



HLC Accreditation 2020-2021

Evidence Document

Office of the President

Strategic Planning Steering Committee

Strategic Plan Report 2017

Additional information:



2017 Strategic Plan Annual Report

August 1, 2017

WICHITA STATE UNIVERSITY - 2017 Strategic Plan Annual Report

Wichita State University Strategic Planning Process Update

Background

WSU President John Bardo launched the strategic planning effort for Wichita State University in 2012, envisioning a dynamic, powerful future for Wichita State University. A Strategic Planning Steering Committee, composed of WSU employees and community leaders, developed the plan based on input from on and off campus communities. The plan was completed in spring 2013, and adopted by the Kansas Board of Regents in June 2013. Strategic plans for academic Colleges and other selected units (e.g., Student Engagement, Career Development) were completed in spring 2014.

In fall 2014, a Phase 2 Strategic Planning Steering Committee was formed. By spring 2016, the notable accomplishments of this Committee included: a review of all College and selected unit plans; development of a strategic plan self-assessment tool for Colleges and units; and establishment of a University Strategic Planning Dashboard (including descriptions, rationale, metrics and targets).

The Strategic Planning Advancement Committee was appointed in spring 2016. Each College and other Academic Affairs units selected a trusted person to ensure outcomes and metrics are set and measured within the College or unit and to serve on the Strategic Planning Advancement Committee. Members of this committee were:

Stephen Arnold	Associate Dean for Academic & Student Affairs & Professor, College of Health Professions
Randy Barbour	Graduate Student representative
Sandra Carlo	Student Government Association Undergraduate Student representative
Cindy Claycomb	Chair & Assistant to the President for Strategic Planning & Professor, President's Office
Connie Dietz	Executive Director Career Development Center, Office of Academic Affairs
Kimberly Engber	Dean of the Honors College & Associate Professor, Dorothy and Bill Cohen Honors College
Charles Koeber	Senior Associate Dean & Associate Professor, Fairmount College of Liberal Arts & Sciences
Kevin Konda	Student Affairs, Director Rhatigan Student Center, Office of Academic Affairs
Dennis Livesay	Dean of the Graduate School, Professor & Associate Vice- President Research & Technology Transfer, Graduate School
Cathy Moore-Jansen	Interim Associate Dean/Coordinator Collection Development & Associate Professor, University Libraries
Richard Muma	Senior Associate Vice President for Academic Affairs & Strategic Enrollment Management & Professor, Office of Academic Affairs

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John Perry	Department of Management, Chairperson & Associate Professor, W. Frank Barton School of Business
Robert Ross	Associate Professor, Marketing, W. Frank Barton School of Business
Amy Schwiethale	Associate Professor, School of Performing Arts, College of Fine Arts
Clay Stoldt	Associate Dean & Professor, College of Education
Janet Twomey	Associate Dean, Graduate Studies, Research & Faculty Success & Professor, College of Engineering

Responsibilities for this committee included:

1. Assessment process
 - Monitor University dashboard for progress toward targets
 - Identify areas of improvement needed
 - Dig into College and unit plans to find out why we are not meeting metric targets
2. Annual College and unit review process
 - Handoff implementation responsibility to Provost, Deans and other unit heads
 - Facilitate review process
3. Review of University goals for needed revisions
 - Ensure additions, deletions or changes needed at 5 years, 10 years
4. Ownership of WSU Strategic Plan website content
5. Review of Strategic Plan templates, tools and metrics for needed changes

Annual Fall Strategic Planning Review and Spring Strategic Planning Forum

As part of their responsibility, the Committee facilitated two strategic planning events. One goal of these events is to create a culture of strategic planning at Wichita State University.

Fall Strategic Planning Review

The first event was held on September 7, 2016. The Strategic Planning Committee hosted the first annual Strategic Planning Annual Review—“Who We Are and Where We Are Going.” This engagement process was the first annual interactive strategic plan review and update. Each of the deans from the academic Colleges presented the implementation highlights, multidisciplinary collaborations, challenges and next steps from their College’s strategic plan. The entire campus community was invited, and attendees were engaged in interactive sessions throughout the afternoon that encouraged cross-campus conversations. (See Appendix A for a more detailed description of the event.) During the interactive sessions, the audience placed sticky notes on flip charts with answers to the following questions about each presentation:

- What is important to you from this presentation?

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- What things did you find problematic?
- What possible solutions exist?
- What opportunities exist for working together on multidisciplinary collaborations?

College deans were provided feedback on their plans from the answers to these questions. In addition, the attendees were asked to provide feedback on the event by answering the following questions:

- What underlying themes did you hear today?
- What surprised you today?
- What needs our immediate attention going forward?
- What should we do differently at next year's event?

Feedback to these questions was used to plan for the 2017 Spring Forum and the 2017 Annual Review. The following photos document the presentations and interactive breakout sessions. Approximately 75 people attended the event. College presentations can be viewed at: http://webs.wichita.edu/?u=wsustrategy&p=/2016_annual_review/.



Spring Strategic Planning Forum

The second event was held on March 9, 2017. The Strategic Planning Committee hosted a spring Strategic Planning Forum. This engagement process utilized panel sessions on topics of strategic interest to the entire campus community. The Committee members moderated or coordinated each of the panel sessions. (See Appendix B for a more detailed description of the event.) The following photos document the panel sessions. Over 175 people attended the event. The Strategic Planning Advancement Committee used the lessons learned from this event to plan for the 2017 Annual Review to be held in fall 2017.



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Wichita State University Strategic Planning Metrics Update

Introduction

Wichita State University is a complex system with many components interacting to achieve the strategic goals of the organization. Monitoring and assessment of progress toward our strategic plan is necessary and requires many types of evaluations. Quantitative metrics are one method of monitoring and assessment.

The Wichita State University Strategic Planning Steering Committee consulted with University Academic Affairs, including the College Deans, to develop a University dashboard that intentionally gauges collective performance of the University on representative meaningful metrics. Dashboards are used to gauge the performance of a complex system using a small number of metrics to monitor collective performance. The committee researched, deliberated, and selected quantitative metrics as indicators of how well the University is achieving its **mission** *“to be an essential educational, cultural and economic driver for Kansas and the greater public good”* and aspiring to its **vision** to be *“internationally recognized as the model for applied learning and research.”*

Metric Selection

Metric selection is a subjective process. The Strategic Planning Steering Committee considered a large number of indicators before deciding on the final metrics. The objective was to choose meaningful indicators that provide evidence of progress toward achievement of the strategic plan, while at the same time choosing metrics for which data are already collected at the University. Periodic evaluation of these indicators may result in adjustment as better indicators are collected or indicators are found to not drive the intended behaviors.

Dashboard

The full University Strategic Planning Dashboard can be found at:

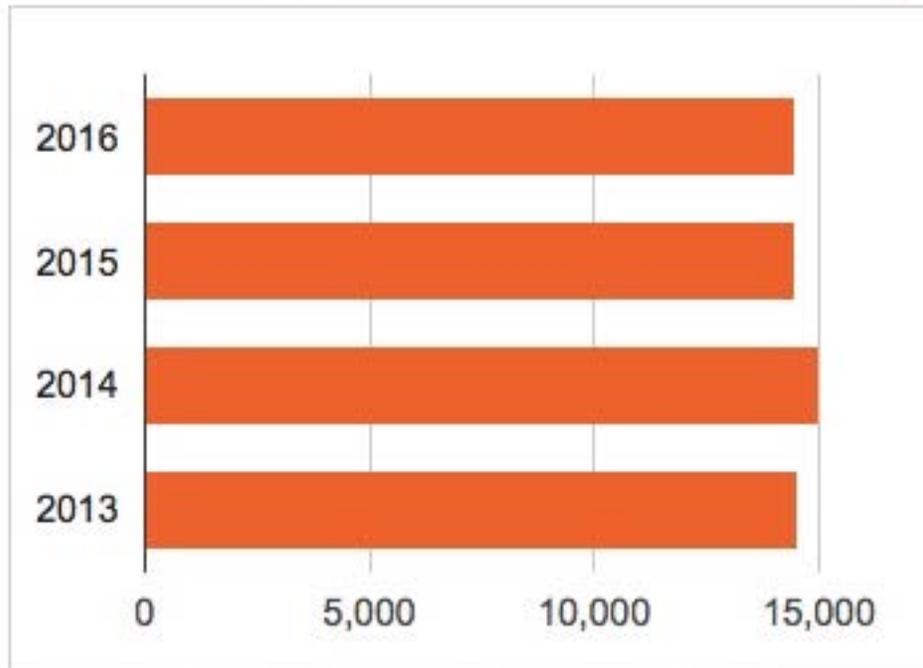
<http://www.wichita.edu/thisis/dashboard/dashboard.asp>

The details found at this website were used to develop this annual report.

Enrollment

ENROLLMENT

Fall census (unique headcount)



SOURCE: WSU Student Information System

Description:

- Number of students enrolled at Wichita State University based on student head count as of the 20th day of the fall semester
- Data Source: Wichita State University Office of Planning and Analysis, Student Information System, Fall Census (Associate VP, Academic Data Systems)
- Updated: annually, 20th day of fall semester

Rationale:

- In order for WSU to fulfill its mission as an educational, cultural and economic driver for Kansas and the greater public good, enrollment growth is essential
- While numerous metrics (e.g., student credit hours) relate to enrollment growth, the annual enrollment figure based on the fall census is the most widely recognized and reported

Target Year 2020:

- 22,000 students (based on goal set by Wichita State University Strategic Enrollment Management process; includes one-time gain of 4,000 students from Wichita Area Technical College pending affiliation completion)

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Detail Data:

1. number of resident, nonresident, international
2. number of graduate, undergraduate
3. number of historically under-represented groups
4. number of female, male

Enrollment	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	14,550	15,003	14,495	14,474
Resident	12,189	12,208	11,913	11,811
Non-resident	828	1,033	1,007	1,175
International	1,533	1,762	1,575	1,488
Undergraduate	11,787	11,979	11,691	11,823
Graduate	2,763	3,024	2,804	2,651
Black (non-Hispanic)	807	831	757	780
Hispanic	1,162	1,292	1,347	1,454
American Indian	110	116	97	91
Hawaiian	19	14	11	12
Female	7,573	7,753	7,601	7,719
Male	6,977	7,250	6,894	6,755

