using the university curriculum workflow system.

Original Policy: <https://www.wright.edu/academic-affairs/policies/new-minor-program-development-procedure>



1 **Procedures and Guidelines for Preparing Program Modifications\***

2 **Faculty Senate Approval –**  
3 **Provost Approval –**

4  
5 **Changes in Existing Programs**

6 Academic units have primary responsibility for determining the curriculum requirements  
7 for major, minor, concentration, licensure and certificate programs. When proposed  
8 program degree modifications involve other units, those units will be notified of the  
9 proposed changes and input will be requested prior to submission of the proposal.

10 A formal proposal for changes in existing programs must be reviewed and approved by the  
11 appropriate college or school curriculum committee, the college or school faculty if  
12 required by that unit, and the University Curriculum Committee. When proposals for  
13 changes in general university graduation requirements or college, school, or program  
14 admission requirements are submitted, an implementation timeframe and transition plan  
15 must be submitted outlining how current, prospective, and transfer students under an  
16 articulation agreement will be informed and accommodated.

17 Changes in programs to be submitted for review and approval include changes in  
18 admission, program, and graduation requirements, including changes in the program of  
19 courses as would typically be listed in the undergraduate catalog, namely, the specific  
20 listing of course requirements and options and corresponding numbers of credit hours.

21 The approval process is initiated through submission of a request using the university  
22 curriculum workflow system.

23 Program modifications of 50% or more of Major Programs are considered new by the Ohio  
24 Department of Higher Education (ODHE) and must follow the New Major Program  
25 procedures. Name changes also require ODHE approval.

Deleted: and

Deleted: \*Name changes and program

26

## **Procedures and Guidelines for Deactivation, Reactivation, and Termination of Programs**

### **Faculty Senate Approval – Provost Approval –**

Academic units have primary responsibility for initiating the deactivation, reactivation, and termination of programs, including major, minor, licensure and certificate programs. Program deactivation, reactivation, and termination are defined as:

**Program Deactivation** is a temporary suspension of a program that remains an approved program but does not admit new students. **Reactivation** of suspended programs can occur within a period of seven academic years from the time of deactivation. After a maximum of seven academic years, deactivated programs will be automatically terminated after notification by the Office of the Provost.

**Program Termination** is a complete discontinuation of a program. After termination, a reinstatement of the program must be submitted for approval as a new program proposal.

Program deactivation may be driven by, among other things, a temporary shortage of qualified faculty, equipment, or facilities, a restructuring of the program, or licensure issues. A planned or unplanned change in such conditions could prompt a reactivation of the program. Program termination would follow from, among other things, an ongoing long-term, academically justified lack of funding to support the program, lack of student enrollment, or changes in the discipline that render the program obsolete.

A formal proposal for all program deactivations, reactivations, and terminations must be reviewed and approved by the appropriate college or school curriculum committee, the college or school faculty if required by that unit, the Faculty Senate Undergraduate Curriculum Committee, the Faculty Senate, the Board of Trustees, and the ODHE. The approval process is initiated through submission of a request using the university curriculum workflow system.

**Deleted:** student enrollment demand that exceeds the capability of the program resources,

**Deleted:** ¶

**Deleted:** Proposals for new major programs ultimately must be submitted to the ODHE for review and approval. ODHE forms are available on the Undergraduate Academic Affairs webpage.

# Registration and Add Policy

Faculty Senate Approval –

Provost Approval –

For the majority of courses, students may register or add courses anytime through the published drop/add deadline. For courses designated "Instructor Permission Required" or "Department Permission Required", students may register or add only with the appropriate permission. Departments must notify the registrar which courses require instructor or department permission when the courses are scheduled. After the published drop/add deadline, instructor permission is required for all course enrollment. After the close of the course, permission from both the instructor and the head of the academic unit will be required.

Students registering after the term begins are responsible for all missed assignments and cannot expect that due dates will be altered.

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Note: The above language is intended to replace the "Registration and Add Policy" section of the "Registration and Add Policy and Attendance and Drop Policy" approved in January 2000. Additional updates to the Attendance and Drop Policy section will be submitted to the Senate in 2016 after receiving feedback from Student Government.

<https://www.wright.edu/academic-affairs/policies/registration-add-attendance-and-drop-policy>

# **Wright State University Policy for Non-Academic Dismissal from Academic Units**

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*Proposed UAPC, 2015 NOVEMBER 23*

The Faculty of the University's academic units (Colleges/Programs) have primary responsibility for determining the conditions for admission and dismissal of students from the unit. Each academic unit has specific existing policy, ratified by the Faculty Senate and chief academic officers of the university, governing the academic requirements necessary for admission, probation, academic dismissal, and appeal process for academic admission and dismissal.

Academic dismissal policy formalizes the process (beginning with academic probation) by which students may be subject to dismissal on academic grounds. However, some academic units may have additional, non-academic, professional standards that, if breached, may make it impossible/not feasible for a student to continue in a program or be eligible to pursue the profession related to the program or major. Examples of non-academic requirements might include requirements on integrity, criminal history, or the like. This policy formalizes the process by which students may be removed from academic units on non-academic grounds.

## **Conditions for Non-Academic Dismissal**

Professional standards and non-academic conditions that potentially limit admission or could result in dismissal from an Academic unit must be approved as policy by the Faculty of that academic unit and ratified by the Faculty Senate and chief academic officers of the university through the same processes used for the approval of academic admission/dismissal requirements.

Students found in violation of ratified policy will be considered for dismissal by the appropriate administrative body of the academic unit. Students under consideration for dismissal will be notified, in writing, of the time, date, and location where they may be heard by and present information to the decision making body. The student will be notified of the decision and, if dismissed, of their right to appeal the decision.

## **Appeal of Dismissal**

Students may appeal dismissal from an academic unit in accordance with the appeals process found in the Student Code of Conduct. Appeals of dismissals from an Academic Unit will be heard by the University Appeals Hearing Panel.

## **Post-Dismissal Advising**

Students that are dismissed from a college/program are expected to have access to advisors that can help them plan a transition to another college/program. The dismissing unit will inform the student that they may continue to use their current advisor through the student's next enrolled semester. After this point, any student that has not been admitted to a new College/Program will be placed in University College for continued advising towards this goal.

