



GRAND VALLEY  
STATE UNIVERSITY

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COLLEGE OF LIBERAL  
ARTS AND SCIENCES

**Movement Science  
Strategic Plan  
2010-15**

## **Mission**

### **What is the College of Liberal Arts and Sciences' reason for being?**

The College of Liberal Arts and Sciences is a student-centered and diverse learning community that engages in critical inquiry extending knowledge to enrich and enliven individual and public life.

## **Vision**

### **What is the desired future for the College of Liberal Arts and Sciences?**

The College of Liberal Arts and Sciences will set a standard of excellence in liberal education. We will prepare our students to be responsible citizens, productive professionals, and lifelong learners with global perspective. We will foster a diverse community of inquiry, discourse, discovery, expression and reflection.

## **Value Statements**

### **What are the core values for the College of Liberal Arts and Sciences that guide our actions and priority-setting?**

We value excellence in liberal education facilitated through active student-teacher engagement and academic achievement supported by appropriate class size and a high proportion of permanent faculty. We believe in the value of intellectual inquiry and discourse fostered by an engaged and diverse community of learners which rests upon academic freedom, integrity, collaboration, and collegiality.

Access to a quality education for a broad range of students.

Excellence in a broad range of scholarly and artistic activities supported by appropriate resources.

University and community service valued for its contribution and effectiveness.

Student development as citizens in a democratic society and as members of the global community of the 21st century.

**Legend- MOV (Movement Science Department), PED (Physical Education Teacher Education Program), ATEP (Athletic Training Education Program), ES - (Exercise Science Program), SL – (Sport Leadership Program).**

## Strategic Positioning 2010-2015 University Goals and CLAS Aligned Goals

**GVSU Goal 1. Grand Valley is a comprehensive university grounded in the tradition of liberal education with well-integrated undergraduate and graduate programs appropriate to its Carnegie classification as a “Master’s Large” institution through which students earn accredited degrees.**

**Aligned CLAS goal:** The College of Liberal Arts and Sciences will set a standard of excellence in liberal education. We will foster a diverse community of inquiry, discourse, discovery, expression and reflection.

Aligned MOV goals: #3-The Department will continue to assess ways in which to maintain a more sustainable community.  
#4-The MOV will explore ways to continue to support and expand the inclusion of High Impact Practices across our curriculum.

**GVSU Goal 2. Grand Valley provides a rich, inclusive learning and working environment that attracts, retains, and supports a diverse community.**

**Aligned CLAS goal:** CLAS is and must be a model of inclusiveness and the source of creative solutions to challenges we face as a diverse learning community. Not only does CLAS support the GVSU Inclusion Plan, it also has many ongoing initiatives of its own.

Aligned MOV goal: #1-MOV will offer high quality academic programs that prepare students to be effective contributors within their fields.

**GVSU Goal 3. Grand Valley provides a student-centered liberal education experience that fosters academic success and prepares students for careers through degree programs at the graduate and undergraduate level that have clearly defined learning outcomes and a rigorous level of academic challenge.**

**Aligned CLAS goal:** CLAS facilitates excellence in liberal education through active and rigorous student-teacher engagement and academic achievement through intellectual inquiry and discourse. We will prepare our students to be responsible citizens, productive professionals, and lifelong learners with global perspective.

Aligned MOV goal: #1-MOV will offer high quality academic programs that prepare students to be effective contributors within their fields.

**GVSU Goal 4. Regular and rigorous assessment results inform decision-making at Grand Valley.**

**Aligned CLAS goal:** CLAS conducts regular, reflective and rigorous assessment of its activities and uses the results to guide decision-making.

Aligned MOV goals: #1-MOV will offer high quality academic programs that prepare students to be effective contributors within their fields.  
#4-MOV will continue to explore ways to continue to support and expand the inclusion of High Impact Practices across our curriculum.

**GVSU Goal 5. Grand Valley has the human resources and the physical and pedagogical infrastructures it needs to promote effective learning and teaching in all disciplines at all levels.**

**Aligned CLAS goal:** CLAS participates actively in the planning process of the university for human resources and the physical and pedagogical infrastructures.

Aligned MOV goals: #2-The MOV will manage the Department budget with discipline and informed decision making, this includes the acquisition of new resources that allow enhancement and growth of academic programs within the Department.  
#5-The MOV will continue to support faculty and staff in the pursuit of their professional development activities recognized at the state, regional, national and international arena.

**GVSU Goal 6. Grand Valley educates well-prepared and well-rounded graduates who positively contribute to West Michigan, the state, the nation, and the world.**

**Aligned CLAS goal:** CLAS educates well-prepared and well-rounded graduates of GVSU who positively contribute to West Michigan, the state, the nation, and the world.

Aligned MOV goal: #4-MOV will continue to explore ways to continue to support and expand the inclusion of High Impact Practices across our curriculum.

**GVSU Goal 7. Grand Valley's stakeholders are aware of and supportive of the university's financial decisions.**

**Aligned CLAS goal:** CLAS contributes to the awareness of and support for the university's financial decisions by CLAS stakeholders; and CLAS makes its financial decisions with transparency on grounds aligned with strategic goals.

Aligned MOV goal: #2-The MOV will manage the Department budget with discipline and informed decision making, this includes the acquisition of new resources that allow enhancement and growth of academic programs within the Department.

**GVSU Goal 8. Grand Valley has extensive relationships with current and new constituencies that lead to these constituencies' involvement with, participation in, support of, and contribution of resources to the university community.**

**Aligned CLAS goal:** CLAS reaches out to its current and new constituencies to engender their support of and participation in our college community.

Aligned MOV goals: #6-MOV will enhance its relationship with various internal and external constituent groups.

**Goal 1.** [Grand Valley is a comprehensive university grounded in the tradition of liberal education with well-integrated undergraduate and graduate programs appropriate to its Carnegie classification as a “Master’s Large” institution through which students earn accredited degrees.]

