

## Stage 1 Proposal Example: ONE-PAGE (< one-hour of time)

In order to “Transcend boundaries ...and change the world” in the area of Data, we are proposing a Minor in Creative Problem-solving (CPS). Two of the core problems with other data programs is their focus on quantitative analysis and an attachment on a single solution. Creative problem-solving balances out an overemphasis on quantitative techniques and data from past activities with creative solutions, adaptability to change, iterative learning, and innovation for the future. AidData is an example of creative techniques applied to data and could be a partner.

W&M has a very successful course that has been team-taught by professors in the business school and theater department. This test of the idea offers support as to the **desirability** of the minor and that a cross-campus collaboration is possible. While there is a need for a larger presence for data there is another supported need to guide and interpret data through a larger innovation lens. Both students and employers desire an ability to not just looking for insights in past behavior but also imagine the solutions for the future. Straight-line projections and historical-trend analysis are often inadequate to create the solutions to tomorrow’s challenges.

This minor is feasible for W&M. We have one current course that could serve as an introduction to the minor. Several courses across campus could be identified that would support the content and a capstone could be created that would allow the integration of the concepts. This would be consistent with the start of the Innovation & Entrepreneurship minor. The minor could be housed in a new data school, but supported by other areas and departments. Existing faculty members, namely the two professors who teach the current Creative Problem-solving course, could lead the program until a data school had a more permanent director for the minor.

The investment is estimated to be a course release for a temporary director and pay for one new course preparation/offering. All other resources would be available through slack in current courses that make up the minor. This could be offered very quickly after approval by the state. The final question, “Is it viable?” We see this as a small program to begin but will grow as data-related majors grow. Key performance indicators (KPIs) include the number of students in the CPS minor (the goal is 25 students in Year 1 – less than the number of students in the current CPS class) and growing by 20% per year. The courses will also support the COLL curriculum, the I&E minor, and our overall position as a liberal arts leader.