Source: Student Information System, Fall Census, unique headcount

Comments:

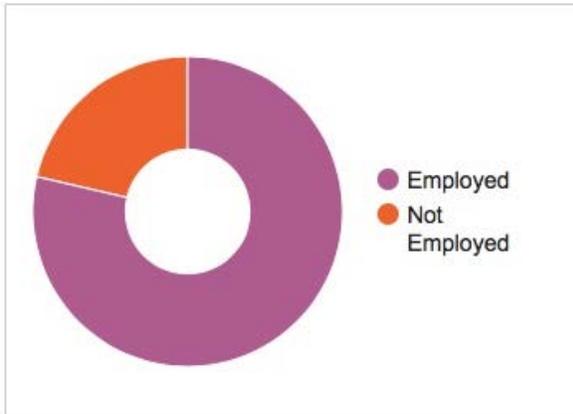
- While enrollment has held relatively flat over the past four years, there are specific University plans to increase enrollment by 2020
- In conjunction with the University's Strategic Planning process, WSU has developed a Strategic Enrollment Management (SEM) plan for growth the next three-to-five years (see the following website for the full SEM plan:
<http://webs.wichita.edu/?u=academicaffairs&p=/strategicenrollmentmanagement/>)

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Employment

UNDERGRAD EMPLOYMENT

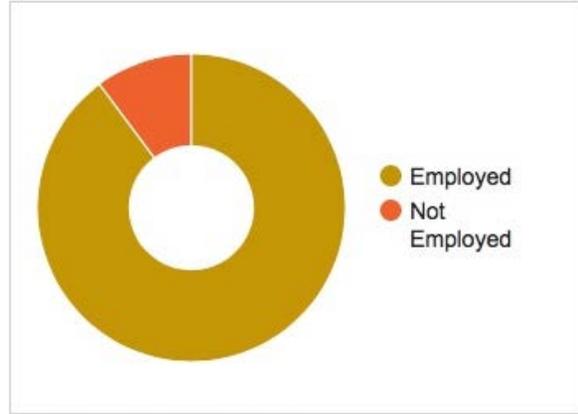
Percent of 2016 graduates employed
6 months after graduation



SOURCE: WSU Alumni Survey

GRADUATE EMPLOYMENT

Percent of 2016 graduates employed
6 months after graduation



SOURCE: WSU Alumni Survey

Description:

- Number and percent of students employed six months after graduation
- Data Source: Wichita State University Alumni Survey (Associate VP, Academic Data Systems)
- The Alumni Survey is administered six months following graduation; data are based on completed surveys; response rates typically are 20-30 percent
- The Alumni Survey is administered to: (1) Fall graduates first week of June following graduation; (2) Spring and Summer graduates first week of December following graduation. Data become available January of following year
- Updated: annually, in January, academic year fall-spring-summer sequence

Rationale:

- In order for WSU to fulfill its mission as an educational, cultural and economic driver, the University's graduates must find success in the job market
- The settings in which they are employed may vary, but given the breadth of the University's service area—Kansas and the greater public good—equal value is found in different placement settings

Target Year 2020:

- 90% of undergraduate students (based on Foresight 2020)
- 95% of graduate students

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Detail Data:

1. percent employed in
 - a. Wichita metropolitan area
 - b. Kansas
 - c. U.S. (outside of Kansas)
 - d. international
2. percent self-employed [future data collection]

Percent of students employed 6 months after graduation	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	273	317	241	243
	82.1%	81.4%	83.6%	83.1%
Undergraduate	184	225	148	145
	77.7%	76.4%	79.6%	78.6%
Graduate	89	92	93	98
	91.0%	93.5%	90.1%	89.8%
Employed in Sedgwick County and Metropolitan Statistical Area (MSA)	149	164	125	119
	66.5%	63.6%	61.9%	58.9%
Employed in Kansas (excluding Sedgwick County and MSA)	26	29	22	27
	11.6%	11.2%	10.9%	13.4%
Employed in the U.S. (excluding Kansas)	43	59	53	51
	19.2%	22.9%	26.2%	25.2%
Employed internationally	6	6	2	5
	2.7%	2.3%	1.0%	2.5%

Source: BIPMS SS_AFD_AlumniSurvey; based on completed surveys, ALQ13; academic year fall-spring-summer sequence

Comments:

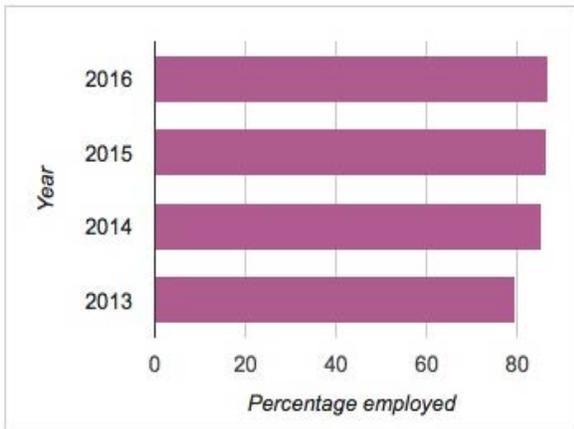
- Employment by undergraduate and graduate students six months after graduation has remained relatively consistent over the past four years
- While a majority of Wichita State University students are employed six months after graduation, the plan is to increase the employment status of graduates
- Implementation of guaranteed applied learning or research experiences for students over the next few years will help increase opportunities for students to be employed shortly after graduation (see Appendix C)

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Job Relevance

UNDERGRAD JOB RELEVANCE

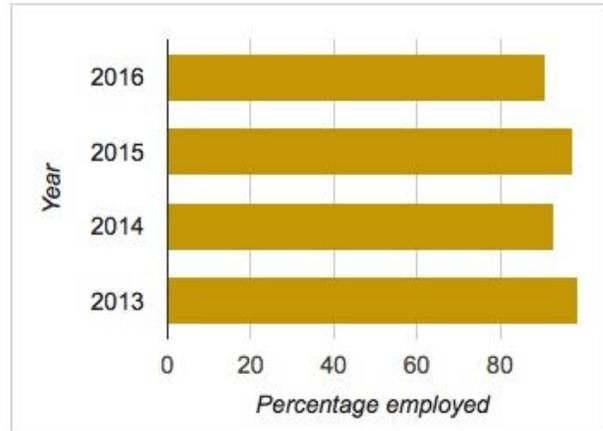
Percent of employed students working in a job directly or indirectly related to their field of study



SOURCE: WSU Alumni Survey

GRADUATE JOB RELEVANCE

Percent of employed students working in a job directly or indirectly related to their field of study



SOURCE: WSU Alumni Survey

Description:

- Number and percent of employed students working in a job directly or indirectly related to their field of study
- Data Source: Wichita State University Alumni Survey (Associate VP, Academic Data Systems)
- The Alumni Survey is administered six months following graduation; data are based on completed surveys; response rates typically are 20-30 percent
- The Alumni Survey is administered to: (1) Fall graduates first week of June following graduation; (2) Spring and Summer graduates first week of December following graduation. Data become available January of following year
- Updated: annually, in January, academic year fall-spring-summer sequence

Rationale:

- One of the key outcomes associated with WSU's mission to serve as an economic driver and its emphasis on applied learning is that graduates are able to find employment in areas that are related to their field of study
- Students employed in a job related to their field of study relates to applied learning opportunities and capitalizing on relevant existing and emerging societal and economic trends
- The identified linkage may be either direct or indirect, such as cases in which graduates are applying competencies gained through their field of study to their work in a different area (e.g., a sociology graduate working in marketing research)

Target Year 2020:

- 90% of undergraduate students
- 95% of graduate students

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Detail Data:

1. percent employed in
 - a. Wichita metropolitan area
 - b. Kansas
 - c. U.S. (outside of Kansas)
 - d. international

Percent of employed students working directly or indirectly in a job related to their field of study	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	224	258	202	202
	86.6%	88.0%	91.0%	88.6%
Undergraduate	143	172	118	114
	79.7%	85.5%	86.3%	86.8%
Graduate	81	86	84	88
	98.8%	93.0%	97.6%	90.9%
Employed in Sedgwick County and Metropolitan Statistical Area (MSA)	128	139	113	102
	66.0%	61.2%	61.4%	57.0%
Employed in Kansas (excluding Sedgwick County and MSA)	21	27	17	26
	10.8%	11.9%	9.2%	14.5%
Employed in the U.S. (excluding Kansas)	41	57	52	47
	21.1%	25.1%	28.3%	26.3%
Employed internationally	4	4	2	4
	2.1%	1.8%	1.1%	2.2%

Source: BIPMS SS_AFD_AlumniSurvey; based on completed surveys, ALQ13; academic year fall-spring-summer sequence

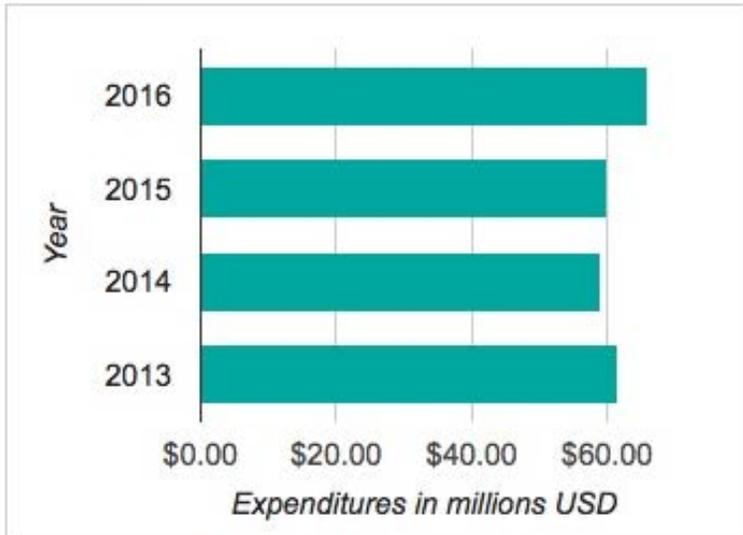
Comments:

- The job relevance for undergraduate and graduate students experienced a slight dip in 2016
- While a majority of Wichita State University students are employed in positions directly or indirectly related to their fields of study, the plan is to increase the job relevance for graduates
- Implementation of guaranteed applied learning or research experiences for students over the next few years will help increase opportunities for students to be employed in jobs related to their fields of study (see Appendix C)