**Aligned CLAS goal:** The College of Liberal Arts and Sciences will set a standard of excellence in liberal education. We will foster a diverse community of inquiry, discourse, discovery, expression and reflection.

Aligned MOV goals: #3-The Department will continue to assess ways in which to maintain a more sustainable community.

#4-The Movement Science Department (MOV) will explore ways to continue to support and expand the inclusion of High Impact Practices across our curriculum.

#6- MOV will enhance its relationship with various internal and external constituent groups.

Aligned Unit goal(s): Student, Faculty, Program,and/or External

CLAS objective(s)	Strategy(ies) Action(s) (verbs)	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources	Status as of alignment
1.1 Align CLAS and unit strategic plans with University strategic plan.	Revise CLAS strategic plan and set goals/objectives as appropriate.  Complete external or internal unit self-studies as scheduled and revise strategic plans based on outcomes of self-study						
1.2 Implementation of the CLAS Inclusion plan.  1.2.1 All units' strategic plans reflect inclusion, as aligned with GVSU, CLAS plans	Continue to encourage participation in inclusion advocate program. Meet with units as needed.						
1.3 Refine and reaffirm principles of shared governance	Improve communication and transparency between CLAS, other colleges, and university governance. *ECS representative on CLAS Faculty Council.						

<p>*Regular meeting of CLAS committee chairs. *Posting of CLAS governance information on website.</p>						
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<p>1.4 Align all policies governing graduate and undergraduate degrees/programs/courses</p> <p>1.4.1 Infrastructure for graduates 1.4.2 Hiring &amp; workload for faculty 1.4.3 Hiring/promotion/tenure policies based on best practice 1.4.4 Balance workload</p>	<p>Review and align relevant CLAS policies</p>						
<p>1.5 Secure re-accreditation for any currently accredited discipline-specific graduate and four discipline-specific undergraduate degree programs</p>	<p>Maintain list of departments scheduled for accreditation.</p>						
<p>1.6 Seek accreditation for all currently unaccredited graduate and undergraduate programs, as appropriate</p>	<p>Inquire of units if additional accreditation options exist</p>	<p>SL- Determine potential benefits and costs associated with seeking and obtaining national accreditation through COSMA (Sport Management) and NCACE (Coaching)</p>	<p>SL- Creation of a comprehensive list of costs &amp; benefits associated w/ national accreditation (coaching and sport mgt.)</p>	<p>SL- Review COSMA and NCACE websites and contact organization officials for accreditation information</p>	<p>SL- <u>Coaching</u>: Rick  <u>Sport Mgt.</u>: Jim</p>	<p>SL- Faculty Time</p>	<p>SL- Faculty Time</p>

1.7 Support university efforts to determine strategic intent with respect to online education.	Participate in university discussions related to online education. Review CLAS online courses with respect to online degree programs.	SL- Determine obstacles, criteria, and strategies required for submission of a <u>new</u> <u>totally online</u> degree program (M.A. in Interscholastic Athletic Administration) to the University Curricular process (MSCC, CCC, UCC)	SL- Detailed listing of sequential steps involved in online submission process	SL- Consult with Glenna Decker (IT) and Robert Adams (UCC) regarding development of online program	SL- Rick Jim Dana	SL- Faculty Time	SL- Attended Online Education Open Forum in October 2010 (Rick, Dana)
1.8 Explore relevance of interprofessional health education to CLAS programs	Begin exploration with Master's in Health Communication in School of Communication ; Find connections with the new Cultural Competence certificate program						
1.9 Support university efforts to integrate Office of Charter School's activities within CLAS	Participate in formulation of strategy.						
1.10 All community engagement efforts on campus involving CLAS are well documented and coordinated	Document and coordinate community engagement through strategic planning at unit level. Highlight community service in CLAS publication. Maintain record of service learning.	MOV- #4,d- Explore service learning opportunities within the community while continuing to offer high quality academic internship experiences	MOV #4,d- Collection of affiliation agreements and creation of new collaborations.	MOV #4,d- Collect all current affiliation agreements and make public all active affiliation agreements.	MOV #4,d – Program coordinators or designate.	MOV #4,d- Faculty time and workload as part of internship supervisor load/clinical coordinator.	MOV #4,d- Individualized lists are available.

		<p>throughout the Department.</p> <p>MOV- #6,d- Communicate with External groups to explore ways to enhance service learning activities in the community and build collaborative research opportunities.</p> <p>SL- Construct yearly reports of students participating in fieldwork (PED 460) and internships (PED 490). Details of site, supervisor, description of responsibilities and duties listed on web for public consumption (by current and prospective students, supervisors and employers).</p>	<p>MOV- #6,d- Departmental newsletter supplemented by regular internship and career expos.</p> <p>SL- Webpage documentation of all fieldwork and internship placements</p>	<p>MOV-#6,d- Create newsletter and continue support of expos</p> <p>SL- Check with University Council regarding FERPA considerations and create a current comprehensive list of student practical experiences.</p>	<p>MOV-#6,d- Unit Head and relevant Program Coordinators</p> <p>SL- SL internship coordinator</p>	<p>MOV-#6,d- Faculty Time and Unit resources for support and sponsorship</p> <p>SL- Faculty Time</p>	<p>MOV-#6,d- Currently support has been given by way of fiscal support to sponsor events also by assignment of appropriate faculty workload to manage the events.</p> <p>SL- Partial list has been created</p>
1.12 Faculty service to be recognized through systematic processes based	CLAS Standards for Tenure and Promotion awaiting approval by Provost and Board of Trustees.						

on best practice	CLAS service publication						
1.13 Staff performance criteria (HR)	Utilize the new online ePDP process						

