Context/Background

As our institutional vision states, *in the spirit of innovation*, we will seek to explore, develop and assist the emergence of new, high need academic programs. We will be a “national model for a premier learning community”….that will “meet the educational, economic, and social challenges of our regions, the State of Ohio, the nation and the world” ([http://www.bgsu.edu/strategic-plan/vision-mission-core-values.html](http://www.bgsu.edu/strategic-plan/vision-mission-core-values.html)). BGSU has built a strong reputation on serving needs of traditional undergraduate (UG) and graduate (GRAD) students as well as non-traditional populations at the BGSU Firelands campus. UG students at the main Bowling Green campus typically are full-time, residential students between 18-22 years old. They have come to BGSU to receive a traditional, immersive and engaged education. The majority of graduate students who attend BGSU are full-time, residential students who are hired as graduate students to assist in the education of undergraduate students and to support faculty research.

Within the Midwest U.S., the number of high school graduates is projected to continue decreasing. At the same time, we are located in a region of the State of Ohio that has a lower than average percent of the population with an undergraduate college degree. Goals for increasing the number of non-traditional adults completing higher educational degrees have been set by the Ohio Department of Higher Education. Additionally, it has become more difficult to financially sustain the traditional graduate education funding model. For BGSU to continue to thrive into the future, the university needs to provide a greater number of nontraditional UG and GRAD students access to a high quality education. As a state supported university, this is extremely important to serve the citizens of our region in these efforts.

Description of Innovation Fund Program

The *Innovation Fund* will selectively support programs and faculty who wish to re/position new or current resources to transform existing academic programs or create new face-to-face, online, or blended academic programs that will serve the needs of nontraditional student populations such as working adults, students at distant locations, or degree completers.

If you have ideas for programs directed at new populations of students for here on main campus please work with your college dean to make proposals to the provost related to other resources available. These ideas and recommendations are also highly appreciated.

Given our growing institutional emphasis on enrollment-based resource allocations, there are many new opportunities for departments, colleges, and schools to develop new or redesigned programs that are intended for nontraditional students. The *Innovation Fund* initiative will offer targeted support to
encourage faculty in programs who wish to increase their enrollment by better serving the needs of nontraditional students for whom BGSU programs are not currently serving or serving sufficiently.

Grant support through the TIF has already been made available on a competitive basis to provide resources and potential start-up funding for new or redesigned programs aimed at successfully reaching new student audiences starting as soon as this Fall 2015 semester, that will yield students the university has not currently been reaching. As we move forward, this work could involve developing a new program, but more likely it involves redesigning and adapting current offerings to be more suitable for an audience not currently being served. Face-to-face, blended, or online delivery could be options. Altered weekend and evening scheduling is another direction in which programs could be redesigned. Partnering with an outside agency or location to bring a program to a non-traditional audience is yet another option. Any new or redesigned program must be developed to meet the unique needs of the proposed student audience while preserving program quality.

Proposed programs may serve either graduate or undergraduate students. Free-standing certificate or continuing education programs are not eligible. Generally speaking, it is expected that an academic program be proposed rather than a series of courses that “might” lead to a program. The proposal should focus on ways in which BGSU could provide a degree to students who have not been traditionally served by BGSU: working professionals, working adults, out of region students, and other nontraditional markets.

Objective: To increase the opportunities for non-traditional students to obtain a BGSU degree in order to increase nontraditional student enrollment in Fall 2016 and the years after.

Who Is Eligible: All departments/programs that have academic degree granting programs that can be added or redesigned to meet the needs of particular non-traditional student markets.

Innovation Fund Awards: Resources to programs to support the (re)designing of a program for nontraditional student audiences not currently served by BGSU programs.

The Innovation Fund initiative will reward programs for results but will also provide resources to support the program development and early implementation needed to achieve those results. The program will be expected to become sustainable within a specified period of time (usually two years), or the program is likely to be discontinued.