Sponsored Research Funding

R&D EXPENDITURES

Amount spent in millions USD



SOURCE: WSU Financial Operations

Description:

- Research and development dollar expenditures (1) of funding received from federal, state and local governments, businesses, nonprofit organizations and (2) for internal grants, graduate research student assistant waivers, cost share on grants and unrecovered indirect costs
- Data Source: WSU Financial Operations, data reported to National Science Foundation for Higher Education R&D (HERD) survey (Associate VP, Administration & Finance for Financial Operations & Business Technology)
- Updated: annually, calendar year

Rationale:

- Sponsored research funding relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge
- Sponsored research funding pertains to WSU's mission of being an educational, cultural and economic driver for Kansas and the greater public good
- While not all research is funded (e.g., journal publications, conference presentations), sponsored research funding provides a sampling of research that is vital to the University's sustainability
- The strategic importance of sponsored research funding is further evidenced by the goal's inclusion among WSU's Foresight 2020 indicators under the category of economic alignment

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- Using the National Science Foundation for Higher Education R&D (HERD) data provides a mechanism for comparisons to peer and aspirational institutions
- Decreases in federal funding resulted in a decrease in R&D Expenditures in 2013, with a slight increase in 2015
- Development of the new Innovation Campus at Wichita State University, as well as other initiatives, should result in increased funding, and hence R&D Expenditures
- Using FY2015 as the base, an average of 1% increase each year is expected through year 2020

Target Year 2020:

- \$63.63 million

Detail Data:

1. Dollars by College/unit - for LAS separate into four categories:
 - a. Humanities
 - b. Natural Sciences & Mathematics
 - c. Social & Behavioral Sciences
 - d. Other

Research and Development Expenditures (\$ in millions)	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	\$61.388	\$58.859	\$59.940	\$65.930
College of Education	\$0.822	\$0.162	\$0.032	\$0.154
College of Engineering	\$8.248	\$8.140	\$8.000	\$8.122
College of Fine Arts	\$0.003	\$0.005	\$0.003	\$0.016
College of Health Professions	\$3.701	\$4.167	\$3.765	\$0.544
Fairmount College of Liberal Arts & Sciences	\$5.053	\$3.531	\$2.820	\$2.696
Humanities	\$0.012	\$0.007	\$0.040	\$0.010
Natural Sciences & Mathematics	\$3.578	\$2.378	\$1.400	\$1.653
Social & Behavioral Sciences	\$0.865	\$0.746	\$1.280	\$1.020
LAS - Other	\$0.598	\$0.400	\$0.100	\$0.013
W. Frank Barton School of Business	\$0.095	\$0.002	\$0.008	\$0.028
NIAR	\$38.112	\$37.208	\$36.627	\$40.165
Other	\$5.354	\$5.644	\$8.685	\$14.205

Source: data reported to National Science Foundation for Higher Education R&D [HERD] survey, fiscal year)

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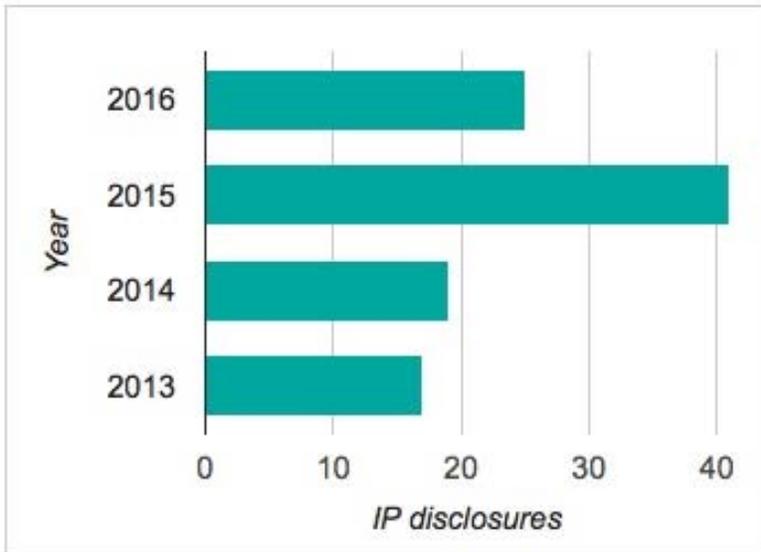
Comments:

- The nature of grants and contracts can result in major fluctuations in R&D expenditures from year to year
- A major increase in R&D expenditures in 2016 is in the “Other” category. Two major activities account for this increase:
 1. WSU received an Economic Development Administration (EDA) grant for equipment in use on the WSU Innovation Campus, specifically in the Experiential Engineering Building and the Go Create maker space
 2. The Training & Technology Team (T3) moved from the College of Health Professions to Research & Technology Transfer. T3 provides website development, maintenance, usability services, and app development for on-campus clients, industry partners, and innovators/entrepreneurs. [Note: This move accounts for the decrease in R&D expenditures in the College of Health Professions. If prior years were restated, without T3 included, there would be no decrease in the College of Health Professions]
- NIAR (National Institute for Aviation Research) experienced an increase in R&D expenditures attributable to expenditures on a new large contract and normal fluctuations in spending

Intellectual Property (IP) Disclosures

IP DISCLOSURES

Number of intellectual property disclosure forms received, fiscal year.



SOURCE: WSU Ventures

Description:

- Number of Intellectual Property (IP) disclosure forms received
- An IP disclosure form provides a summary of information related to an idea or invention
- Mechanism to identify and protect the intellectual property of the University
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

Rationale:

- The number of intellectual property disclosures relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge
- The number of IP disclosures pertains to WSU's mission of being an educational, cultural and economic driver for Kansas and the greater public good
- Intellectual property disclosures are one of the many outcomes associated with WSU's emphasis on creativity, innovation and entrepreneurship
- FY2010-FY2012, 21 total IP disclosures were received from WSU researchers (average seven per year)
- Increased emphasis at WSU on IP disclosures resulted in an increase of IP disclosure submissions (FY2013 = 17; FY2014 = 19)
- Creation of WSU Ventures to serve as an integrated support system resulted in a significant increase in IP disclosures (FY2015 = 41)

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- Link between research dollars obtained and IP disclosures is typically found to be \$1.5 million to \$3 million research dollars per IP disclosure (University of Chicago Tech Transfer Benchmarking Report 2007 <http://docplayer.net/21446145-Tech-transfer-benchmarking.html>)
- Based on 2013, WSU generates approximately \$50 million in total research dollars per year (this refers to awards obtained, not to expenditures)
- Using FY2013 as the base, an average of 15% increase each year results in 45 disclosures in FY2020

Target Year 2020:

- 45 IP disclosures

Detail Data:

1. Disclosures by College/unit - for LAS separate into 3 categories:
 - a. Humanities
 - b. Social & Behavioral Sciences
 - c. Natural Sciences & Mathematics
2. Number of interdisciplinary disclosures

Number of intellectual property disclosures	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	17	19	41	25
College of Education	7	0	3	1
College of Engineering	6	3	6	7
College of Fine Arts	0	0	2	5
College of Health Professions	0	1	4	0
Fairmount College of Liberal Arts & Sciences	1	1	12	4
Humanities	0	0	0	0
Natural Sciences & Mathematics	1	1	7	3
Social & Behavioral Sciences	0	0	5	1
W. Frank Barton School of Business	0	0	1	0
NIAR	2	11	8	5
Other	0	1	1	1
Students	1	2	4	2
Interdisciplinary	3	1	2	1

Source: WSU Ventures; IP Disclosure forms received, fiscal year

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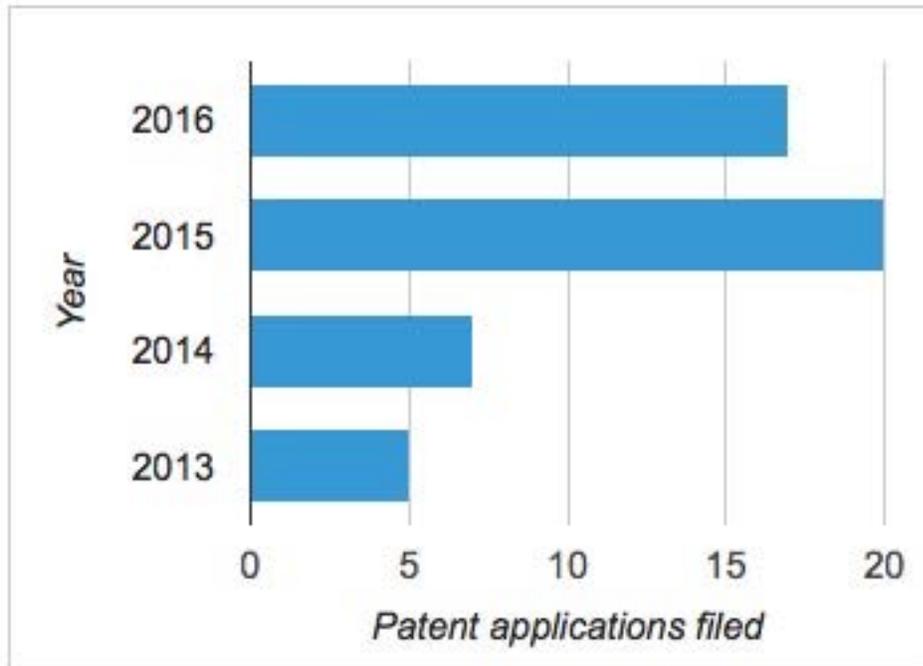
Comments:

- The decrease in 2016 IP disclosures (compared to 2015) was expected because in 2015 there was a university-wide promotional effort to encourage faculty, staff and students to disclose their intellectual property. The number of 2015 IP disclosures represented pent-up demand
- The number of 2016 IP disclosures is on track for a 15 percent increase each year, over the base year of 2013

Patents Filed

PATENTS FILED

Number of patent applications filed



SOURCE: WSU Ventures

Description:

- Number of provisional and non-provisional patent applications filed with the United States Patent and Trademark Office (USPTO)
- A patent is a set of exclusive rights granted to an inventor for a limited period of time in exchange for detailed public disclosure of an invention (i.e., a product or process solution to a specific technological problem)
- A patent excludes others from making, using, selling, offering for sale or importing the invention
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