# State Capital Requests 2017-2018 Priority Projects

## Maintaining State Investments in Existing Facilities

### Help Build World-Class Programs



- Student Union Renovations
- Lake Campus Connector Building

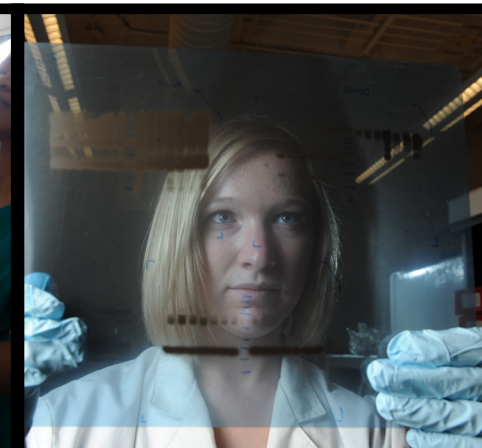


- IT Disaster Recovery
- Lake Campus Infrastructure and Shoreline
- Elevator Upgrades
- Envelope Repairs
- Wellfield Remediation
- Electrical Infrastructure
- Student Union Renovations

### Strengthen Learning Environments



- Instructional Lab Modernization
- Lake Campus Connector Building





# State Capital Requests 2017-2018

## Priority Projects

### ***Alignment of FY2017-2018 Capital Priorities to Guiding Principles***

The State of Ohio's capital budgeting system has established parameters for universities' capital budget requests for the upcoming six-year planning period. In alignment with the seven guiding principles outlined by the Higher Education Capital Funding Commission for the first biennium, and prioritizing essential maintenance of the state's current capital assets, while incorporating resource optimization measures, the university developed its priorities for capital funding for Fiscal Years 2017-18.

Nine (9) priority projects for the Dayton campus and (2) priority projects for the Lake Campus deliver on Ohio's desire that its capital investments should:

1. ***Prioritize basic renovations and/or deferred maintenance of existing buildings and infrastructure***
2. ***Help build world-class programs.***
3. ***Focus on maintaining the investments the state has already made in existing campus facilities.***
4. ***Stimulate creativity by advancing strategic collaborations through partnerships, both on campus and with others in the public and private sector.***
5. ***Reflect the needs of today's student by strengthening their learning environments, ensuring their safety and encouraging new degree and certificate completion opportunities.***
6. ***Increase Ohio's competitive advantage by capitalizing on our existing strengths.***
7. ***Strengthen our ability to respond to new or increased workforce development opportunities in the state.***
8. ***Encourage joint efforts to reduce construction costs and generate ongoing efficiencies.***

With 18,000 current students and growing enrollment at its Dayton and Lake Campuses, Wright State is committed to its mission of transforming the lives of our students and the communities we serve. We pride ourselves on our delivering access to success to diverse populations of students, made possible through world-class programs and facilities and stewardship of our physical, financial, and human resources.

### **Total State Funding Summary**

Capital Projects (1-9) Dayton Campus: \$16.65M  
Capital Projects (1-2) Lake Campus: \$8.975M

WSU Dayton Campus		
Project		HECFC Principle(s)
1	Campus-Wide Instructional Lab Modernization and Maintenance	2, 3, 5, 6, 7
2	IT Disaster Recovery Site at Ohio University	3, 8
3	Campus-Wide Elevator Upgrades	1, 3, 5
4	Envelope Repairs	1, 3, 5
5	Wellfield Remediation	3, 5
6	Electrical Infrastructure	1, 3, 5
7	Student Union Renovations - Phase II	1, 2, 3, 5
8	LAR Renovations	1, 2, 3, 5
9	Campus-Wide Paving and Concrete Renovation and Upgrades	3, 5
WSU Lake Campus		
1	Campus Infrastructure and Shoreline Renovation and Stabilization	1, 3, 5, 6
2	Connector Building	2, 5, 7

## Higher Education Six-Year Capital Plan 2017-2022

**DRAFT - Subject to approval by the WSU Board at the 12/18/15 meeting**

Campus Name Wright State University

(highest  
priority  
first)

first)	Biennium	UNIQUE PROJECT TITLE	STATE FUNDS	LOCAL FUNDS	OTHER FUNDS
WSU Dayton Campus					
2017-2018 Biennium					
State Capital Requests					
Project 1	2017-2018	Campus-Wide Instructional Lab Modernization & Maintenance	3,000,000		
Project 2	2017-2018	WSU IT Disaster Recovery Site in Ohio University's Data Center	1,250,000		
Project 3	2017-2018	Campuswide elevator upgrades	2,500,000		
Project 4	2017-2018	Envelope repairs	2,000,000		
Project 5	2017-2018	Wellfield remediation	1,500,000		
Project 6	2017-2018	Electrical infrastructure	1,500,000		
Project 7	2017-2018	Student Union renovations - Phase II	2,500,000		
Project 8	2017-2018	LAR renovations	900,000		
Project 9	2017-2018	Campus-wide paving and concrete renovation and upgrades	1,500,000		
2017-2018 Biennium Subtotal			16,650,000	0	0
2019-2020 Biennium					
Project 10	2019-2020	Envelope repairs	2,000,000		
Project 11	2019-2020	Electrical infrastructure	1,500,000		
Project 12	2019-2020	Basic Renovations and/or Deferred Maintenance	5,000,000		
Project 13	2019-2020	Student Union Visioning: Phase II & Apollo Room Renovation	3,300,000		
Project 14	2019-2020	Wireless network upgrade/replacement	1,500,000		
Project 15	2019-2020	Facility Master Plan - Phase I	5,000,000		
2019-2020 Biennium Subtotal			18,300,000	0	0
2021-2022 Biennium					
Project 16	2021-2022	Basic Renovations and/or Deferred Maintenance	8,500,000		
Project 17	2021-2022	IT Infrastructure and network upgrades	2,000,000		
Project 18	2021-2022	Facility Master Plan - Phase I	7,000,000		
2021-2022 Biennium Subtotal			17,500,000	0	0
		Six-Year Total - Main Campus	52,450,000	0	0

## Higher Education Six-Year Capital Plan 2017-2022

**DRAFT - Subject to approval by the WSU Board at the 12/18/15 meeting**

Campus Name Wright State University

(highest

priority first)

Biennium

UNIQUE PROJECT TITLE

STATE FUNDS

LOCAL FUNDS

OTHER FUNDS

WSU Lake Campus					
2017-2018 Biennium					
State Capital Requests					
Project 1	2017-2018	Campus infrastructure and shoreline renovation and stabilization	975,000		0
Project 2	2017-2018	Connector Building	8,000,000		4,000,000
2017-2018 Biennium Subtotal			8,975,000	0	4,000,000
2019-2020 Biennium					
Project 3	2019-2020	Advanced Manufacturing Building	7,000,000		4,000,000
2019-2020 Biennium Subtotal			7,000,000	0	4,000,000
2021-2022 Biennium					
Project 4	2021-2022	Athletics Complex	2,000,000		1,000,000
2021-2022 Biennium Subtotal			2,000,000	0	1,000,000
Six-Year Total - Lake Campus			17,975,000	0	9,000,000



**Campus: Wright State University Dayton Campus**

**Project Title: Campus-wide Instructional Laboratory Modernization and Expansion**

**Project Number: 1**

**Biennium: 2017-2018**

**1. Project description:**

This project will modernize, enhance, and expand instructional laboratories across Wright State University's Dayton Campus, which currently constitute more than 185,000 square feet within approximately 270 unique spaces. Needed lab and technology enhancements include state-of-the-art hardware and display screens; cutting-edge discipline-specific software programs, industry standard equipment, and distance delivery technology. Campus labs needing modernization include wet labs, computer labs, additive manufacturing labs, medical labs, geographic information science labs, language labs, anthropological labs, and a variety of other active learning labs. Many labs requiring expansion to meet student demand will repurpose existing space and will employ mixed use arrangements (both dedicated and non-dedicated space) to provide optimal student access to learning facilities.