<p>1.14 College to model sustainable practices</p>	<ul style="list-style-type: none"> <li>· Lower paper use</li> <li>· Make documents available on the web site</li> <li>· Support Paperless Classroom Project and similar programs</li> <li>Recycle</li> <li>· Make secure recycling available to the college units periodically for routine document purging</li> <li>College to continue to print, when necessary, on FSC and Green Seal Certified paper containing postconsumer content manufactured using chlorine-free processes with vegetable-based inks</li> <li>Promote sustainable practices and green research in PR activities</li> <li>Promote links between faculty researching and teaching in fields relevant to sustainability</li> <li>Showcase the "sustainability" activities that its units have been engaged in all along in terms of teaching, service, and scholarship.</li> </ul>	<p>MOV- #3,a,b,c,d</p> <p>MOV #3,a-Continue to develop new and offer current Skills Development Activity Courses (SDAC) that encourage life-long physical activity.</p> <p>MOV #3b- Explore the development of a General Education course offering designed to address community health concerns and physical activity through the life span.</p> <p>MOV #3c- Enhance the use of technology in communicating with our external groups and through recruitment activities.</p> <p>MOV #3,d- Utilize scanning and electronic documents</p>	<p>MOV #3a-number and type of SDAC courses offered each semester</p> <p>MOV #3b- approval of a New course or Course change proposal.</p> <p>MOV #3c- # of instances when this technology is used in lieu of interviews requiring travel and committee work requiring the same.</p> <p>MOV #3,d- Percentage of faculty using</p>	<p>MOV #3a-examine current offerings and student requests along with new proposals that parallel life-long physical activity</p> <p>MOV #3b- explore the possibility of adding such content to the Gen Ed curriculum</p> <p>MOV #3c- encourage the use of oovoo or skype for initial interviews during personnel recruitment and internship communications with sites when appropriate.</p> <p>MOV #3,d- To offer resources and equipment to</p>	<p>MOV #3a- Unit Head</p> <p>MOV #3b- Unit Head</p> <p>MOV #3c- Unit Head, Fieldwork/Clinical/Internship supervisors, Search committee chairs</p> <p>MOV #3,d- Unit Head, individual faculty</p>	<p>MOV #3a-Adjunct salary and equipment as necessary</p> <p>MOV #3b- Faculty Time, Curriculum Committee evaluation</p> <p>MOV#3c- computer equipment and data lines to support activities in accessible spaces.</p> <p>MOV #3,d- Copier with scanning (PDF) ability and duplex</p>	<p>MOV #3a-Currently the Unit houses a number of courses within its SDAC program.</p> <p>MOV #3b- In conversation as a Department currently.</p> <p>MOV #3c- currently many faculty have individual access to such equipment however we do not possess equipment which would allow for group communications to occur.</p> <p>MOV #3,d- Currently the Department has a network system to the copier which</p>
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		as much as possible while using duplex printing when needed.	digital formats to share resources/exams etc. with students.	encourage the use of duplex printing and document scanning.		printers.	is also outfitted with scanning functions.
		SL- Move to totally paperless (online, secure website entry) fieldwork and internship reporting and evaluations (both on-site supervisor and student).	SL- Construction of web-based data entry system for collecting online evaluations and progress reports from site supervisors and students regarding fieldwork and internships experiences.	SL- Consult with Instructional Technology specialists to determine feasibility of secure data collection	SL- Jim, Rick	SL- Faculty Time	SL- Not Started

**Goal 2. [Grand Valley provides a rich, inclusive learning and working environment that attracts, retains, and supports a diverse community.]**

**Aligned CLAS goal:** CLAS is and must be a model of inclusiveness and the source of creative solutions to challenges we face as a diverse learning community. Not only does CLAS support the GVSU Inclusion Plan, it also has many ongoing initiatives of its own.

**MOV aligned goal: #1- The Movement Science Department (MOV) will offer high quality academic programs that prepare students to be effective contributors within their fields.**

Aligned Unit goal(s): Student, Faculty, Program, and/or External

CLAS objective(s)	Strategy(ies) Action(s) (verbs)	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources	Status as of alignment
2.1. CLAS students will have the opportunity for achieving intercultural competence training that is	CLAS units and programs contribute courses and support to intercultural competency certificate Encourage rates of participation	SL- Identify opportunities for students to complete practical experience courses (PED 460:	SL- Needs assessment survey to students to assess areas of interest.	SL- Develop student needs assessment and create list of “contacts” who can offer advice	SL- Rick Dana Jim	SL- Faculty Time	SL- Not Started

officially certified.		Fieldwork and PED 490: Internship) in international and intercultural settings.		(e.g., Study Abroad staff @ GVSU			
2.2. 100% of CLAS faculty and staff will have had the opportunity to participate in graduated levels of intercultural competence training.	Document effort to assist promotion of university training Encourage rates of participation						
2.3. Expand the diversity of CLAS faculty and staff as demonstrated by the workforce utilization analysis.	Promote best hiring practices Develop and implement retention strategies, including: mentoring, affinity groups, community outreach, cultural programming						
2.4. CLAS will monitor the EDPAC Plan on an annual basis.	Identify and reduce bottlenecks affecting retention and time to graduation, esp. in curriculum and program design Allocate advising resources upon targeted groups Coordinate efforts of admissions, orientation and advising for entering students Establish benchmarks for optimal progress in degree plans by program Establish measures that	MOV #1-c,e  #1,c- Engage in deliberate enrollment planning which allows for students to matriculate appropriately and in a timely manner through their program.	#1,c- number of seats provided in comparison to # of students currently matriculating as declared majors or those identified as needing service courses.	#1,c- Extrapolate cohort groups based on pre-requisite courses and estimate seats needed in courses as per the matriculation advising guide. Solicit information from external programs regarding student need.	#1,c- Unit Head	#1,c- Faculty time	#1,c- Put in place during AY 11-12 schedule planning and continuing
		MOV#1,e- Continue to	MOV#1,e- Student retention	MOV#1,e- i.Encourage	MOV#1,e- Unit Head, Faculty	MOV#1,e- Fiscal resources for	MOV#1,e- Ongoing with group