Rationale:

- The number of patents filed relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge and applied learning experiences for students
- Patents filed also pertains to WSU's mission of being an educational, cultural and economic driver for Kansas and the greater public good

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- Patents are one of the many outcomes associated with WSU’s emphasis on creativity, innovation and entrepreneurship
- The patent process is expensive; therefore, chances of smaller research universities, such as WSU, recovering the money spent is limited in terms of likelihood and timeframe
- Nationally, approximately 50% of IP disclosures result in patents (University of Chicago Tech Transfer Benchmarking Report 2007 <http://docplayer.net/21446145-Tech-transfer-benchmarking.html>)
- Given the high costs of patenting, it would be anticipated that the percentage of patents filed by WSU of total IP disclosures would be less than the national average
- Using FY2013 as the base, an average of 15% increase each year results in 20 patent filings in FY2020

Target Year 2020:

- 20 patent applications filed

Detail Data:

1. Number of patent filings by College/unit - for LAS separate into 3 categories:
 - a. Humanities
 - b. Natural Sciences & Mathematics
 - c. Social & Behavioral Sciences

Number of WSU patents filed	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	5	7	20	17
College of Education	1	0	1	0
College of Engineering	2	2	3	7
College of Fine Arts	0	0	0	0
College of Health Professions	0	0	0	0
Fairmount College of Liberal Arts & Sciences	1	3	10	8
Humanities	0	0	0	0
Natural Sciences & Mathematics	1	2	6	5
Social & Behavioral Sciences	0	1	4	3
W. Frank Barton School of Business	0	0	0	0
NIAR	1	2	5	2
Other	0	0	0	0
Students	0	0	1	0

Source: WSU Ventures; Number of provisional and non-provisional patents filed, fiscal year)

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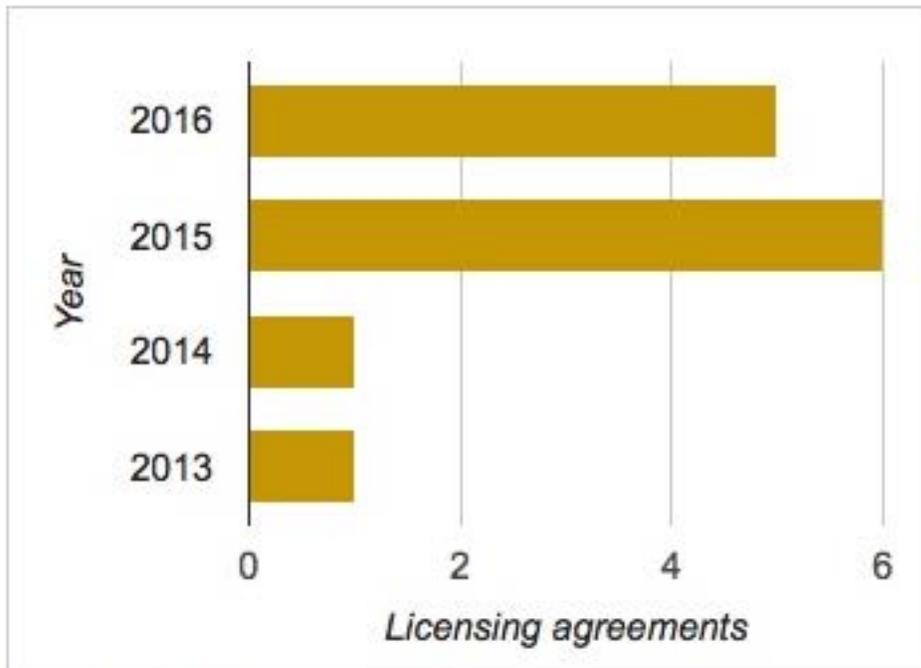
Comments:

- The increase in patent filings in 2015 followed the increase in IP disclosures
- Patent filings remained relatively flat in 2016. The increases in IP disclosures in 2015 and 2016 over previous years did not result in an increase in patent filings in 2016 because the pent-up demand for IP disclosures resulted in several disclosed inventions being past the bar date to file for a patent (i.e., the IP disclosures were past the statutory deadline for filing patent applications for the inventions)

Licensing Agreements

LICENSING AGREEMENTS

Number of agreements signed



SOURCE: WSU Ventures

Description:

- Number of agreements signed by WSU to enable external use of WSU inventions, technologies, copyrights or trade secrets (includes exclusive licenses, non-exclusive licenses and option agreements)
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

Rationale:

- The number of licensing agreements relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge
- The number of licensing agreements also pertains to WSU's mission of being an educational, cultural and economic driver for Kansas and the greater public good
- Licensing agreements are one of the many outcomes associated with WSU's emphasis on creativity, innovation and entrepreneurship
- There is a long time lag between a patent application and an institution receiving a patent
- Nationally, approximately 30% of patent applications result in a license

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- There is typically a time lag between five and 15 years between a disclosure and significant commercial activity (University of Chicago Tech Transfer Benchmarking Report 2007 <http://docplayer.net/21446145-Tech-transfer-benchmarking.html>)
- In FY2013, patents on university discoveries were typically filed five to 12 years before commercial activity resulted (https://www.autm.net/AUTMMain/media/Resources/Documents/AUTM_US_Highlights_FY2013_no_Data_Appendix.pdf)
- Based on these benchmarks, Wichita State University should generate approximately six license agreements in FY2020

Target Year 2020:

- 5 license agreements

Detail Data:

Number of licensing agreements	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	1	1	6	5

Source: WSU Ventures; licensing or revenue sharing agreements, fiscal year)

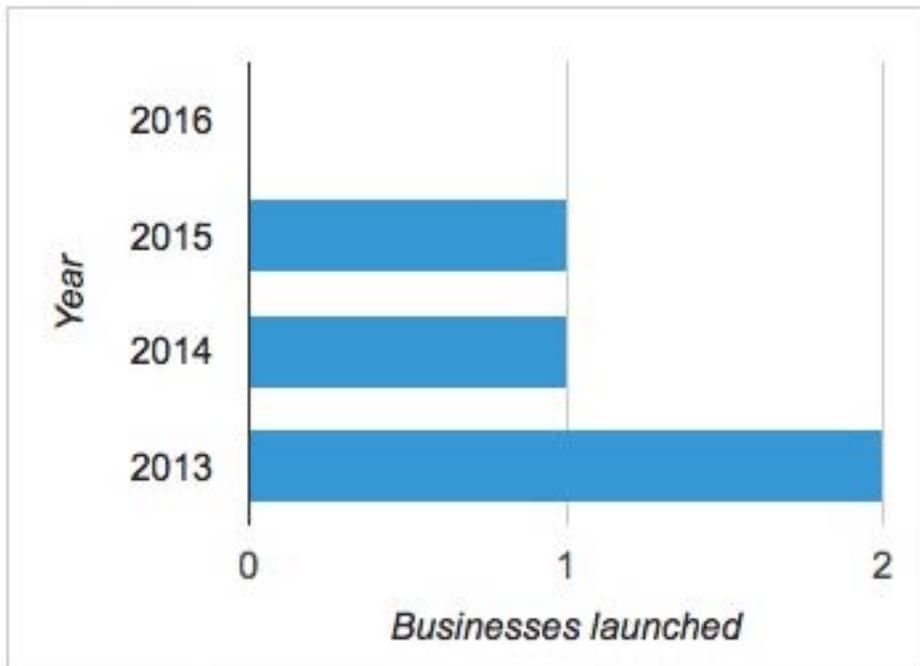
Comments:

- Licensing agreements are on target

Businesses Launched

BUSINESSES LAUNCHED

Number of new companies launched with WSU technology



SOURCE: WSU Ventures

Description:

- Number of new businesses launched with WSU technology, as evidenced through some type of contractual relationship
- Data Source: WSU Ventures (Director, Intellectual Property and Research Compliance)
- Updated: annually, fiscal year

Rationale:

- The number of new businesses launched relates to numerous WSU strategic goals, including the discovery, creation and transfer of new knowledge
- The number of new businesses launched also pertains to WSU's mission of being an educational, cultural and economic driver for Kansas and the greater public good
- New businesses are one of the many outcomes associated with WSU's emphasis on creativity, innovation and entrepreneurship
- Estimates indicate startups form around 1.5% of intellectual property coming out of universities (University of Chicago Tech Transfer Benchmarking Report 2007 <http://docplayer.net/21446145-Tech-transfer-benchmarking.html>)

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- Variance in startup activity is linked to research funding (University of Chicago Tech Transfer Benchmarking Report 2007 <http://docplayer.net/21446145-Tech-transfer-benchmarking.html>)
- Businesses launched are influenced by various innovation ecosystem variables (e.g., availability of private sector early stage venture capital, entrepreneurial cultivators in the region) (<https://www.brookings.edu/essay/rise-of-innovation-districts/>)
- Using FY2013 as the base, an average of 15% increase each year results in five businesses launched in FY2020

Target Year 2020:

- 5 businesses launched

Detail Data:

1. Number of businesses launched by:
 - a. faculty
 - b. staff
 - c. students
 - d. community partners

Number of new businesses launched	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	2	1	1	0
Faculty	2	1	1	0
Staff	0	0	0	0
Students	0	0	0	0
Community Partners	0	0	0	0

Source: WSU Ventures, number of companies launched with WSU technology, as evidenced through some type of contractual relationship, fiscal year