**2. Explain why this project is a priority:**

We must maintain world-class instructional facilities in order to produce world-class graduates that will meet Ohio's growing skilled workforce needs. This requires that we first have the capacity to serve existing students as well as to support enrollment growth in critical programs desired by the region and state. Furthermore, outdated and deteriorating equipment, software, and facilities frequently result in downtime, can negatively impact student learning, and act as an impediment to teaching to current industry and discipline standards. Competitive technologies that support active learning pedagogies are imperative to attracting and retaining top talent.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project will help to build world-class programs by providing students with cutting-edge instructional environments. The modernization and expansion focuses on maintaining the investments the state has already made in existing campus facilities. The project reflects the needs of today's student by strengthening their learning environments while increasing Ohio's competitive advantage by capitalizing on our existing strengths – existing programs, facilities, and talent. This project will also strengthen our ability to respond to new or increased workforce development opportunities in the state with instructional spaces that mirror the workplace environment.

**4. Explain the economic benefits to the state or region resulting from the project:**

Ohio's need for highly skilled workers continues to grow and depends heavily on state institutions of higher education to graduate increasing numbers of industry-trained talent. Wright State's instructional labs provide hand-on, active learning experiences in manufacturing, computer science, forensics, medicine, geospatial information, engineering, finance, data analytics, and many other

growing fields. Modern instructional labs that mirror workplace and industry environments work to attract, retain, and graduate top talent ready to perform and innovate in the workplace. Wright State's ability to provide world-class preparation for highly-skilled industry jobs works directly to improve Ohio's competitiveness.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

Wright State University currently serves more than 18,000 undergraduate and graduate students at its campuses with trends indicating continued enrollment growth. World-class instructional facilities and methods support our ability to recruit students to programs.

**6. Provide a demonstration of the need for the project:**

Many programs, such as computer science, have experienced large increases in enrollments due to industry growth and are unable to meet demand for courses due to limited capacity in instructional labs. Some labs face challenges brought on by outdated and deteriorating equipment. For example, the current Sonntag® fatigue instrument in the mechanical testing lab is more than 50 years old and requires frequent maintenance due to electrical problems. Lack of dedicated lab space within the teaching space in courses such as physical anthropology have led to rapid deterioration of specimens during transportation and limitation of equipment students are able to utilize.

**7. Describe, in detail, the location of the project:**

Instructional labs are located throughout the Dayton campus. Priority attention will be given to older spaces, outdated equipment, and high-demand programs.

**8. The benefits expected to result**

Modernization and expansion of instructional labs will strengthen curriculum and better prepare students to thrive and innovate in a variety of fields and industries. Realistic, active learning environments improve learning outcomes and increase retention and completion rates. Expanded capacity improves access to courses, often speeding student time to earn a degree. All of these translate into a growing number of highly skilled graduates entering Ohio's workforce.

**Campus: Wright State University Dayton Campus**

**Project Title: WSU IT Disaster Recovery Site in Ohio University's Data Center**

**Project Number: 2**

**Biennium: 2017-2018**

**1. Project description:**

This project expands and establishes the necessary infrastructure for Wright State University's remote disaster recovery site located in Ohio University's data center to provide essential backup and recovery options in the event the Dayton campus data center is lost. This project shifts a percentage of Wright State's on-site data center's potential capacity to the disaster recovery site, establishing a high availability system to quickly recover critical functions and processes.

**2. Explain why this project is a priority:**

The data and systems supported by this project are critical to the functioning and overall mission of the University and have wide-ranging impacts for the entirety of the university community. Affected services include payroll, procurement, finance, student accounts and service housed in the Banner ERP system; course content for traditional, hybrid, and distance courses through the Desire-2-Learn (PILOT learner management system); all network data storage; phone systems; merchant services; online web content; alert systems, etc.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project focuses on maintaining the investments the state has already made in existing campus facilities by creating contingencies for expedited recovery and re-establishment of services in the event of a disaster. The strategy also reduces construction costs and generates ongoing efficiencies through a reciprocal partnership with Ohio University.

**4. Explain the economic benefits to the state or region resulting from the project:**

Economic benefits to the state and region are realized in several ways. First, considerable cost avoidance is realized through a reciprocal arrangement between two large public institutions of higher education, essentially at no cost, when compared to set up of disaster recovery services through private providers. Additionally, Wright State University is a significant contributor to the Dayton region's economic engine – employing thousands of full-time and part-time faculty, staff, students and contractors, and drawing thousands to events, conferences, and activities at the Nutter Center Arena, Dayton Campus, Lake Campus, and many satellite locations. Prolonged disruption or loss of the university's critical functions could result in a ripple effect of economic losses to the region.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

This project will provide direct benefits for 25,000+ students, faculty, staff, and visitors currently utilizing essential campus functions as well as thousands and alumni and community members interacting with the university through securing of critical data and systems that are vital to the University's overall mission and are critical to business continuity.

**6. Provide a demonstration of the need for the project:**

Should an event occur at the main campus data center, such as a flood, reestablishing critical IT functions without a disaster recovery site could take months. This would result in business and academic functions coming to a near complete stop until systems and critical data are reestablished. A fully functioning DR site will reduce downtime for essential systems to days if not hours allowing the university to continue functioning while the main data center is brought back on line.

**7. Describe, in detail, the location of the project:**

Ohio University, central data center, Athens, Ohio.

**8. The benefits expected to result:**

This project will result in quick recovery and protection of critical university functions and data, allowing the university to reestablish service quickly to thousands of students, faculty, staff, visitors, and community partners. By collaborating, Wright State and Ohio University lower costs for off-site IT resources. The two universities share similar infrastructure and major platforms (Oracle, Banner, etc.) For more than 5 years, we have shared space in our operations centers and wish to expand this further through upgraded equipment and systems to meet disaster recovery needs.

**Campus: Wright State University Dayton Campus**

**Project Title: Campus-Wide Elevator Renovations**

**Project Number: 3**

**Biennium: 2017-2018**

**1. Project description:**

This project would address a multitude of high priority upgrades, renovations and modernization projects for the campus elevators, which are of vital importance to Wright State's sizeable population of students with sight and mobility impairments. Included in the project would be items such as control and starter replacements, machine replacements, door equipment, fixture, cable, roller guide and cab interior ADA upgrades.