	<p>take into consideration affirmative student choices like double-majoring and other transcript enhancements</p>	<p>enhance the Advising resources and services available within the Department.</p>	<p>and matriculation data. Success in acquisition of internship placements.</p>	<p>regular updates of faculty regarding department, university and college policies and procedures regarding advising.</p> <p>ii. Be proactive in communicating with students identified as “at risk”.</p> <p>iii. Offer Departmental group advising sessions</p> <p>iv. Continue support of Career and internship fairs hosted by individual programs.</p>		<p>support of events. Faculty time. External constituent support.</p>	<p>advising and career/internship programs. More activity needed in supporting both i. and ii.</p>
		<p>SL- Identify and reduce bottlenecks affecting retention and time to graduation within the Sport Leadership Program.</p>	<p>SL- Reduction in “time to graduation” and retention rates.</p>	<p>SL- Implement “exit interviews” to identify areas that can be addressed.</p>	<p>SL- SL faculty</p>	<p>SL- Faculty Time</p>	<p>SL- Not Started</p>
		<p>SL-Improve orientation of new</p>	<p>SL-Dissemination of FAQ information</p>	<p>SL-Respond to every new</p>	<p>SL -faculty</p>	<p>SL- Faculty Time</p>	<p>SL-Creation of “Frequently Asked</p>

		<p>students to program requirements and establish ongoing communication with current students regarding program changes, and requirements.</p>	<p>sheets to all new and current students enrolled in the Sport Leadership Program.</p>	<p>student (upon a Request for a Change of First Major notification from the Registrar’s Office). Provide each student with a copy of the Sport Leadership FAQ and advising info.</p>			<p>Questions” (FAQ) document completed.</p>
		<p>SL-Develop new course: “Introduction to Sport Management” to provide new students with a broad perspective of career opportunities, expectations, and requirements of the program.</p>	<p>SL-New Course Proposal submission</p>	<p>SL- Begin writing of New Course Proposal</p>	<p>SL- fieldwork coordinator</p>	<p>SL- Faculty Time</p>	<p>SL-Not Started</p>
<p>2.5. CLAS will increase its outreach efforts in order to enhance the diversity of its student body.</p>	<p>Implement CLAS Inclusion Plan 2.5.1. Identify and leverage faculty and staff connections overseas Pursue international exchange opportunities 2.5.2 Promote faculty-led programs abroad, internationalization of courses, and study</p>						

	abroad opportunities. 2.5.3 Develop service learning and community outreach for targeted groups						
2.6. The six-year graduation rate for CLAS undergraduates will be 65%.	Identify and reduce bottlenecks affecting retention and time to graduation, esp. in curriculum and program design. Implement enrollment management	MOV #1,c- Engage in deliberate enrollment planning which allows for students to matriculate appropriately and in a timely manner through their program.	MOV #1,c- Number of seats offered compared to estimation of needed seats. Institutional Analysis estimation guide.	MOV #1,c- Extrapolate cohort groups based on pre-requisite courses and estimate seats needed in courses as per the matriculation advising guide. Solicit information from external programs regarding student need.	MOV #1,c- Unit Head	MOV #1,c- Faculty time	MOV #1,c-
2.7. CLAS will increase services designed to support non-traditional students, including veterans, students older than average, and other adults in transition.	Develop and implement retention strategies, including: mentoring, affinity groups, community outreach, cultural programming Allocate advising resources upon targeted groups	MOV#1,e- Continue to enhance the Advising resources and services available within the Department.	MOV#1,e- Student retention and matriculation data. Success in acquisition of internship placements.	MOV#1,e- i. Encourage regular updates of faculty regarding department, university and college policies and procedures regarding advising.  ii. Be proactive in communicating with students identified as "at risk".  iii. Offer Departmental group advising sessions	MOV#1,e- Unit Head, Faculty	MOV#1,e- Fiscal resources for support of events. Faculty time. External constituent support.	MOV#1,e- Ongoing with group advising and career/internship programs. More activity needed in supporting both i. and ii.

				iv. Continue support of Career and internship fairs hosted by individual programs.			
2.8. CLAS will support Office of Inclusion and Equity climate study.	Participate in climate study						

**Goal 3. [Grand Valley provides a student-centered liberal education experience that fosters academic success and prepares students for careers through degree programs at the graduate and undergraduate level that have clearly defined learning outcomes and a rigorous level of academic challenge.]**

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- Aligned MOV goals:
- #1-The Movement Science Department (MOV) will offer high quality academic programs that prepare students to be effective contributors within their fields.
  - #2- The MOV will manage the Department budget with discipline and informed decision making, this includes the acquisition of new resources that allow enhancement and growth of academic programs within the Department.
  - #3- The Department will continue to assess ways in which to maintain a more sustainable community.
  - #4- The MOV will explore ways to continue to support and expand the inclusion of High Impact Practices across our curriculum.
  - #6- MOV will enhance its relationship with various internal and external constituent groups.

Aligned Unit goal(s): Student, Faculty, Program, and/or External

CLAS objective(s)	Strategy(ies) Action(s) (verbs)	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources	Status as of alignment
3.1 Graduates report high quality instruction: 4% increase (from 2008) in number	Hire additional excellent faculty Increase percentage of TT faculty teaching (x-ref)	MOV #1,a- Engage in regular and rigorous assessment that	MOV #1,a- Completion of Assessment reports, self studies and accreditation reports	MOV #1,a- Remain consistent in our reports as per the CLAS Dean's	MOV #1,a- Unit Head, Program Coordinators/Accreditation	MOV #1,a- Faculty time, stipend support for lead faculty.	MOV #1,a- On going