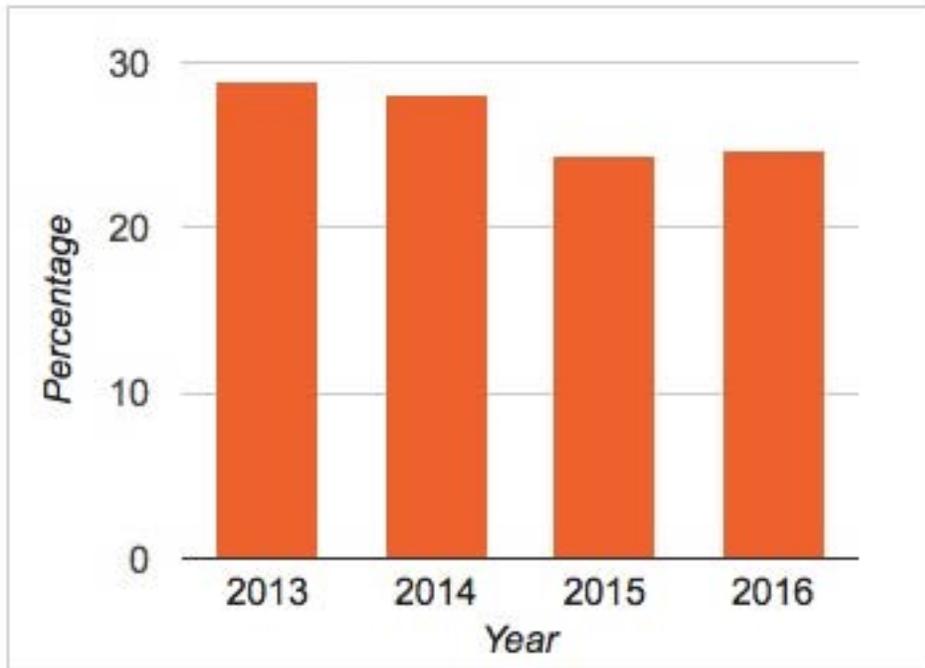
Comments:

- Year-over-year fluctuations in the number of businesses launched, as experienced in 2016, are expected because of normal fluctuations in timing and the influence of various innovation ecosystem variables (e.g., availability of private sector early stage venture capital, entrepreneurial cultivators in the region)

Applied Learning or Research Experiences

APPLIED LEARNING

Percent of graduating students participating in applied learning courses



SOURCE: WSU Office of Planning and Analysis

Description:

- Applied learning or research occurs when students develop knowledge, skills and values from personal direct experiences that go beyond the traditional lecture or lab. Applied learning encompasses a variety of activities including service learning, undergraduate research, theses, dissertations, and other creative (e.g., live performances) and professional services (e.g., practicums, internships, clinical rotations and cooperative education)
- To be considered applied learning or research, the personal direct experience must fit the above definition and all the following criteria:
 - mirrors or embodies knowledge and practice in real world situations
 - prepares student for a career or post graduate education
 - involves development or creation of a work product, service or idea
 - includes occupationally focused work
 - applies learned program skills
 - engages populations outside the classroom
- The long-term purpose of the applied learning or research metric is to confirm at the College level that each student meets a College graduation requirement that an applied

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learning or research experience is met through satisfactory completion of designated courses or experiences that meet this set of defined criteria

- It will take the Colleges some time to achieve this long-term purpose. In the meantime, data that are available will be used to establish a baseline metric for applied learning activities

Short Term

- Courses identified as applied learning activities are Practicum, Internship, Co-op, Clinical Rotation, Service Learning, Performance, Ensemble, Thesis, Dissertation
- Two metrics are presented:
 1. Number and percent of graduating students participating in an applied learning course as a graduation requirement in a major
 2. Number and percent of graduating students participating in an applied learning course
- Note that total “percent of graduating students enrolled in applied learning courses” is a larger number than the total “percent of graduating students participating in an applied learning course as a graduation requirement in a program of study.” Students complete applied learning courses that are not designated as graduation requirements
- Note that the cumulative of the courses for “percent of graduating students enrolled in applied learning courses” is larger than the total number reported. Students may be enrolled in more than one applied learning course during their time at WSU
- Data Source: WSU Office of Planning and Analysis (Associate VP, Academic Data Systems)
- Updated: annually, academic year fall-spring-summer sequence

Long Term

- In 2016, the Strategic Planning Advancement Committee developed an applied learning and research implementation process
- The Wichita State University Faculty Senate approved the implementation process on December 12, 2016 and the Graduate Council approved the process on February 2, 2017
- Appendix C provides an explanation of the process and the form used by programs to gain endorsement of their applied learning or research experiences proposals by the Strategic Planning Committee. Proposals are endorsed by the Committee or sent back to the program with questions or feedback. Revised proposals may be resubmitted to the Strategic Planning Committee for endorsement. Proposals then go through the University’s Curriculum Change process and are added to the University Catalog as a program requirement
- Over time, the applied learning or research measure will be modified to capture the number of programs that ensure every student engages in an applied learning or research experience in their College as a graduation requirement

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Rationale:

- This measure is critical to successful implementation of Wichita State University's strategic plan as it applies to WSU's vision, mission and the goal of guaranteeing an applied learning or research experience for every student
- Graduates with applied learning experiences take less time and training to become productive in initial employment
- Graduates with applied learning experiences have a competitive advantage when seeking employment

Target Year 2020:

- 100% implementation of each academic College ensuring an applied learning or research experience is part of a graduation requirement for students entering WSU beginning Fall 2018 (Note that students entering the University in 2020 will not graduate until approximately 2024)

Detail Data:

- Percent of graduating students participating in an Applied Learning course as a graduation requirement in a major
 1. percent of Undergraduate students participating
 2. percent of Graduate students participating
 3. percent of students in each College participating - for LAS separate into 3 categories:
 - a. Humanities
 - b. Social & Behavioral Sciences
 - c. Natural Sciences & Mathematics
- Percent of graduating students participating in an Applied Learning course
 1. Practicum
 2. Internship
 3. Co-op
 4. Clinical Rotation
 5. Service Learning
 6. Performance
 7. Ensemble
 8. Thesis
 9. Dissertation

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Percent of graduating students participating in an applied learning course as a graduation requirement in a program of study	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	2,891	2,960	2,909	2,971
Non-applied	2,056	2,132	2,200	2,238
Applied Learning	835	828	709	733
% Applied Learning	28.9%	28.0%	24.4%	24.7%
Undergraduate	355	369	278	292
% Applied Learning of Undergraduates	17.2%	17.8%	13.8%	14.1%
Graduate	480	459	431	441
% Applied Learning of Graduate	57.8%	51.9%	48.1%	49.0%
College of Education	271	261	191	248
% Applied Learning of Education	63.3%	58.7%	47.4%	56.2%
College of Engineering	94	93	95	105
% Applied Learning of Engineering	23.2%	19.7%	16.4%	17.8%
College of Fine Arts	51	74	64	61
% Applied Learning of Fine Arts	37.8%	49.0%	54.7%	44.9%
College of Health Professions	184	179	152	127
% Applied Learning of Health Professions	34.8%	35.0%	30.4%	27.5%
Fairmount College of Liberal Arts & Sciences	222	206	195	188
% Applied Learning of College Liberal Arts & Sciences	23.9%	22.1%	23.4%	21.6%
Humanities	3	4	4	4
% Applied Learning of Humanities	2.3%	2.9%	3.5%	3.1%
Natural Sciences & Mathematics	20	18	18	13
% Applied Learning of Natural Sciences & Mathematics	11.4%	9.4%	9.9%	8.1%
Social Sciences	199	184	173	171
% Applied Learning of Social Sciences	31.8%	30.4%	32.2%	29.5%
W. Frank Barton School of Business	13	15	12	4
% Applied Learning of W. Frank Barton School of Business	2.9%	3.4%	2.6%	0.9%

Source: WSU SIS, unique headcount enrollment in any applied learning related course, academic year fall-spring-summer sequence

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Percent of graduating students enrolled in applied learning courses	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	2,891	2,960	2,909	2,971
Non-applied	1,647	1,741	1,786	1,857
Applied Learning	1,244	1,219	1,123	1,114
% Applied Learning	43.0%	41.2%	38.6%	37.5%
Undergraduate	703	695	632	610
% Applied Learning of Undergraduates	34.1%	33.5%	31.4%	29.5%
Graduate	541	524	491	504
% Applied Learning of Graduate	65.2%	59.3%	54.8%	56.0%
Practicum	470	421	352	334
% of Applied Learning Practicum	16.3%	14.2%	12.1%	11.2%
Internship	100	96	71	164
% of Applied Learning Internship	3.5%	3.2%	2.4%	5.5%
Co-op	524	522	493	440
% of Applied Learning Co-op	18.1%	17.6%	16.9%	14.8%
Clinical Rotation	52	51	49	46
% of Applied Learning Clinical Rotation	1.8%	1.7%	1.7%	1.5%
Service Learning	55	87	113	123
% of Applied Learning Service Learning	1.9%	2.9%	3.9%	4.1%
Performance	42	39	24	29
% of Applied Learning Performance	1.5%	1.3%	0.8%	1.0%
Ensemble	25	36	43	31
% of Applied Learning Ensemble	0.9%	1.2%	1.5%	1.0%
Thesis	221	196	166	148
% of Applied Learning Thesis	7.6%	6.6%	5.7%	5.0%
Dissertation	56	58	66	51
% of Applied Learning Dissertation	1.9%	2.0%	2.3%	1.7%

Source: WSU Office of Planning and Analysis; Academic Year, fall-spring-summer sequence)

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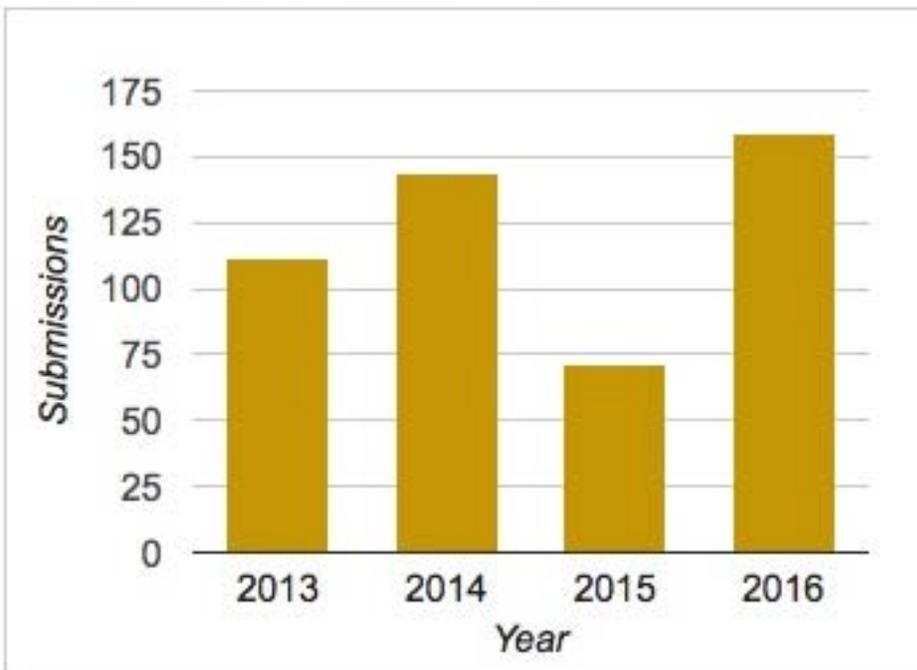
Comments:

- The numbers in the graph and charts are temporary measures that establish a baseline of applied learning and research experiences
- Colleges began an implementation process to guarantee an applied learning or research experience for every graduate (see Appendix C). Results of this implementation process will begin to be reported in 2018

Graduate Research Initiatives

GRADUATE RESEARCH INITIATIVES

Number of submissions for Graduate Research and Scholarly Projects (GRASP) 



SOURCE: WSU Graduate School

Description:

- Number of submissions to the Graduate Research and Scholarly Projects (GRASP) competition
- The WSU Graduate School has held the GRASP symposium every year since 2005 (www.wichita.edu/grasp)
- The GRASP symposium is a key showcase for the diversity of graduate education at WSU
- Students present posters and papers that are judged by a set of GRASP judges
- Abstracts are collected into a GRASP bulletin that is archived digitally on the Wichita State University Library's SOAR (Shocker Open Access Repository) system
- Source: Graduate School (Dean, Graduate School)
- Updated: annually, in December for next calendar year's GRASP competition

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Rationale:

- GRASP is interdisciplinary with posters and presentations from all the Colleges and many departments
- Each student works with a faculty member, ensuring a connection between the research and scholarship that is taking place among faculty, and responds to an editorial board made up of faculty that also ensures a professional level of quality, thus capitalizing on existing and emerging societal and economic trends
- Judging takes place with a team that represents a range of disciplines, ensuring that each presenter has to convey their work to a non-specialist audience, a key element of applied learning and scholarship and empowering students to create a campus culture and experience that meets their changing needs
- The presentation of research in a public setting helps develop an essential set of social skills important in the workforce, contributing to our graduates being better at functioning in careers once they graduate
- Using the average of academic years 2011-2015 as the base, an increase of five applications per year results in 140 submissions in year 2020

Target Year 2020:

- 140 submissions

Detail Data:

1. number of submissions by College - for LAS separate into 3 categories:
 - a. Humanities
 - b. Social & Behavioral Sciences
 - c. Natural Sciences & Mathematics
2. number of submissions by Degree Type (Masters/Ph.D.)

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Number of Student Applications for Graduate Research and Scholarly Projects (GRASP)	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	112	144	71	159
Master's degree students	71	85	48	98
Doctoral students	41	59	23	61
College of Education	8	10	5	18
College of Engineering	31	29	18	58
College of Fine Arts	7	4	5	7
College of Health Professions	25	31	24	27
Fairmount College of Liberal Arts & Sciences	41	69	19	46
Humanities	1	6	1	2
Natural Sciences & Mathematics	18	25	9	15
Social & Behavioral Sciences	22	38	9	29
W. Frank Barton School of Business	0	1	0	3

Source: Graduate School

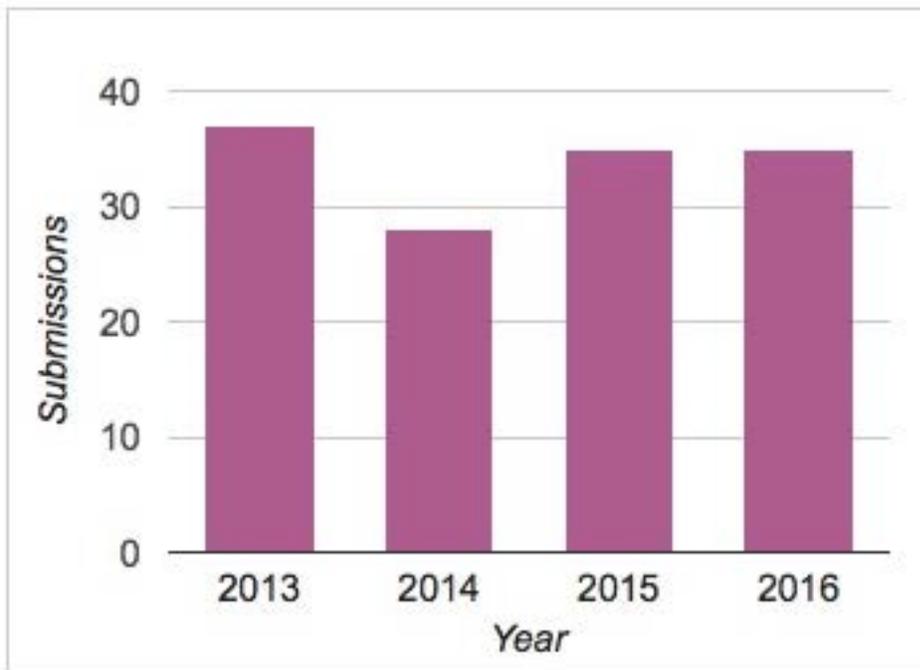
Comments:

- Graduate research initiatives, as represented by GRASP applications, are on target

Undergraduate Research Initiatives

UNDERGRAD RESEARCH INITIATIVES

Number of submissions to the Undergraduate Research in Creative Activity Fourm (URCAF)



SOURCE: URCAF Committee

Description:

- Number of abstract submissions to the Undergraduate Research in Creative Activity Forum (URCAF)
- URCAF provides an annual opportunity for undergraduate students at Wichita State University to present their scholarly and creative activity to a faculty, student and community audience, while competing for cash awards (<http://www.wichita.edu/thisis/home/?u=urcaf>)
- Undergraduate students from all disciplines are encouraged to apply
- There are three presentation categories: oral presentation, poster presentation and exhibition/performance. Oral and poster presentation categories are divided into two separate competitive groupings: humanities/social sciences and natural/applied sciences
- Each activity is mentored by a WSU faculty member
- Competition for cash awards: winning entries receive \$250 and second-place finishers receive \$100

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- Data Source: URCAF Committee (URCAF Committee Chair)
- Updated: annually, in May for current calendar year’s URCAF event

Rationale:

- A higher number of URCAF submissions would reflect growing undergraduate interest in seeking research and creative opportunities and collaborating with faculty on those activities
- Support and encouragement by faculty and others for undergraduate research and creative activities affect participation and are reflected in the number of URCAF submissions
- Overall University support for fostering an environment and campus culture conducive to collaborative and interdisciplinary research and creative activity at the undergraduate level is critical to the participation of students in these activities and, therefore, reflected in the number of submissions
- This measure is related to strategic goals, including goals associated with guaranteeing applied learning and research experiences for students, pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs
- Action plans developed by the URCAF committee indicate that a 2020 target of 60 submissions, while representing a 71% increase over the next five years (compared to 2015), is reasonable

Target Year 2020:

- 60 submissions

Detail Data:

1. number of submissions by College

Number of Student Applications for Undergraduate Research in Creative Activity Forum (URCAF)	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total	37	28	35	35
College of Education	1	1	0	1
College of Engineering	13	11	12	11
College of Fine Arts	2	2	0	0
College of Health Professions	4	5	3	6
Fairmount College of Liberal Arts & Sciences	16	9	19	17
W. Frank Barton School of Business	1	0	1	0

Source: URCAF committee

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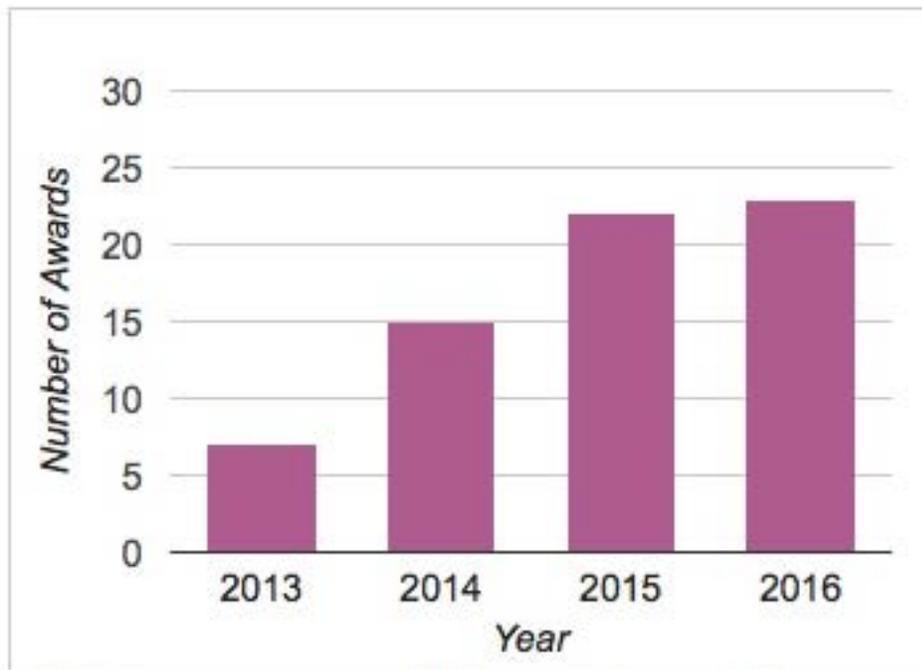
Comments:

- Undergraduate research initiatives remained steady in 2016; however, the URCAF committee made changes to increase awareness and provide additional opportunities for student submissions that are expected to lead to more student participation in the future. The changes include:
 - Introduced a new “Applied Learning” category. This new category supports the vision and mission of the university and allows students who might not have considered their work “research” but who use research methods to solve real problems to participate
 - Moved the event to a central location on the main campus to boost recognition and awareness of the event. This change resulted in far more foot traffic than ever before with students and faculty walking through and engaging the presenters
 - Increased promotion with the Honors College and independently with each of the colleges and department and division heads. Increased promotion also included more and earlier advertising in on-campus e-newsletters to faculty, staff and students

Undergraduate Research Awards

UNDERGRAD RESEARCH AWARDS

Number of awards



SOURCE: Dorothy and Bill Cohen Honors College

Description:

- Number of Undergraduate Student Research Grants awarded by the Dorothy and Bill Cohen Honors College
- Undergraduates from all disciplines are encouraged to participate in research and creative projects in collaboration with WSU faculty
- Grants of up to \$1,000 each, are awarded with proposals reviewed on a continuous cycle from September through March 15
- Funds must be used within one year from the date of the award
- Data Source: Honors College (Dean, Honors College)
- Updated: annually, academic year (summer, fall, spring sequence)