**2. Explain why this project is a priority:**

Service call history and other in depth analysis were conducted as part of the University's vertical transportation maintenance program and identified a number of high frequency failures that require significant spending in order to keep the equipment functioning.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project prioritizes basic renovations and deferred maintenance and focuses on maintaining the investments the state has already made in existing campus facilities. By addressing the renovation and maintenance needs, we ensure the quality, safety, and longevity of student learning environments across campus. When managed in a systematic and timely fashion, costs are reduced and create safer, accessible, efficient buildings.

**4. Explain the economic benefits to the state or region resulting from the project:**

Wright State University maintains a very reasonable and competitive tuition while developing preeminent academic programs. Award-winning, accessible, well-maintained facilities aid in recruitment and retention of top talent in the region and state.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

The entire campus community of 25,000+ students, faculty, staff, and visitors to Wright State's many community events benefit from investments in updating and maintaining the safety of existing facilities. The elevator systems are of critical importance to the numerous students with sight and mobility impairments that prevent them from using stairways to access classes on upper levels.

**6. Provide a demonstration of the need for the project:**

A study from the University's elevator service provider for the years 2012-2015 showed more than four annual average service calls on twelve units (industry benchmark is 3.0 annual calls). An additional twelve units either exceeded or approached this benchmark. High service calls relate directly to downtime significantly impacts the high percentage of disabled students served by Wright State University that depend on elevator service to reach their classrooms.

**7. Describe, in detail, the location of the project:**

The need for elevator renovations is campus wide. Staff from Facilities Management and Services meet to evaluate the functionality and make recommendations for repair. Every building on the Dayton Campus is multi-level and utilizes elevators to provide accessibility to all students, faculty, and staff.

**8. The benefits expected to result**

Campus-wide elevator renovations would result in improved elevator access, safety, and performance consistency for students, faculty, and staff, especially for Wright State's large population of students with sight and mobility challenges using physical assistance such as wheelchairs, walking apparatuses, and service animals.

**Campus: Wright State University Dayton Campus**

**Project Title: Envelope Repairs**

**Project Number: 4**

**Biennium: 2017-2018**

**1. Project description:**

This project was put forth in the 2015-2016 capital request but was not selected for funding by the commission. There continue to be a large number of priority projects that include roof replacements, entry system and window replacements to stop water intrusion and damage to university physical assets. This project employs a two-phased approach with additional funding requested in the 2019-2020 biennium.

**2. Explain why this project is a priority:**

Wright State University's focus leveraging existing resources and exercising stewardship of current investments to deliver award-winning facilities requires deferred maintenance issues to be set as a top priority. Many aging structures and building systems are in need of repair, modernization, or replacement to protect our resources, ensure safety, and to avoid compromising important educational spaces for students.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project prioritizes basic renovations and deferred maintenance and focuses on maintaining the investments the state has already made in existing campus facilities. The building envelopes of many campus structures will be addressed with this funding through projects ranging from roof renovations to façade repairs, to window and entry system replacements. By addressing these items, we ensure the quality, safety, and longevity of student learning environments across campus. When managed in a systematic and timely fashion, construction costs are reduced and create more efficient buildings using proper materials and systems.

**4. Explain the economic benefits to the state or region resulting from the project:**

Wright State University maintains a very reasonable and competitive tuition while developing preeminent academic programs. Award-winning, accessible, well-maintained facilities aid in recruitment and retention of top talent in the region and state. Timely maintenance and repairs prevents more significant damage and more costly remediation and construction.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

The entire campus community of 25,000+ students, faculty, staff, and visitors to Wright State's many community events benefit from investments in updating and maintaining the safety of existing facilities.

**6. Provide a demonstration of the need for the project:**

Ongoing water intrusion from various deteriorated elements of building envelopes causes damage to university assets. There is a need to protect the property of University from further damage and also protect against health and safety concerns such as mold growth that can arise from water intrusion.

**7. Describe, in detail, the location of the project:**

The envelope deferred maintenance projects are campus wide. Staff from Facilities Management and Service meet regularly to evaluate the safety and functionality of campus building systems and to make recommendations for repair. An ongoing list is maintained of priority façade repairs, roof renovations, entry system replacements, and window replacements. The integrity of the building envelope must be maintained to continue to serve students, faculty, and staff.

**8. The benefits expected to result**

By updating building envelopes campus wide, existing facilities will be given a new life to serve generations of students, faculty, staff, and visitors to come.



**Campus: Wright State University Dayton Campus**

**Project Title: Wellfield Remediation**

**Project Number: 5**

**Biennium: 2017-2018**

**1. Project description:**

The 2015-2016 capital bill contained a \$1M provision for the construction of a new shared services salt storage facility in conjunction with ODOT. The functions of the current WSU salt storage facility and other co-located maintenance structures will be relocated to the new facility and the existing facility will be abandoned. The goal of this project would be twofold: 1) to raze the existing structures and prepare the site for a future building per the Campus Master Plan and 2) to remediate the surrounding area of high chloride levels due to leaching from the salt in this area over the past 30-40 years.

**2. Explain why this project is a priority:**

Remediation of the high chloride levels is necessary due to the close proximity of the WSU campus wellfield. WSU maintains its own wells and water treatment facility capable of producing one million gallons per day of potable water. Protection of this resource is essential.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project focuses on maintaining the investments the state has already made in existing campus facilities while protecting the health and safety of our students and campus community.

**4. Explain the economic benefits to the state or region resulting from the project:**

Wright State University maintains a very reasonable and competitive tuition while developing preeminent academic programs. Award-winning, safe, accessible, and well-maintained grounds and facilities aid in recruitment and retention of top talent in the region and state.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

The entire campus community of 25,000+ students, faculty, staff, and visitors to Wright State's many community events benefit from investments in updating and maintaining the safety of land resources and water supply.

**6. Provide a demonstration of the need for the project:**

Chloride levels are not a primary contaminate tracked by the EPA, but they are a secondary level contaminant. Due to the high levels of chloride in the aquifer, WSU has to "blend" the campus supply with water from the City of Fairborn, which acts as a second water purveyor to the campus. This is

costlier than if the entire campus supply was from the university's wellfield. WSU will have to maintain this more expensive process until the chlorides can be remediated.

**7. Describe, in detail, the location of the project:**

The existing Grounds Maintenance site that will be razed is just north of University Blvd., east of the Campus Services Building and west of the Wright State Physicians Building. Soils with high chloride levels extend to the north and east of this site and it is anticipated that in situ remediation will take place in these areas.

**8. The benefits expected to result**

The substantial water supply serving thousands of Wright State students, faculty, staff, and visitors each day will be protected and restored to safe levels for use as their sole water source. Safety and campus aesthetics will also be improved through removal of unused, deteriorated structures on the former grounds maintenance and salt storage site.

**Campus: Wright State University Dayton Campus**

**Project Title: Electrical Infrastructure**

**Project Number: 6**

**Biennium: 2017-2018**

**1. Project description:**

This project would address a number of infrastructure projects related to the university's electrical distribution system. Included would be a project to replace overdutied electrical panelboards discovered as part of the campus-wide Arcflash study and labeling program. Also included would be upgrading the primary electric distribution loop to remove a vulnerability to the main campus feed. Other upgrades include replacement of outdated and obsolete switchgear and transformers. This project employs a two-phased approach with additional funding requested in the 2019-2020 biennium.