of CLAS graduates taking GVSU survey of graduates who rate quality of instruction as excellent.	to 5.1.1.) Increase opportunities and incentives for student scholarship and high impact practices (compare 3.2-3.6)	informs curricular decisions	as assigned.	office, University Assessment committee and External accreditation groups.	officers.	MOV #1,b- New positions at TTF and AFF levels.	MOV #1,b- On going
	Ensure that CLAS personnel guidelines reward teaching effectiveness and excellence (see also 3.2)	MOV #1,b- 75% of FTE taught by TTF or AFF, 90% of core and program required courses taught by TTF.	MOV #1,b- # of TTF and AFF	MOV #1,b- Ongoing critical assessment of offerings and faculty expertise in creating successful new position requests.	MOV #1,b- Unit Head, Program Coordinators		
		MOV #1,d- Programs will be designed to infuse high levels of academic rigor	MOV #1,d- Alignment with curriculum standards as set forth by each profession (KSA's, competencies etc.). Assessment of evaluation tools and exercises within each program.	MOV #1,d- Programs are based on accreditation standards where appropriate, professional Knowledge, Skills and abilities and best practices.	MOV #1,d- Program coordinators/Accreditation officers	MOV #1,d- Faculty time, sufficient physical laboratory space.	MOV #1,d- Ongoing/planned.
		MOV #2, a-	MOV #2,a- Number of TTF and	MOV #2,a- Advocate for new	MOV #2,a- Unit Head	MOV #2,a- New TTF and AFF	MOV #2,a- On going.

		<p>75% of FTE taught by TTF or AFF, 90% of core and program required courses to be taught by TTF.</p> <p>MOV #6, c- Involve both internal and external constituent groups during academic assessment practices.</p> <p>ES- By 2015, to help ensure a rigorous academic challenge is maintained, the exercise science curriculum will be aligned with appropriate American College of Sports Medicine (ACSM) knowledge, skills and abilities (KSA's).</p> <p>ES- By 2015, 60% of graduating students will rate the level of academic challenge as</p>	<p>AFF.</p> <p>MOV #6, c- Alumni and employer survey results</p> <p>ES- Successful alignment of the exercise science curriculum with appropriate ACSM KSA's.</p> <p>ES- Graduating students will complete an exit interview.</p>	<p>hires and conversions of current VP positions to TTF and AFF positions as necessary.</p> <p>MOV #6, c- To develop relevant survey tools and solicit feedback from alumni, employers and other community members.</p> <p>ES- Align the exercise science curriculum with appropriate ACSM KSA's.</p> <p>ES- Construct exit interview with appropriate questions.</p>	<p>MOV #6, c- Unit Head, Program Coordinators</p> <p>ES- Exercise science coordinator, all faculty teaching exercise science classes.</p> <p>ES- Exercise science coordinator, all faculty teaching exercise science classes.</p>	<p>positions</p> <p>MOV #6, c- Faculty Time, Graduate Assistant dedicated to Assessment projects.</p> <p>ES- Academic time for faculty to amend current curriculum.</p> <p>ES- Academic time to create and administer exit interview.</p>	<p>MOV #6, c- To be developed in Fall 2011.</p> <p>ES- Curriculum mapping is currently on-going.</p> <p>ES- Exit interview is a new initiative.</p>
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		"high".					
PED aligned goal 3.1 2. The GVSU Physical Education Professional Instruction program works collaboratively with CLAS Educational Groups to prepare students for a successful entry into the GVSU College of Education (COE).		<p>PED-2.1 By Fall 2011 the GVSU Physical Education Professional Instruction program will streamline the transition and communication with students and cooperating teachers during the teacher assisting and student teaching experience.</p> <p>PED-2.2 By Winter 2013, the GVSU Physical Education Professional Instruction faculty will increase their role in the placement and supervision of the Physical Education Professional Instruction teacher assistants and student teachers.</p>	<p>PED- Outline of the process regarding the transition and communication with students as they enter the COE.</p> <p>PED- Percentage of teacher assistants and student teachers that are placed based on feedback from faculty and supervised by the faculty.</p>	<p>PED- During the Fall 2011 semester the Field Work Coordinator will work with the Physical Education Professional Instruction faculty to collect available data. This data will then be discussed at bimonthly Physical Education Professional Instruction faculty meetings.</p> <p>PED- During the Winter 2012 semester the Field Work Coordinator will work with the Physical Education Professional</p>	<p>PED- Field Work Coordinator and Physical Education Professional faculty</p> <p>PED- Field Work Coordinator and Physical Education Professional faculty</p>	<p>PED-Time</p> <p>PED-Time</p>	<p>PED- Will begin 9/11</p> <p>PED- Will begin 1/12</p>
ATEP- aligned 3.1 2. The GVSU ATEP Clinical Education Program provides students with a rich, inclusive learning environment in diverse clinical settings.		<p>ATEP-2.1 By the end of Fall 2011 the GVSU ATEP will assess the availability of rehabilitation intense content within the ATEP curriculum</p>	<p>ATEP-2.1.1 worksheet of all clinical sites that offer a rehab intense experience.</p> <p>ATEP-2.1.2 NATA Competency Matrix identifying rehab content</p>	<p>ATEP- During the Fall 2011 semester the Clinical Coordinator will work with a GA to collect available data. The Program Director will examine the competency matrix. This data will then be discussed at bimonthly ATEP</p>	<p>ATEP- Clinical Coordinator and Program Director</p>	<p>ATEP-Time</p>	<p>ATEP- Will begin 9/11</p>