Rationale:

- A higher number of awards reflect growing undergraduate interest in seeking research and creative opportunities and collaborating with faculty on those activities

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- Support and encouragement by faculty and others for undergraduate research and creative activities affect participation and are reflected in the number of awards
- Overall University support for fostering an environment and campus culture conducive to collaborative and interdisciplinary research and creative activity at the undergraduate level is critical to the participation of students in these activities and, therefore, reflected in the number of awards
- This measure is related to strategic goals, including goals associated with guaranteeing research experiences for students, pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs

Target Year 2020:

- 40 awards

Detail Data:

1. number of awards by College - for LAS separate into 3 categories:
 - a. Humanities
 - b. Natural Sciences & Mathematics
 - c. Social & Behavioral Sciences

Undergraduate research awards	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Annual award amount	\$6,730	\$14,424	\$21,207	\$22,175
Annual Undergraduate Awards	7	15	22	23
College of Education	0	0	0	0
College of Engineering	0	1	8	8
College of Fine Arts	0	1	2	2
College of Health Professions	0	2	3	2
Fairmount College of Liberal Arts & Sciences	7	11	9	11
Humanities	0	0	0	1
Natural Sciences & Mathematics	3	0	4	5
Social & Behavioral Sciences	4	11	5	5
W. Frank Barton School of Business	0	0	0	0

Source: Honors College

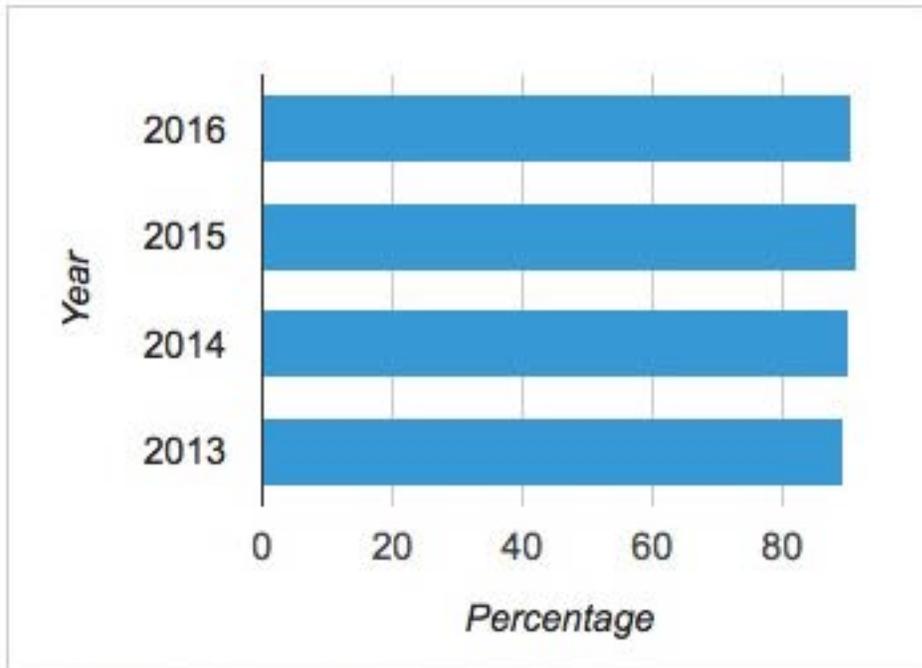
Comments:

- Undergraduate research awards showed substantial increases from 2013 to 2016. These increases are expected to continue

Graduation Completion

GRADUATION COMPLETION

Of graduating students, percent who graduated within six years of entering WSU



SOURCE: Student Information System

Description:

- Of those students graduating in a specific year, the percent that completed their degree within six years from the first time they enrolled at WSU
- Note that this six-year graduation completion is not the same as the “six-year graduation rate of first time, full-time freshmen” as reported in WSU Foresight 2020
- Graduation Completion degree years are based on the first degree conferred minus the first degree-bound enrollment year; the degree completion values are not cohort defined nor rates of degree completion
- Data Source: WSU Office of Planning & Analysis (Associate VP, Academic Data Systems)
- Updated: annually by year, 20th day of fall semester

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Rationale:

- Student engagement plays an important role in improving graduation completion
- Implementation of ideas related to applied learning and research is likely to affect student engagement and consequently improve graduation completion
- This measure is related to strategic goals, including goals associated with guaranteeing applied learning and research experiences for students, pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs

Target Year 2020:

- 100%

Detail Data:

1. Bachelor Degrees
2. Master Degrees
3. Doctoral Degrees

Six-year graduation completion for students enrolled for the first time at WSU	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Total Graduates	2,730	2,833	2,786	2,532
6 years or less	2,441	2,562	2,550	2,300
	89.4%	90.4%	91.5%	90.8%
Bachelor Degrees: Total Graduates	1,947	1,990	1,920	1,809
6 years or less	1,684	1,752	1,711	1,594
	86.5%	88.0%	89.1%	88.1%
Master Degrees: Total Graduates	706	751	767	650
6 years or less	692	735	760	640
	98.0%	97.9%	99.1%	98.5%
Doctoral Degrees: Total Graduates	77	92	99	73
6 years or less	65	75	79	66
	84.4%	81.5%	79.8%	90.4%

Source: WSU Office of Planning and Analysis; academic year fall-spring-summer sequence

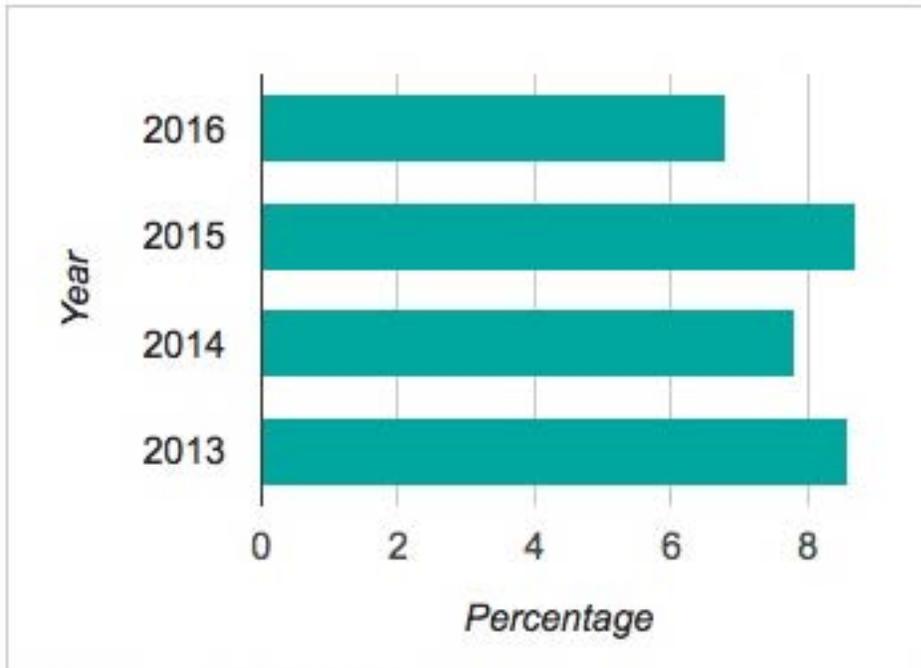
Comments:

- Graduation completion within six years of enrollment remained relatively steady and is expected to increase

Donations

DONATIONS

Percent of alumni who donated to WSU



SOURCE: WSU Foundation

Description:

- Dollar amount of donations to Wichita State University spent in a specific year
- Number and percent of living alumni with at least a bachelor's degree from Wichita State University who donated to the University in a specific year
- Number and percent of Wichita State University faculty and staff who donated to the University in a specific year
- Data Source: Wichita State University Foundation (WSU Foundation VP, Finance)
- Updated: annually, fiscal year

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Rationale:

- An important gauge of engagement with alumni, faculty, staff and the greater community is their willingness to make financial contributions to support the University's strategic goals
- Recognition of WSU across the nation and internationally as a model for applied learning and research should reflect in increased donations
- This measure is related to strategic goals, including goals associated with pioneering interdisciplinary curricula, capitalizing on existing and emerging societal and economic trends, accelerating the discovery, creation and transfer of new knowledge and empowering students to create a campus culture and experience that meets their changing needs

Target Year 2020:

- \$23 million (amount of donations spent in a specific year)
- 9.0% (alumni giving)
- 21.0% (faculty and staff giving)

Donations to WSU Foundation	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Donations to Wichita State University Foundation spent (\$ in millions)	\$11.065	\$11.671	\$13.890	\$13.652
Percent of living alumni with a bachelor's degree that gave to the University	7,497	7,108	7,868	6,659
	8.6%	7.8%	8.7%	6.8%
Percent of faculty and staff that donated to the University	395	394	377	396
	20%	18%	18%	18%

Source: Wichita State University Foundation, fiscal year

Comments:

- WSU Foundation is almost halfway through its Shock The World campaign. The campaign began in 2013, with a goal to raise \$250 million by 2020. The increase in campaign contributions is expected to result in reaching the 2020 strategic plan targets for donations spent and the percent of living alumni, faculty and staff donating

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APPENDIX A

Wichita State University Strategic Planning

“Who Are We and Where Are We Going”

2016 Annual Review Process

September 7, 2016, 1:00 p.m. to 6:00 p.m.