**2. Explain why this project is a priority:**

This project is a priority for several reasons. Overdutied panelboards create an eminent danger to personnel working on them. A breaker in a panelboard that is overdutied cannot be safely turned off without the entire panel being de-energized. This causes great hardship when the loads from a panelboard can be for critical research or even instructional space. Upgrading the distribution loop is a priority because an interruption in this service could bring down the entire campus which could take days to restore.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project prioritizes basic renovations and deferred maintenance and focuses on maintaining the investments the state has already made in existing campus facilities. By addressing the electrical infrastructure needs, we ensure the quality, safety, and longevity of student learning environments across campus. When managed in a systematic and timely fashion, construction costs are reduced and create more efficient buildings using proper materials and systems.

**4. Explain the economic benefits to the state or region resulting from the project:**

Wright State University maintains a very reasonable and competitive tuition while developing preeminent academic programs. Award-winning, accessible, well-maintained systems and facilities aid in recruitment and retention of top talent in the region and state.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

The entire campus community of 25,000+ students, faculty, staff, and visitors to Wright State's many community events benefit from investments in updating and maintaining the safety of existing facilities.

**6. Provide a demonstration of the need for the project:**

The overdutied panelboards create an immediate safety concern and need to be addressed as soon as possible. The loop upgrade would provide a level of redundancy that does not exist at present.

**7. Describe, in detail, the location of the project:**

The electrical infrastructure projects are campus wide. In particular, the overdutied panelboards have been discovered in nearly a dozen of the University's older buildings. The loop upgrade would be in the primary electric feed running from the University's 69,000 volt substation to the main electrical service vault located between Fawcett Hall and Biological Sciences I.

**8. The benefits expected to result**

Immediate reduction to safety concerns would result from replacement of the overdutied panelboards. The loop upgrade would provide a level of redundancy that doesn't exist at present.

**Campus: Wright State University Dayton Campus**

**Project Title: Student Union Phase 2 Renovations**

**Project Number: 7**

**Biennium: 2017-2018**

**1. Project description:**

This project is a continuation – Phase II – of renovations partially funded in the 2015-2016 biennium. Phase II includes essential deferred maintenance, renovation, and repurposing of space due to programmatic changes recommended in the Student Union Visioning and Master planning effort conducted in 2015. Key deferred maintenance items will include infrastructure deficiencies at the swimming pool in the Natatorium and in the auxiliary gym and drainage system repairs below the Union Market kitchen. A portion of the funding required to complete renovations for programmatic changes will be combined with modernization efforts prioritized in the 2019-2020 biennium request.

**2. Explain why this project is a priority:**

Water intrusion due to deferred maintenance needs has rendered some spaces unusable until these issues can be mitigated and the spaces renovated. Absent efforts in this phase of renovation, the Student Union would lack operational efficiency and quality. The work of this project structures the building not only to accommodate important functions but also organize functions in a student-centered manner. As the front door of the university, the Student Union should not only be functionally efficient, but also reflect the values of the university to student, faculty, staff and visitors. Phase I of Student Union renovation addressed quality administrative service needs. Phase II extends this perspective to other student life and administrative operations that have quality student experiences as their major objective.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project helps build world-class programs to support and serve students in the heart of Wright State's campus. It prioritizes basic renovations and deferred maintenance and focuses on maintaining the investments the state has already made in existing campus facilities. The renovations and targeted reprogramming reflect the needs of today's student through a holistic approach to strengthening learning environments.

**4. Explain the economic benefits to the state or region resulting from the project:**

The Student Union plays a critical role in the delivery of numerous and distinct services to students throughout their college experience that provide critical support, learning enhancement, career opportunities, and other benefits. These services improve our ability to recruit, retain, and graduate top talent. The Student Union also serves as a hub for events and activities, bringing thousands of visitors to the area each year.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

With the variety and nature of service provided in the Student Union, these renovations would provide benefits for all of the more than 25,000 students, faculty, staff, and visitors regularly engaged with Wright State University.

**6. Provide a demonstration of the need for the project:**

Currently, approximately 5,000 square feet of priority space in the Student Union is unusable due to drainage issues from the main floor that cause leaking and flooding in basement suites and offices and has resulted in a temporary move of Disability Services to a less accessible space. These funds would also be used to address structural concrete deterioration at the Student Union Natatorium – a 40+ year facility that has never been significantly renovated, as well as waterproofing at the auxiliary gym which has been experiencing water leakage and damage for a number of years. Since its opening in 1994, the Student Union has experienced major renovations for services that were not included in the original project (e.g. dining), updates and expansions to growing co-curricular services (e.g. recreation/wellness and student life), and enhancements to key student enrollment services (e.g. Raider Connect). This project addresses future plans to locate, relocate or co-locate priority units based on an intentional, rather than random, process to best serve students.

**7. Describe, in detail, the location of the project:**

This project addresses the entirety of the Student Union with specific focus given to the former location for the Office of Disability Services, the Natatorium, the Auxiliary Gym, the lower level of the original University Center (including meeting rooms 010 and 011), the Rathskeller, Student Legal Services, the Guardian, the LGBTQA Resource Room, the upper level surrounding the Atrium (including the Gallery and current location for the Office of Amigos Latinos, Student Union Administrative Office, and the UCIE location).

**8. The benefits expected to result**

As the front door of Wright State University and a hub for student and community activities, maintaining and optimizing space in this building will result in improved ability to attract, support, engage, retain, and graduate students and to meet the needs of our surrounding communities, businesses, and organizations. The project will insure that our priority stakeholders – students – will be able to conveniently locate and access those services which have been identified as most important to the Student Union's mission.

**Campus: Wright State University Dayton Campus**

**Project Title: Laboratory Animal Research (LAR) Renovations**

**Project Number: 8**

**Biennium: 2017-2018**

**1. Project description:**

This project replaces major capital equipment in the University's vivarium, replaces old pneumatic HVAC controls with new digital controls, adds a new air handling unit to alleviate exhaust deficiencies and high temperatures, and replaces the deteriorating Basil Tunnel Washer.

**2. Explain why this project is a priority:**

Existing HVAC equipment and systems are antiquated and experience functional deficiencies in temperature control and exhaust handling. The Tunnel Washer is 35 years old with water tanks that are not serviceable. Substantial costs have been incurred to maintain the unit to a usable level. The ongoing maintenance of the current washer is not only costly, but disruptive of ongoing research.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project helps to build world-class medical programs. It prioritizes basic renovations and deferred maintenance and focuses on maintaining the investments the state has already made in existing campus facilities. This project also reflects the needs of today's student by strengthening their learning environments and ensuring their safety.