Recognizing that programs are currently at different stages of development, the Innovation Fund initiative offers three packages of resources and support, based on current readiness to implement:

Cohort One: was ready to launch by Fall 2015 and are up and running
Cohort Two: will be ready to launch by Fall 2016
Cohort Three: will be ready for launch by Fall 2017
Cohort Four: will be ready for launch by Fall 2018
Criteria and Expectations

1. While some applicants may have experience at developing and delivering academic programs, other applicants who have powerful and innovative ideas but limited experience with program development are also encouraged to apply.

2. Generally speaking, it will be important that an academic program be proposed rather than a series of courses that “might” lead to a program. The proposal should focus on ways in which BGSU could provide a degree to students who have not been traditionally served by BGSU. Specifically, working professionals, working adults, out of region students are a few examples of student populations not currently served by BGSU in significant ways.

3. The purpose of the redesign delivery method or program should have a clear focus on delivering a quality BGSU degree program to a student population that has not been traditionally served by BGSU.

4. The proposals should include an estimate of enrollment capacity for the program. The Innovation Fund committee will gather additional market information for consideration of enrollment potential.

5. Preference will be given to funding applications that
   a. Have clearly demonstrated potential for strong enrollment from non-traditional student populations
   b. Serve the needs of the region and state
   c. Build upon current strengths of BGSU
   d. Provide students with a clearly identified and realistic pathway to timely completion.
   e. Clearly indicate the proposed use of grant funding
   f. Provides an innovative approach to delivering the program (the innovation could be in the content, pedagogy, structure, time of day/week, or other delivery elements of the program). The program must be designed in such a way that better serves the needs of the nontraditional target group.

6. If reassigned time for teaching a course is requested in the newly structured program, the proposal will be coordinated with the School/Department Chair and College.

An Open Information Session will be held September 9, from 11:30 –12:30, location Center for Faculty Excellence, 202 University Hall
Cohort Two (launch by Fall 2016)

Cohort Two programs are those that are ready to enroll students by Fall 2016. Illustrative possibilities include revising content, reviewing prerequisites, and developing pathways in order to offer current daytime programs in evenings and/or on weekends, developing the online delivery of a course or two to complete an online program offering, or delivering courses in a location more convenient for the nontraditional student audience. In any case, the work should include ensuring the program is sufficiently coordinated and deployed so that students have access to a clearly identified pathway to timely completion. Other activities might include working with campus resources to identify, reach, and attract the new audience. Cohort Two programs will have a goal of being ready to begin promoting the program and recruiting new students before the end of Fall 2015 semester, in preparation for launch by Fall 2016.

Depending on the extent of work needed, possible resources that program faculty can draw from may include:

- Possible release time or overload pay for 3-credit hours for Spring 2016 and/or Fall 2016 for one faculty member for extensive work.
- Summer supplemental pay of up to $5,000 for one faculty member for extensive work.
- A faculty mentor from a program being delivered in a similar way who can provide guidance and assistance related to recruitment, marketing, structure of offerings.
- Additional staff (e.g., a recruiter/coordinator for the program to handle inquiries, a full time NTTF terminal contract faculty member or an adjunct faculty member to provide instruction in the off campus setting).
- Instructional design and Canvas support
- Market study to better pinpoint the program audience, estimate its size, etc.
- Curriculum mapping and learning outcome assessment development support
- Online course development support; Quality Matters review
- Support for the development of initial marketing materials
- Outreach to appropriate target groups
- Office of Admissions and/or Graduate College Director of Recruitment to support and structure the application process.
- Expertise of the Office of Non-Traditional and Transfer Student Services
- For each proposal, the Dean, Associate Dean, and Program Director or Department Chair related to the proposal should sign and provide a brief memo of endorsement, including a statement that they will support the implementation of any course changes being developed. For example, in the case of a course with many sections, the College and/or Department in question will need to provide support to the grant recipients to implement the changes. Without this unit level commitment, the funds will not be given.

Funding will follow with documentation of status and deliverables. Funding for faculty release time will be allocated to the department after submission of status updates and agreed upon deliverables by a specific date. Supplemental summer pay will be disbursed in the month of September following the receipt of agreed upon deliverables by a specific date in August. Full adoption of the model will happen no later than after two years of demonstrated success and market demand. Permanent resources may be available upon sufficient evidence of such demand.