Purpose

Provide Colleges the opportunity, in a collegial forum, to demonstrate:

- progress on their strategic plan goals (including metrics)
- alignment of their plan with the University’s strategic goals
- what challenges they face
 - identify areas for improvement
 - review why targets are not met

Provide forum to break down silos and stimulate cross-College and University discussion

Who

Ensure University-wide importance and meaningful exchange of ideas, by inviting the entire campus community and ensuring attendance by:

- President, Provost, and Deans
- Department heads of University Resource Partners ¹
- Strategic Planning Advancement Committee

Format

Half-day event September 7, 2016, 1:00 pm - 6:00 pm to include:

- Strategic Planning Advancement Committee facilitation of annual review process

- College Deans will present for their individual College
 - Oral presentation - 10 minutes per College ²
 - Top two highlights of goals achieved (including metrics) [3 minutes]
 - One multidisciplinary collaboration [2 minutes] (Deans asked to confer with collaboration partner to ensure no duplicates)
 - Top two challenges [3 minutes]
 - Next steps [2 minutes]
 - Five minutes of Q & A with additional questions gathered during a breakout session (answers to these questions will be coordinated by the Strategic Planning Advancement Committee and the Colleges)
 - supporting documents are encouraged; to be posted to website

- Three breakout sessions [30 minutes each, after every three presentations]
 - Structured sessions designed to work on challenges, ideas and breaking down silos to stimulate cross-College and University discussion

- Social hour hosted by the Provost’s Office following presentations and breakout sessions

¹ Representatives from Academic Affairs, Student Affairs, Finance and Administration, Research and Technology Transfer, Strategic Communications, Human Resources, WSU Alumni Association, and WSU Foundation

² Barton School of Business, Cohen Honors College. College of Education, College of Engineering, College of Fine Arts, College of Health Professions, Fairmount College of Liberal Arts & Sciences , Graduate School, University Libraries

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APPENDIX B

Wichita State University Spring 2017 Strategic Planning Forum March 9, 2017, 11:00 a.m. to 1:00 p.m.

Purpose

Provide meaningful cross-campus conversation on strategic topics to demonstrate progress on the University's strategic plan

Who

Ensure University-wide importance and meaningful exchange of ideas, by inviting the entire campus community and ensuring attendance by:

- President, Provost, and Deans
- Department heads of University Resource Partners³
- Strategic Planning Advancement Committee
- targeted invitees for specific panels

Format

Host free lunch event from 11am-1pm, March 9, 2017

- Sodexo agreed to donate lunch
- President Bardo will make opening remarks

Strategic Planning Advancement Committee facilitated and moderated panel discussions that mixed colleagues from Academic Affairs and University Resource Partners. Panels consisted of a moderator and three or four panel members.

Schedule:

11:00	-	11:20 a.m.	Lunch and Welcome	RSC Beggs Ballroom
			Remarks: President John Bardo	
11:20	-	11:30 a.m.	Break	
11:30 a.m.	-	12:10 p.m.	Concurrent Panels	

Strategic Enrollment Management

RSC Pike Room (266)

Moderator: Rick Muma, Senior Associate Vice President, Academic Affairs & Strategic Enrollment Management & Professor

Panelists:

- Bobby Gandu, Director, Undergraduate Admissions
- Teri Hall, Vice President, Student Affairs
- Kim Sandlin, Director, Office of Student Success
- Kerry Wilks, Associate Dean, Graduate School

³ Assessment, Curriculum, & Student Success, Academic Administration & Outreach, Academic Data Systems, Career Development Center, Student Affairs, Finance and Administration, Research and Technology Transfer, Strategic Communications, Human Resources, Equal Opportunity, Title IX; Operations, General Counsel, Office of Diversity, Athletics, WSU Alumni Association, Community Engagement Institute, Ennovar, WSU Foundation

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Research with Industry

RSC Lucas Room (265)

Moderator: Jan Twomey, Associate Dean, Graduate Studies, Research, Faculty Success & Professor

Panelists:

- Barbara Chaparro, Professor, Psychology & Director, Software Usability Research Lab
- Debra Franklin, Director, Strategic University Initiatives, WSU Ventures
- Paul Jonas, Director, Special Programs, NIAR
- Dennis Livesay, Graduate School Dean, Associate Vice President of Research & Technology Transfer & Professor

Addressing the Elusive Goal 7: Implementation of the UniScope Model

RSC Gridley Room (301)

Moderator: Clay Stoldt, Associate Dean, College of Education & Professor

Panelists:

- Ward Jewell, Professor, Electrical Engineering, College of Engineering
- Douglas Parham, Associate Professor & Graduate Coordinator, Communication Sciences & Disorders, College of Health Professions
- Michael Rogers, Department Chair & Professor, Human Performance Studies, College of Education
- Carolyn Shaw, Department Chair & Professor, Political Science, Fairmount College of Liberal Arts and Sciences

12:10 - 12:20 p.m. **Break**

12:20 - 1:00 p.m. **Concurrent Panels**

Strategic Communications and Academic Engagement

RSC Pike Room (266)

How and when academic areas should engage with Strategic Communications

Moderator: Shelly Coleman-Martins, Associate Vice President Strategic Communications & Chief Marketing Officer

Panelists:

- Sandra Bibb, Dean, College of Health Professions & Professor
- Rodney Miller, Dean, College of Fine Arts & Professor
- Mark Porcaro, Executive Director, Online Learning
- Khawaja Saeed, Associate Dean, Graduate Studies in Business & Professor

Applied Learning: Possibilities & Challenges

RSC Lucas Room (265)

Moderator: Stephen Arnold, Associate Dean, College of Health Professions

- Assisted by Amy Baker Schwiethale, Program Director, Musical Theater

Panelists:

- Katherine (Katie) Cramer, Associate Professor, Department of Curriculum & Instruction
- Nancy Loosle, Director, Student Involvement
- Sara Muzzy, Director, Student Academic Programs & Services
- Jay Price, Chair, Department of History & Professor

What has WSU done in terms of Diversity?

RSC Gridley Room (301)

Moderator: John Perry, Chair, Department of Management & Associate Professor

Panelists:

- Tracia Banuelos, HRM / Psychology double-major & Student Government Association Diversity Task Force Chair
- Marché Fleming-Randle, Senior Assistant Dean & Assistant to the President for Diversity
- Jean Griffith, Associate Professor, English & Tilford Coordinator

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Appendix C

Approved by Faculty Senate December 12, 2016; Graduate Council February 2, 2017

Strategic Planning Applied Learning or Research Experience Form

***Complete form and attach to
University Curriculum Change Form for curriculum and program changes***

Applied learning and research are critical elements of Wichita State University's strategic plan. This is articulated clearly in the vision—*“Wichita State University is internationally recognized as the model for applied learning and research”*—and in strategic goal 1—*“Guarantee an applied learning or research experience for every student by each academic program.”*

An excerpt from the full version of the WSU [strategic plan](#) further explains the intent of goal 1:

The purpose of this goal is to ensure that every student who graduates from Wichita State University experiences applied learning or translational research ... This goal will be a condition of graduation rather than merely an opportunity. Applied learning and research will be infused throughout students' educational experiences. Real world experience (experiential learning) that allows students to develop and apply their skill sets will be incorporated into the curriculum of each academic unit. This goal ... is the responsibility of each and every academic program to ensure that all students who come through their program apply their skill set in real world contexts. The achievement of this goal will look different in every program.

This may seem like an obstacle for some. It is not—it is an opportunity. It is an opportunity to change our way of thinking and achieve our vision of being the model for applied learning and research.

To ensure fulfillment of goal 1, it is necessary to confirm that each student meets a college, department, or program graduation requirement that an applied learning or research experience is met through satisfactory completion of designated courses or experiences that meet a set of defined criteria. In 2015, the Strategic Planning Phase 2 Steering Committee, composed of faculty representation from every college, developed a definition and set of criteria for applied learning, as well as a process for documenting and measuring applied learning or research experiences at Wichita State University. The foundation for the definition and criteria for applied learning is the original strategic plan. The planning process from which the original strategic plan developed was a “bottom up” process, with representation and ideas from all areas of campus.

The form below provides a mechanism for documenting a substantive applied learning or research experience within your college, department, or program.

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Recognizing that some programs can more quickly fulfill this goal than others, there are three planning horizons from which to choose. **Complete the contact information below and check the box that indicates your planning horizon** for guaranteeing an applied learning or research experience for your graduates.

College, Department, or Program _____

Name of contact person _____

Email of contact person _____

The above listed college, department, or program will implement an applied learning or research experience as a graduation requirement for its students:

now. We plan to implement an applied learning or research experience as a graduation requirement for the Fall 2018 catalog. See attached proposal.

- Proposal Due: February 1, 2017

in one year. We are very close but it will take us a year to develop a proposal to ensure all of our students graduate with an applied learning or research experience. The graduation requirement will be in place for the Fall 2019 catalog.

- Proposal Due: February 1, 2018

in two years. It will take much thought and reflection to develop a proposal to ensure that all of our students graduate with an applied learning or research experience. The graduation requirement will be in place for the Fall 2020 catalog.

- Proposal Due: February 1, 2019

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Describe requirements for the guaranteed Applied Learning or Research Experience.

To fulfill the requirements for a guaranteed Applied Learning or Research Experience in _____⁴ at WSU, each student that graduates from _____⁴ will complete the following program course requirements:

[Insert requirements to guarantee an Applied Learning or Research Experience for each graduate of this college, department, or program]

Note: Thesis and dissertation courses fit the applied learning definition and criteria. If a thesis or dissertation is a program requirement, the remainder of this form does not need to be completed.

Describe how the Applied Learning or Research Experience fits the definition of applied learning below:

Definition:

Applied learning or research occurs when students develop knowledge, skills, and values from personal direct experiences that go beyond the traditional lecture or lab. Applied learning encompasses a variety of activities including service learning, undergraduate research, theses, dissertations, and other creative (e.g., live performances) and professional services (e.g., practicums, internships, clinical rotations, and cooperative education).

[Insert description of how the requirements fit the applied learning definition]

⁴ insert name of college, department, or program

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Describe how the Applied Learning or Research Experience fits the six applied learning criteria below:

Criteria:

To be considered Applied Learning or Research, the personal direct experience must fit the above definition and all the following criteria:

1. mirrors or embodies knowledge and practice in real world situations
2. prepares student for a career or post graduate education
3. involves development or creation of a work product, service, or idea
4. includes occupationally focused work
5. applies learned program skills
6. engages populations outside the classroom⁵

Note: Other experiential opportunities that fit the definition of applied learning may be submitted for consideration. Attach explanation of exception to be considered.

Criterion	Description of how the required experience meets the criterion
1	
2	
3	
4	
5	
6	

⁵ the classroom refers to a setting where an instructor, specialist, or other authority adopts the role of expert, with the students as receptors of the experts' knowledge and experience

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**Strategic Planning Applied Learning or Research Experience
Routing Sheet**

A. Date initiated by faculty _____

B. Program Name

C. Strategic Planning Advancement Committee:

Endorsed

Not Endorsed (feedback attached)

Note: Attach completed form to the University Curriculum Change Form for routing signatures.