**4. Explain the economic benefits to the state or region resulting from the project:**

Wright State University delivers world-class medical programs and research, which are highly dependent on our ability to maintain functional, cutting-edge research laboratories. The research conducted in these programs and the highly-skilled graduates they produce directly impact the advancement of medical professions in the region, state, and beyond.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

The Animal Research Laboratory serves 569 medical students and numerous medical faculty and staff. The programs and research served by this laboratory have far reaching effects for advancement of the medical profession.

**6. Provide a demonstration of the need for the project:**

The existing pneumatic HVAC zone level controls are long past their useful life and the other equipment is deteriorating to the point that it is very difficult to maintain. The exhaust and

temperature control deficiencies also result in a work environment for LAR a personnel that often exceeds 90 degrees Fahrenheit.

**7. Describe, in detail, the location of the project:**

This project is in the Lab Animal Research area located in the basement of the Health Sciences Building.

**8. The benefits expected to result**

This project will result in more efficient air handling, improved air quality, reduced maintenance costs for existing equipment, and less downtime for critical capital equipment. It will also greatly improve the working environment for the LAR staff.



**Campus: Wright State University Dayton Campus**

**Project Title: Campus-Wide Flatwork Renovations**

**Project Number: 9**

**Biennium: 2017-2018**

**1. Project description:**

This project would address campus walks and roads that have deteriorated to the point that they are becoming a trip/fall hazard. Of particular concern is the large concrete plaza between Fawcett Hall and Dunbar Library. This plaza is a supported slab with occupied space below. The waterproofing membrane has failed resulting in water intrusion below. A project to replace this slab would also replace the existing waterproofing membrane, stopping this water intrusion. This project also addresses expansion of Parking Lot 17 to compensate for spaces lost as part of the new construction of the Neuroscience and Engineering Collaboration building.

**2. Explain why this project is a priority:**

Water intrusion through some slabs is causing damage to university assets. Some walks/plazas have deteriorated to the point that they are becoming trip/fall hazards, which are of particular concern for Wright State's large population of students with disabilities that cause sight and mobility impairment. Parking insufficiency is an ongoing issue and has been further exacerbated by the loss of approximately 30 parking spaces in Lot 17.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project prioritizes basic renovations and deferred maintenance and focuses on maintaining the investments the state has already made in existing campus facilities. By addressing these items, we ensure the quality, safety, and longevity of student learning environments across campus.

**4. Explain the economic benefits to the state or region resulting from the project:**

Wright State University maintains a very reasonable and competitive tuition while developing preeminent academic programs. Award-winning, accessible, well-maintained grounds and facilities aid in recruitment and retention of top talent in the region and state.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

The entire campus community of 25,000+ students, faculty, staff, and visitors to Wright State's campus and many community events benefit from investments in updating and maintaining the safety of grounds and existing facilities.

**6. Provide a demonstration of the need for the project:**

The concrete slab area between Fawcett Hall and Dunbar library is allowing water intrusion to office, support and instructional spaces housed in basement level spaces due to a failed waterproofing membrane. Several other walks present trip/fall hazards due to deterioration and unevenness. New building construction eliminated approximately 30 parking spaces displacing faculty and staff to other lots with mixed employee/student parking, further exacerbating parking availability for students, faculty, and staff.

**7. Describe, in detail, the location of the project:**

Flatwork repairs are needed in multiple areas across the Dayton campus. Parking expansion would located in Lot 17.

**8. The benefits expected to result**

Benefits of this project would include improved safety for the campus community, with particular focus on Wright State's sizeable population of students with disabilities such as sight and mobility impairments; protection of existing assets from water intrusion resulting from failing waterproofing membrane; and alleviation of parking insufficiency.

**Campus:** Wright State University Dayton Campus  
**Biennium:** 2019-2020

**Project Title: Envelope Repairs – Phase II**  
**Project Number: 10**

**Project description:**

This project is the Phase II continuation of the priority envelope repair request for the 2017-18 biennium. This project will continue to address needed roof replacements, entry system, and window replacements to stop water intrusion and damage to university physical assets in an effort to maintain investments in existing facilities and promote world-class learning environments.

**Project Title: Electrical Infrastructure – Phase II**  
**Project Number: 11**

**Project description:**

This project is the Phase II continuation of a 2017-2018 biennium project that addresses a number of infrastructure projects related to the university's electrical distribution system. Targeted projects include replacement of overdutied electrical panelboards, upgrading the primary electric distribution loop, and replacement of outdated and obsolete switchgear and transformers.

**Project Title: Basic Renovations and/or Deferred Maintenance**  
**Project Number: 12**

**Project description:**

The scope of this project is to address the ongoing deferred maintenance and infrastructure repair and replacement needs campus wide. Wright State University has continued to focus on rehabilitation of campus buildings that are in need of system upgrades to improve the deferred maintenance program. This utilizes a systematic approach which analyzes life-cycle costs and helps to offset costs for future operating budgets.

**Project Title: Student Union Phase II continuation and Apollo Room Renovation**  
**Project Number: 13**

**Project description:**

This project continues renovations related to targeted programmatic changes for Student Union spaces addressed in part through a 2017-2018 biennium request. It also provide updates to the Student Union's Apollo Room, the university's only large, multi-purpose space, which is used to host nearly all official Wright State events hosting 200-600 people. With the exception of minor additions to lighting and technology in recent years, the room has all of the original fixtures, furnishings and design features. The scope of this project includes flooring, wall treatment, lighting and furnishings upgrades and replacements.

**Project Title: Wireless Network Replacement and Upgrade**  
**Project Number: 14**

**Project description:**

This project will replace end of life network equipment in the following buildings; Creative Arts, Health Sciences, Millett Hall, Dunbar Library, Library Annex, Biological Hall 2, and Nutter Center, including installation of network gear to ease current wireless issues.

**Project Title: Facilities Masterplan Phase I**

**Project Number: 15**

**Project description:**

Wright State University is in the final stages of developing a Campus Master Plan that aligns with the university's mission to transform the lives of our students and the communities we serve while addressing growth and development of the university's student body, research, and community engagement efforts over the next decade. This project will provide funding for the first phase of plan implementation, targeting the highest priority modifications and development of campus facilities and footprint.

**Campus:** Wright State University Dayton Campus  
**Biennium:** 2021-2022

**Project Title:** Basic Renovations and/or Deferred Maintenance  
**Project Number:** 16

**Project description:**

The scope of this process is to address the ongoing deferred maintenance and infrastructure repair and replacement needs campus wide. Wright State University has continued to focus on rehabilitation of campus buildings that are in need of system upgrades to improve the deferred maintenance program. This utilizes a systematic approach which analyzes life-cycle costs and helps to offset costs for future operating budgets.

**Project Title:** IT Infrastructure and Network Upgrades  
**Project Number:** 17

**Project description:**

This project addresses important infrastructure upgrades including connecting Dayton Campus infrastructure and systems to nearby satellite locations such as Wright State Research Institute, National Center for Medical Readiness, and Advanced Technical Intelligence Center. It will also include replacement of the entire wireless network for the Dayton Campus, which is aging to the near end of its useful life and will impair wireless connectivity for students, faculty, and staff on campus.