Due date: Completed proposals are due to college offices by October 10, 2015. The documents, signed and approved by deans, are due to the Vice Provost office by October 17, 2015. Please submit
proposal package electronically to Monica Hartzler (mhartzl@bgsu.edu), Office of Undergraduate Education, 104 University Hall.

For each proposal, the Dean, Associate Dean, and Program Director or Department Chair (all three) related to the proposal should sign and provide a brief memo of endorsement, including a statement that they will support the implementation of any course changes being developed. For example, in the case of a course with many sections, the College and/or Department in question will need to provide support to the grant recipients to implement the changes. Without this unit level commitment, the grant will not be given.

Cohort Two Proposal Outline:
1. Cover page with name of proposed program, department or program unit, faculty contact person(s), dean, relevant associate dean, and department or program chair.
2. Program audience:
   a. Who they are, key characteristics related to program interest and delivery
   b. Evidence that this audience does not overlap with a traditional student audience that BGSU currently serves.
   c. Best estimate of enrollment expected available at this time and enrollment capacity for the program. (The Innovation Fund committee will gather additional market information for consideration of enrollment potential.)
   d. Unique needs of the nontraditional audience, as currently understood, that the program must meet – the content, the pedagogy, the timing of the delivery of classes, etc.
   e. Other competitor programs in Ohio (if relevant) and, if so, why the proposed program can be expected to attract students to BGSU.
3. Program:
   a. Working title of the program.
   b. How the program will meet the needs of the proposed student audience described in 2d.
   c. Outline of the intended program
   d. Current state of the pieces of the program (are these existing courses that must be modified in some way? Need for new courses to be developed? What program or course approvals will be needed and by what dates for Fall 2015 program deployment? What other elements of the existing program must be modified such as mode or timing of delivery? How will they be modified?)
   e. In what ways technology must be involved to properly deliver the program
   f. Other work that needs to be done to reach this audience and deliver the program to them as currently understood.
4. Faculty:
   a. Faculty who will be working on developing the program and who will lead the development process.
   b. How faculty resources will be deployed to implement the program (program coordination, course delivery, ongoing assessment and improvement).
   c. Additional faculty resources needed to deliver the program in AY 2015-16 (temporary, soft funds may be made available for the first two years of the program being offered to the new audience; after two years, the program will move to a hard funded model, if warranted by enrollments.
5. Pathway to completion: details of the program such that it is clear how classes will be offered so that students can complete the program in a timely manner.
6. Technology and related tools necessary to deliver the program, as planned.
7. Resource needs anticipated, possibly including:
   o Potential release time or overload pay for 3-credit hours for Spring 2016 and/or Fall 2016 for one faculty member for extensive work.
   o Summer supplemental pay of no more than $5,000 for one faculty member for extensive work.
   o A faculty mentor from a program being delivered in a similar way who can provide guidance and assistance.
   o Additional staff (e.g., a recruiter/coordinator for the program, an adjunct faculty member to provide instruction in the off campus setting) once in operation.
   o Instructional design and Canvas support.
   o Market study to better pinpoint the program audience and estimate its size.
   o Curriculum mapping and learning outcome assessment development support.
   o Online course development support; Quality Matters review.
   o Support for the development of initial marketing materials.
   o Outreach to appropriate target groups.
   o Support of Admissions or Grad College Director of Recruitment
   o Expertise of Office of Non-Traditional Students

8. Resources the program, department, or college will provide to the grant recipients to implement the changes to the existing program.

9. For each proposal, the Dean, an Associate Dean, and Program Director or Department Chair related to the proposal should write a brief memo of endorsement, including a statement that they will support the implementation of the course changes being developed. For example, in the case of a course with many sections, the College and/or Department in question will need to provide support to the grant recipients to implement the changes. Without this unit level commitment, the grant will not be given.

Due date: Proposals are due to college offices by October 10 and then to Academic Affairs by October 17, 2015. Please submit proposal package electronically to Monica Hartzler (mhartzl@bgsu.edu), Office of Undergraduate Education, 104 University Hall.