		ATEP- 2.2 By Fall 2012, the GVSU ATEP will increase rehabilitation intense offerings within the ATEP.	ATEP- 2.2.1 Percentage of students who have the pre-req knowledge currently assigned to a rehab intense site as documented on the Clinical Rotation Placement Sheet  2.2.2 Alumni Survey (starting 2014)  2.3.1 Clinical Rotation Placement Sheet	faculty meetings.  ATEP- The Clinical Coordinator will work with the surrounding community to develop new affiliated sites.	ATEP- Clinical Coordinator		ATEP- Will begin 1/12
		ATEP- 2.3 By Fall 2013, increase general medical placements sites within the ATEP		ATEP- During the 2012-2013 academic year the Clinical Coordinator will explore opportunities	ATEP- Clinical Coordinator		ATEP- Will begin 9/12
3.2 Students are challenged to reach high academic standards: 2.5% increase in number of CLAS freshman and seniors taking NSSE who rate academic challenge as "high."	Assure challenging curriculum  Identify and disseminate effective curricular, pedagogical and advising practices  Integrate orientation / advising / scheduling / enrollments to stream lower- and upperclassmen into courses at appropriate levels and in appropriate cohorts	MOV #1,d- Programs will be designed to infuse high levels of academic rigor	MOV #1,d- Relevant KSA's and competency requirements as per each programs profession/accreditation agency.	MOV #1,d- Programs are based on accreditation standards where appropriate, professional Knowledge, Skills and abilities and best practices.  SHE- increase rigor within the minor by including the use of HECAT ( Health Education Curriculum	MOV#1,d- Program coordinators, Unit Head	MOV #1,d- Faculty time to create course revisions and new course proposals.  New faculty lines allowing for additional of needed expertise in given field.	MOV #1,d- Ongoing.

				assessment tool) and the HEAP (Health Education assessment project).			
PED aligned – 3.2 The GVSU Physical Education Professional Instruction program provides a comprehensive educational curriculum that prepares students for a successful career as a physical education teacher (K-12).		<p>PED-1.1 By 2011, current course content is aligned with NASPE (National Association for Sport &amp; Physical Education) and NCATE (National Council for Accreditation of Teacher Education Guidelines).</p> <p>PED-1.2 By Winter 2012, develop curricular changes that will more closely align the program with NAPSE and NCATE guidelines based on information in objective 1.1</p>	<p>PED- GVSU standards taught compared to all standards in NASPE and NCATE curricular map.</p> <p>PED- New course and course change proposals submitted</p>	<p>PED- Examine content in all courses by contacting faculty teaching in the required courses and asking them to assess the inclusion of the Physical Education standards.</p> <p>PED- Based on findings, revise course content to include competencies.</p>	<p>PED- Physical Education Professional Instruction Program Curriculum Coordinator regarding standards with input from Physical Education Professional Instruction faculty.</p> <p>PED- Physical Education Professional Instruction fac Based on findings, revise course content to include competencies</p>	<p>PED-Time</p> <p>PED-Time</p>	<p>PED- In progress</p> <p>PED- Will begin 9/11</p>
3.3 Graduates feel very well prepared for jobs: at least 50% of CLAS students earning a degree report they are “very well prepared” for graduate school or current employment.	<p>Assemble resources about networking opportunities, job-shadowing, internships, co-ops, and other HIPs.</p> <p>Encourage job-shadowing, informational interviewing.</p> <p>Increase participation in internships, co-ops and other HIPs.</p> <p>Investigate the correlation between participation in</p>	<p>MOV #1,d- Programs will be designed to infuse high levels of academic rigor</p> <p>MOV #1, e- Continue to enhance the</p>	<p>MOV #1,d- Relevant KSA’s and competency requirements as per each programs profession/accreditation agency.</p> <p>MOV #1,e- 6 year graduation rate and 1&gt;2, 2&gt;3</p>	<p>MOV #1,d- Programs are based on accreditation standards where appropriate, professional Knowledge, Skills and abilities and best practices.</p> <p>MOV #1,e- Encourage regular updates</p>	<p>MOV#1,d- Program coordinators, Unit Head</p> <p>MOV #1,e- Faculty</p>	<p>MOV #1,d- Faculty time to create course revisions and new course proposals.</p> <p>New faculty lines allowing for additional of needed expertise in given field.</p> <p>MOV #1,e- Faculty time and fiscal resources to</p>	<p>MOV #1,d- Ongoing.</p> <p>MOV #1,e- Ongoing</p>

	<p>HIPs and reports of preparedness.</p> <p>Survey students completing internships and other HIPs about what they found valuable.</p> <p><u>HIP = High Impact Practices</u></p>	<p>Advising resources and services available within the Department</p>	<p>year retention of majors.</p>	<p>of faculty regarding department, university and college policies and procedures regarding advising.</p> <p>Be proactive in communicating with students identified as "at risk".</p> <p>Offer Departmental group advising sessions</p> <p>Continue support of Career and internship fairs hosted by individual academic programs.</p>		<p>support events and additional training of faculty.</p>	
		<p>MOV #4,a- Develop a MOV Academic Community in 2012 school year.</p>	<p>MOV #4,a- Establishment and inclusion of Academic Community in housing and admissions practices.</p>	<p>MOV #4,a- Create proposal for submission in Fall 2011 to Housing Department, implementation to be Fall 2012.</p>	<p>MOV #4,a- Unit head, Faculty resident</p>	<p>MOV #4,a- Faculty time, fiscal resources to provide support of community. Faculty to be provided by Housing.</p>	<p>MOV #4,a- In early stages of discussion and proposal creation.</p>
		<p>MOV #4,b- Continue to encourage and infuse</p>	<p>MOV #4,b- # of assignments within curriculum that require scholarly process.</p>	<p>MOV #4,b- Faculty to encourage such integration in their courses and</p>	<p>MOV #4,b- Faculty, Unit Head</p>	<p>MOV #4,b- Faculty time to develop new assignments. Fiscal resources to</p>	<p>MOV #4,b- Ongoing.</p>

		<p>undergraduate scholarship in the curriculum and Department.</p> <p>MOV #4, c- Explore the development of Study Abroad opportunities that facilitate student matriculation in our programs.</p>	<p># of student presentations within and beyond GVSU's community.</p> <p>MOV #4,c- Number of programs officially articulated with host institutions.</p>	<p>beyond in student involvement.</p> <p>MOV #4,c- Encourage faculty led study abroad programs.</p> <p>Facilitate the development of articulation agreements amongst abroad institutions that allow students to study abroad and continue to matriculate in a timely fashion through our programs.</p>	<p>MOV #4,c- Faculty, Unit Head</p>	<p>encourage student engagement at the state, region and national levels for dissemination.</p> <p>MOV #4,c- Faculty time, fiscal support for travel to explore opportunities.</p>	<p>MOV #4,c- Faculty led program is ongoing.</p> <p>New collaborative affiliations are a new endeavor for the Department.</p>
		<p>MOV #4, d- Explore service learning opportunities within the community while continuing to offer high quality academic internship experiences throughout the</p>	<p>MOV #4,d- Number of established programs across our curricula.</p>	<p>MOV #4,d- Explore collaborative arrangements within the community that tie students to various programs.</p>	<p>MOV #4,d- Program Coordinators, faculty</p>	<p>MOV #4,d- Faculty time, fiscal resources to support faculty travel and involvement.</p>	<p>MOV #4,d- Ongoing.</p>