**Project Title:** Facilities Masterplan Phase I  
**Project Number:** 18

**Project description:**

Wright State University is in the final stages of developing a Campus Master Plan that aligns with the university's mission to transform the lives of our students and the communities we serve while addressing growth and development of the university's student body, research, and community engagement efforts over the next decade. This project will provide funding for the first phase of plan implementation, targeting the highest priority modifications and development of campus facilities and footprint.

**Campus: Wright State University Lake Campus**

**Project Title: Campus Infrastructure and Shoreline Renovation and Stabilization**

**Project Number: 1**

**Biennium: 2017-2018**

**1. Project description:**

This project targets a wide variety of high priority deferred maintenance, improvement, and stabilization needs for the Wright State University Lake Campus. This includes exterior HVAC chiller replacements, amphitheater structural repair and weatherproofing, lighting installation to improve student safety, addition of accessible walkways to academic buildings, parking lot redesign and repaving, and exterior and landscaping improvements. The project also includes several Grand Lake St. Mary's projects such as repair and prevention of shoreline erosion along improved and unimproved areas and boat launch improvements to support research activities.

**2. Explain why this project is a priority:**

The Lake Campus is a growing force for producing a highly-skilled workforce to meet industry demand in the region and state. Our ability to attract and retain talented students is heavily dependent on maintaining world-class facilities and natural resources that support student learning and prioritize student safety. Furthermore, Grand Lake St. Mary's represents a significant resource for Ohio, with much attention paid recently to water quality issues. The Lake Campus' stewardship of marine resources is vital to protecting important ecological, research, and tourism investments.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project prioritizes basic renovations and deferred maintenance and focuses on maintaining the investments the state has already made in existing campus facilities and reflects the needs of today's student by strengthening their learning environments and ensuring their safety. It also increases Ohio's competitive advantage by capitalizing on our existing natural resource strengths and improves our ability to respond to new or increased workforce development opportunities in the state and region.

**4. Explain the economic benefits to the state or region resulting from the project:**

Grand Lake St. Mary's is an important state and regional investment, drawing tourism, recreation, and marine research. Its protection is of vital importance to the regional and state economies. The state and region also benefit from the Lake Campus' ability to attract, retain, and graduate highly-skilled workers that drive innovation and enhance Ohio's competitiveness in the global economy.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

Thousands of direct users are impacted by this project including nearly 1,600 current students, 145 faculty and staff, and numerous area residents and visitors to Grand Lake St. Mary's and the Wright State University Lake Campus.

**6. Provide a demonstration of the need for the project:**

Areas of shoreline are showing significant erosion damage and are in immediate need of stabilization and control efforts to reduce further erosion. Several HVAC chiller units have reached the end of their useful life. New student housing and the presence of students on campus during evening hours has effected a lighting need to improve safety conditions. The existing boat dock shows signs deterioration including rotting and splitting wood.

**7. Describe, in detail, the location of the project:**

For Grand Lake projects, the location is the entire shoreline along the property owned by Wright State University Lake Campus, just east of Celina, Ohio. Deferred maintenance and renovation items are located across built and natural environments of the Lake Campus.

**8. The benefits expected to result**

Benefits will include protection and stewardship of the Grand Lake St. Mary's natural resources that impact revenue for area businesses, quality of life for residents and visitors, and ongoing marine research. A well-maintained and safe campus improves the Lake Campus' ability to attract and retain top talent to the region.

**Campus: Wright State University Lake Campus**

**Project Title: Connector Building**

**Project Number: 2**

**Biennium: 2017-2018**

**1. Project description:**

The Connector Building is planned as a 55,000 sq. ft. facility connecting Dwyer and Trenary Halls. The new Connector will serve as home to the campus library, which is currently housed in a modular, as well as world-class instructional facilities and office spaces needed for new nursing, medical, business, and food science programs at the Lake Campus.

**2. Explain why this project is a priority:**

The library, which serves as an essential learning resource for students, is currently housed in a small rented modular, which is both insufficient and unsustainable. Also, there is no existing instructional and faculty office space for the new nursing, medical, business, and food science programs, which are in high demand and whose graduates will fill much-needed industry positions in the region.

**3. Explain how the project fits in with the Funding Commission's guiding principles:**

This project helps to build world-class programs, specifically around high-demand regional industries of nursing, medical, business, and food science. It reflects the needs of today's student by strengthening their learning environments and encouraging new degree and certificate completion opportunities. This project also strengthens our ability to respond to new or increased workforce development opportunities in the state with its focus on regionally important fields and industries.

**4. Explain the economic benefits to the state or region resulting from the project:**

By offering the above-mentioned programs, our region and state will retain local talent in the area, and maintain high employment rates by providing the industry and health sectors with highly-skilled workers. These improvements will boost recruitment efforts and draw additional students from outside of the region. By creating state-of-the-art facilities on our campus, we will recruit and enroll students from farther reaching areas. These students and their families will bring talent, business, and economic growth to the region.

**5. Describe the estimated number of individuals who will benefit from the project in terms of proposed use:**

By creating facilities that will house the library and programs previously mentioned in this document, our entire campus student population of nearly 1,600 stand to benefit from this project as well as faculty and staff involved in instruction and support.

**6. Provide a demonstration of the need for the project:**



The need for this project extends past our state borders. To retain local employers, we need to ensure a pipeline of highly-skilled employees. Our rural area requires us to be able to supply advanced training to new and incumbent workers so our local companies do not need to send the employee to a metropolitan training area and incur extra costs. Nursing, medical, business, and food science jobs are well-paid and students can earn an excellent living wage as they learn. These students are then positioned to move upward through the company ranks.

**7. Describe, in detail, the location of the project:**

The Connector Building is planned as a 55,000 sq. ft. facility connecting Dwyer and Trenary Halls at the Wright State University Lake Campus in Celina, Ohio.

**8. The benefits expected**

This project will create and strengthen revenue streams for the Lake Campus through enrollment growth. It will also aid in retention of the regional employer base and provide workforce and economic development stability in our area. Our programs housed in the Connector building will provide necessary skills sought by local companies and will retain and strengthen the current health and industrial base in the region for capital donations to continue.

**Campus:** Wright State University Lake Campus  
**Biennium:** 2019-2020

**Project Title:** Advanced Manufacturing Building  
**Project Number:** 3

**Project description:**

The Manufacturing Technology Training Center is planned as a 40,000 square foot training facility located just east of the Lake Campus's primary building. The center will share the existing Lake Campus driveway but include nearby parking for business and industry leaders and students. Some of the technologies currently envisioned include but are not limited to: Mechanical, Electrical, Pneumatics & Hydraulics, CNC, Robotics, Programmable Logic Controllers, Automation Systems, 3D Printing, Certified Calibration Center, and more.