Questions? Please direct them to John Fischer (jfisch@bgsu.edu).
Cohort Three (launch by Fall 2017) and Cohort Four (launch by Fall 2018)

Cohort Three: Fall 2017 Launch: Programs falling into this category are those that need additional time to (re)design and deploy a complete program. The work should include ensuring the program is sufficiently coordinated and deployed so that students have access to a clearly identified pathway to timely completion. Other activities might include working with campus resources to identify, reach, and attract the new audience. The Fall 2017 cohort programs will be ready for promoting and recruiting new students before the end of Fall 2016 semester.

Cohort Four: Fall 2018 Launch: These will be programs requiring more program and class approval steps, possibly including Ohio Department of Higher Education approval for new or revised degrees.

Proposal Outline: Cohort Three or Cohort Four—

1. Cover page with name of proposed program, department or program unit, faculty contact person(s), dean, relevant associate dean, and department or program chair.
2. Program audience:
   a. Who they are, key characteristics related to program interest and delivery
   b. Evidence that this audience does not overlap with a traditional student audience that BGSU currently serves.
   c. Best estimate of enrollment expected available at this time and enrollment capacity for the program. (The oversight committee will gather additional market information for consideration of enrollment potential.)
   d. Unique needs of the nontraditional audience, as currently understood, that the program must meet – the content, the pedagogy, the timing of the delivery of classes, etc.
3. Program:
   a. Working title of the program.
   b. How the program will meet the needs of the proposed student audience described in 2d.
   c. Outline of the intended program, as currently conceived
   d. Current state of the pieces of the program: e.g., are there existing courses that must be modified in some way? Need for new courses to be developed? What program or course approvals will be needed and by what dates for program deployment by Fall 2016 for Cohort Two (or 2017 for Cohort Three)? What other elements of the existing program must be modified such as mode or timing of delivery? How will they be modified?
   e. In what ways technology must be involved to properly deliver the program
   f. Other work that needs to be done to reach this audience and deliver the program to them, as currently understood.
4. Faculty:
   a. Faculty who will be working on developing the program and who will lead the development process?
   b. How faculty resources will be deployed to implement the program (course delivery, ongoing assessment and improvement).
   c. Additional faculty resources needed to deliver the program in AY 2016-17 (temporary, soft funds may be made available for the first two years of the program being offered to the new audience; after two years, the program will move to a hard funded model.
5. Pathway to completion: current thinking about how classes will be offered so that students can complete the program in a timely manner and what needs to be done to redesign the program in line with the pathway.
6. Technology and related tools necessary to deliver the program, as planned.

7. Resource needs anticipated, possibly including:
   - Release time or overload pay for one faculty member doing extensive work.
   - Summer supplemental pay (up to $5,000) for one faculty member doing extensive work.
   - A faculty mentor from a program being delivered in a similar way who can provide guidance and assistance related to recruitment, marketing, structure of offerings.
   - Additional staff (e.g., a recruiter/coordinator for the program to handle inquiries, a full time NTTF terminal contract faculty member or an adjunct faculty member to provide instruction in the off campus setting).
   - Instructional design and Canvas support
   - Market study to better pinpoint the program audience, estimate its size, etc.
   - Curriculum mapping and learning outcome assessment development support
   - Online course development support; Quality Matters review
   - Support for the development of initial marketing materials
   - Outreach to appropriate target groups
   - Support of Admissions or Graduate College Director of Recruitment to support and structure the application process.
   - Expertise of the Office of Non-Traditional Students

8. Resources the program, department, or college will provide to the grant recipients to implement the changes to the existing program.

9. For each proposal, the Dean, an Associate Dean, and Program Director or Department Chair related to the proposal should write a brief memo of endorsement, including a statement that they will support the implementation of the course changes being developed. For example, in the case of a course with many sections, the College and/or Department in question will need to provide support to the grant recipients to implement the changes. Without this unit level commitment, the grant will not be given.

Due date: Intent to submit memos are due October 17, 2015. Completed proposal submitted by November 30, 2015 to college deans. Proposals approved and signed by college deans should be submitted to Academic Affairs by January 8, 2016. Please submit proposal package electronically to Monica Hartzler (mhartzl@bgsu.edu), Office of Undergraduate Education, 104 University Hall.

Questions? Please direct them to John Fischer (jfisch@bgsu.edu).