		<p>Department.</p> <p>MOV #4, e- Explore mechanisms by which to become more deliberate about infusing diversity within the curriculum.</p> <p>MOV #4, f- Explore the development of 1<sup>st</sup> year seminars within academic programs.</p> <p>ES- By 2015, 50% of graduates will report the exercise science program as having prepared them "very well" for employment</p> <p>SL- Identify process by which Sport Management students can simultaneously meet the requirements for a degree in Sport</p>	<p>MOV #4,e- Documentation of diversity related programs/assignments/experiences of students within curricula. (Ie. Case study, clinical case reports etc.)</p> <p>MOV #4,f- Presence of 1<sup>st</sup> year seminars specific to each major program.</p> <p>ES- Survey completed by graduated exercise science students one year and three years after graduation.</p> <p>SL- Written letter of agreement with Seidman College of Business</p>	<p>MOV #4,e- Encourage such infusion into formal curricular programs.</p> <p>MOV #4, f- Encourage the development and inclusion of these courses within the curriculum.</p> <p>ES- Construct survey. Conduct survey with exercise science students one and three years after graduating.</p> <p>SL- Initiate preliminary discussions with the Dean of SCB.</p>	<p>MOV #4,e- Faculty, program coordinators.</p> <p>MOV #4,f- Program coordinators.</p> <p>ES- Exercise science coordinator, exercise science faculty, department special projects graduate assistant.</p> <p>SL- Faculty</p>	<p>MOV #4,e- Faculty time.</p> <p>MOV #4, f- Faculty time, new personnel resources to allow teaching additional sections of courses.</p> <p>ES- Academic time for faculty to construct and administer exit interview. Additional special projects graduate assistant.</p> <p>SL- Faculty Time</p>	<p>MOV #4, e- Ongoing.</p> <p>MOV #4,f- Ongoing.</p> <p>ES- New initiative.</p> <p>SL- Not Started</p>
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		Management and a minor in Business from the Seidman College of Business without extending the time to graduation.					
ATEP- aligned 3.3 2. The GVSU ATEP Clinical Education Program provides students with a rich, inclusive learning environment in diverse clinical settings.		<p>ATEP- 2.1 By the end of Fall 2011 the GVSU ATEP will assess the availability of rehabilitation intense content within the ATEP curriculum</p> <p>2.2 By Fall 2012, the GVSU ATEP will increase rehabilitation intense offerings within the ATEP.</p> <p>2.3 By Fall 2013, increase general medical placements sites within the ATEP</p>	<p>ATEP- 2.1.1 worksheet of all clinical sites that offer a rehab intense experience.</p> <p>2.1.2 NATA Competency Matrix identifying rehab content</p> <p>2.2.1 Percentage of students who have the pre-req knowledge currently assigned to a rehab intense site as documented on the Clinical Rotation Placement Sheet</p> <p>2.2.2 Alumni Survey (starting 2014)</p> <p>2.3.1 Clinical Rotation Placement Sheet</p>	<p>ATEP- During the Fall 2011 semester the Clinical Coordinator will work with a GA to collect available data. The Program Director will examine the competency matrix. This data will then be discussed at bimonthly ATEP faculty meetings.</p> <p>The Clinical Coordinator will work with the surrounding community to develop new affiliated sites.</p> <p>During the 2012-2013 academic year the Clinical Coordinator will explore opportunities</p>	<p>ATEP- Clinical Coordinator and Program Director</p> <p>Clinical Coordinator</p> <p>Clinical Coordinator</p>	<p>ATEP- Time</p>	<p>ATEP- Will begin 9/11</p> <p>Will begin 1/12</p> <p>Will begin 9/12</p>
3.4. By 2015, all	Create inventory of	MOV #4,a-	MOV #4,a-	MOV #4,a-	MOV #4,a-	MOV #4,a-	MOV #4,a-