**Campus:** Wright State University Lake Campus  
**Biennium:** 2021-2022

**Project Title:** Athletics Complex  
**Project Number:** 4

**Project description:**

The project builds an inclusive and extensive Athletics Complex that can house all of the current Lake Campus athletic teams (including Women's Volleyball, Basketball, Baseball and Softball). This will be accomplished through construction of an on-campus turfed baseball field and athletic gymnasium, and renovations to the current on-campus softball field. The athletic gymnasium will serve as the site for all athletic contests for volleyball and basketball in addition to the standard practice schedule for these sports. In addition, the athletic gymnasium will serve a dual purpose as the on-campus recreation building for the entire campus population. This space will be student run and will operate during hours conducive to the campus population. The baseball field will be the home of the baseball team and will serve as a revenue generator through numerous camps and special events. The renovations of the current softball field will afford the ability to keep all of current athletic offerings on campus and will add dugouts, a press box, concessions, bullpens and general updating to the fencing that is currently in place.

# Faculty Senate

**Monday, December 7, 2015**

**2:30 p.m.**

**E156 Student Union**

- I. Call to Order
- II. Approval of Minutes  
<https://www.wright.edu/faculty-senate/meeting/30303#tab-minutes>
- III. Report of the University President or Provost
- IV. Report of the Senate Executive Committee
  - A. Classroom Renovation Project  
Jim Butz, Lead Planner, SPGB Architects  
Tom Gates, Project Manager, SPGB Architects
- V. Old Business
  - A. Policy Modification: Course, Addition, Deletion Procedures  
  
Version presented at November Senate meeting:  
[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/CourseAdditionandDeletionProcedure\\_F%2715Revision.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/CourseAdditionandDeletionProcedure_F%2715Revision.pdf)  
  
Updated version from Undergraduate Academic Policies Committee:  
[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC\\_CourseAdditionandDeletionProcedure\\_Revised\\_Nov24.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC_CourseAdditionandDeletionProcedure_Revised_Nov24.pdf)  
  
B. Procedures and Guidelines for Preparing New Degree or Major Program Proposals  
[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/Policy\\_New\\_Degree\\_New\\_Major\\_Guidelines\\_2015\\_10Oct.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/Policy_New_Degree_New_Major_Guidelines_2015_10Oct.pdf)  
  
C. CoNH RN-BSN Admissions Requirements  
[https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/CoNH\\_Admission\\_Requirements\\_RN-BSN%2010.14.15.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Oct/meeting/CoNH_Admission_Requirements_RN-BSN%2010.14.15.pdf)

D. CoLA Direct Admissions Standards

Version presented at the November Senate meeting:

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/CoLA\\_Direct\\_Admit\\_Policy\\_2015\\_10Oct.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/CoLA_Direct_Admit_Policy_2015_10Oct.pdf)

Updated version from the College of Liberal Arts (submitted by Herb Dregalla):

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC\\_CoLA\\_Admissions\\_Nov24.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC_CoLA_Admissions_Nov24.pdf)

VI. New Business

A. Policies reviewed for HLC visit (UAPC)

1. New Minor Program or Concentration Proposals

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC\\_Policy\\_Procedures\\_Guidelines\\_Preparing\\_New\\_Minor\\_Program\\_Concentration\\_Proposals.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC_Policy_Procedures_Guidelines_Preparing_New_Minor_Program_Concentration_Proposals.pdf)

2. Guidelines for Preparing Program Modifications

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC\\_Policy\\_Program\\_Modifications\\_Nov24.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC_Policy_Program_Modifications_Nov24.pdf)

3. Guidelines for Deactivation, Reactivation, and Termination of Programs

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC\\_Procedures\\_Guidelines\\_for\\_Program\\_Deactivation\\_Reactivation\\_Termination.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC_Procedures_Guidelines_for_Program_Deactivation_Reactivation_Termination.pdf)

4. Registration and Add Policy

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC\\_Registration\\_Add\\_Policy.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC_Registration_Add_Policy.pdf)

B. Non-Academic College Dismissal Policy (UAPC)

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC\\_2015011-23v2-NonAcademicCollegeDismissalPolicy.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UAPC_2015011-23v2-NonAcademicCollegeDismissalPolicy.pdf)

VII. Written Committee Reports and Attendance

A. Information Technology Committee

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/IT\\_Minutes\\_2015\\_11nov\\_12.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/IT_Minutes_2015_11nov_12.pdf)

B. Undergraduate Academic Policies Committee

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/AP\\_Minutes\\_2015\\_11Nov\\_4.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/AP_Minutes_2015_11Nov_4.pdf)

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/AP\\_Minutes\\_2015\\_11Nov\\_16.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/AP_Minutes_2015_11Nov_16.pdf)

C. Undergraduate Curriculum Committee

[https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UCC\\_Minutes\\_1112\\_v2.pdf](https://www.wright.edu/sites/default/files/uploads/2015/Nov/meeting/UCC_Minutes_1112_v2.pdf)

VIII. Council Reports

IX. Announcements

A. Spring 2016 Faculty Senate Election Timeline

<https://www.wright.edu/faculty-senate/about/spring-2016-election-timeline>

X. Adjourn

Next scheduled Faculty Senate Meeting:  
January 25, 2016

<u>Semester Week #</u>	<u>Election Action</u>	<u>Senate/EC meeting dates</u>
Week 1 (1/11 - 1/15)		
Week 2 (1/18 - 1/22)		EC - 1/20/2016
Week 3 (1/25 - 1/29)	Faculty Office secures the list of eligible faculty from Human Resources.	Senate - 1/25/2016
Week 4 (2/01 - 2/05)	Faculty President determines what Senate seats need to be filled.	
Week 5 (2/08 - 2/12)	Faculty Office contacts eligible faculty, informing them of eligibility and soliciting candidate nominations, including self-nominations.	
Week 6 (2/15 - 2/19)		EC - 2/15/2016
Week 7 (2/22 - 2/26)	Faculty return nominating forms to the Faculty Office, which contacts nominees to secure approval of their candidacy.	Senate - 2/22/2016
SPRING BREAK (2/29 - 3/04)		
Week 8 (3/07 - 3/11)	Ballots distributed; elections held. (Week 8-9)	EC - 3/07/2016
Week 9 (3/14 - 3/18)	Ballots distributed; elections held. (Week 8-9)	Senate - 3/14/2016
Week 10 (3/21 - 3/25)	Time allocated for possible run-offs. (Weeks 10-11)	
Week 11 (3/28 - 4/01)	Time allocated for possible run-offs. (Weeks 10-11)	
Week 12 (4/04 - 4/08)	Faculty Office announces election results.*	EC - 4/04/2016
Week 13 (4/11 - 4/15)	Executive Committee elections as needed*	Senate - 4/11/2016
Week 14 (4/18 - 4/22)	Executive Committee elections as needed*	
FINALS (4/25 - 4/29)		