CLAS units/programs offer opportunities for students to engage in service learning.	<p>current service learning opportunities in each unit.</p> <p>Identify needs/opportunities for additional service learning.</p> <p>Help faculty learn to link community service to pedagogy.</p> <p>Encourage incorporation of service learning into strategic planning &amp; assessment at the unit level.</p>	<p>Develop a MOV Academic Community in 2012 school year.</p> <p>MOV #4,b- Continue to encourage and infuse undergraduate scholarship in the curriculum and Department.</p> <p>MOV #4, c- Explore the development of Study Abroad opportunities that facilitate student matriculation in our programs.</p>	<p>Establishment and inclusion of Academic Community in housing and admissions practices.</p> <p>MOV #4,b- # of assignments within curriculum that require scholarly process.</p> <p># of student presentations within and beyond GVSU's community.</p> <p>MOV #4,c- Number of programs officially articulated with host institutions.</p>	<p>Create proposal for submission in Fall 2011 to Housing Department, implementation to be Fall 2012.</p> <p>MOV #4,b- Faculty to encourage such integration in their courses and beyond in student involvement.</p> <p>MOV #4,c- Encourage faculty led study abroad programs.</p> <p>Facilitate the development of articulation agreements amongst abroad institutions that allow students to study abroad and continue to matriculate in a timely fashion through our programs.</p>	<p>Unit head, Faculty resident</p> <p>MOV #4,b- Faculty, Unit Head</p> <p>MOV #4,c- Faculty, Unit Head</p>	<p>Faculty time, fiscal resources to provide support of community. Faculty to be provided by Housing.</p> <p>MOV #4,b- Faculty time to develop new assignments. Fiscal resources to encourage student engagement at the state, region and national levels for dissemination.</p> <p>MOV #4,c- Faculty time, fiscal support for travel to explore opportunities.</p>	<p>In early stages of discussion and proposal creation.</p> <p>MOV #4,b- Ongoing.</p> <p>MOV #4,c- Faculty led program is ongoing.</p> <p>New collaborative affiliations are a new endeavor for the Department.</p>
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		<p>MOV #4, d- Explore service learning opportunities within the community while continuing to offer high quality academic internship experiences throughout the Department.</p>	<p>MOV #4,d- Number of established programs across our curricula.</p>	<p>MOV #4,d- Explore collaborative arrangements within the community that tie students to various programs.</p>	<p>MOV #4,d- Program Coordinators, faculty</p>	<p>MOV #4,d- Faculty time, fiscal resources to support faculty travel and involvement.</p>	<p>MOV #4,d- Ongoing.</p>
		<p>MOV #4, e- Explore mechanisms by which to become more deliberate about infusing diversity within the curriculum.</p>	<p>MOV #4,e- Documentation of diversity related programs/assignments/experiences of students within curricula. (I.e. Case study, clinical case reports etc.)</p>	<p>MOV #4,e- Encourage such infusion into formal curricular programs.</p>	<p>MOV #4,e- Faculty, program coordinators.</p>	<p>MOV #4,e- Faculty time.</p>	<p>MOV #4, e- Ongoing.</p>
		<p>MOV #4, f- Explore the development of 1<sup>st</sup> year seminars within academic programs.</p>	<p>MOV #4,f- Presence of 1<sup>st</sup> year seminars specific to each major program.</p>	<p>MOV #4, f- Encourage the development and inclusion of these courses within the curriculum.</p>	<p>MOV #4,f- Program coordinators.</p>	<p>MOV #4, f- Faculty time, new personnel resources to allow teaching additional sections of courses.</p>	<p>MOV #4,f- Ongoing.</p>
		<p>MOV #6,d- Communicate with External groups to explore</p>	<p>MOV #6,d- Number of developed programs within the community</p>	<p>MOV #6,d- Encourage the development and inclusion of these courses within</p>	<p>MOV #6,d- Program coordinators.</p>	<p>MOV #6, d- Faculty time, fiscal resources to support faculty travel and program</p>	<p>MOV #6,d- New initiative.</p>

		ways to enhance service learning activities in the community and build collaborative research opportunities.		the curriculum.		development.	
ATEP- aligned 3.4 2. The GVSU ATEP Clinical Education Program provides students with a rich, inclusive learning environment in diverse clinical settings.		<p>ATEP- 2.1 By the end of Fall 2011 the GVSU ATEP will assess the availability of rehabilitation intense content within the ATEP curriculum</p> <p>2.2 By Fall 2012, the GVSU ATEP will increase rehabilitation intense offerings within the ATEP.</p> <p>2.3 By Fall 2013, increase general medical placements</p>	<p>ATEP- 2.1.1 worksheet of all clinical sites that offer a rehab intense experience.</p> <p>2.1.2 NATA Competency Matrix identifying rehab content</p> <p>2.2.1 Percentage of students who have the pre-req knowledge currently assigned to a rehab intense site as documented on the Clinical Rotation Placement Sheet</p> <p>2.2.2 Alumni Survey (starting 2014)</p> <p>2.3.1 Clinical Rotation Placement Sheet</p>	<p>ATEP- During the Fall 2011 semester the Clinical Coordinator will work with a GA to collect available data. The Program Director will examine the competency matrix. This data will then be discussed at bimonthly ATEP faculty meetings.</p> <p>The Clinical Coordinator will work with the surrounding community to develop new affiliated sites.</p>	<p>ATEP- Clinical Coordinator and Program Director</p> <p>Clinical Coordinator</p>	<p>ATEP- Time</p>	<p>ATEP- Will begin 9/11</p> <p>Will begin 1/12</p> <p>Will begin 9/12</p>

		sites within the ATEP		During the 2012-2013 academic year the Clinical Coordinator will explore opportunities	Clinical Coordinator		
PED – aligned 3.4 2. The GVSU Physical Education Professional Instruction program works collaboratively with CLAS Educational Groups to prepare students for a successful entry into the GVSU College of Education (COE).		<p>PED-2.1 By Fall 2011 the GVSU Physical Education Professional Instruction program will streamline the transition and communication with students and cooperating teachers during the teacher assisting and student teaching experience.</p>	<p>PED- Outline of the process regarding the transition and communication with students as they enter the COE.</p>	<p>PED- During the Fall 2011 semester the Field Work Coordinator will work with the Physical Education Professional Instruction faculty to collect available data. This data will then be discussed at bimonthly Physical Education Professional Instruction faculty meetings.</p>	<p>PED- Field Work Coordinator and Physical Education Professional faculty</p>	<p>PED- Time</p>	<p>PED- Will begin 9/11</p>
		<p>2.2 By Winter 2013, the GVSU Physical Education Professional Instruction faculty will increase their role in the placement and supervision of the Physical Education Professional Instruction teacher assistants and student teachers.</p>	<p>Percentage of teacher assistants and student teachers that are placed based on feedback from faculty and supervised by the faculty.</p>	<p>During the Winter 2012 semester the Field Work Coordinator will work with the Physical Education Professional Instruction faculty to collect available data. This data will then be discussed at bimonthly Physical Education Professional Instruction faculty meetings.</p> <p>During the 2012-2013 academic year the Field Work Coordinator will explore opportunities</p>	<p>Field Work Coordinator and Physical Education Professional faculty</p>	<p>Time</p>	<p>Will begin 1/12</p>

<p>3.5. CLAS will inventory opportunities for student participation in high impact experiences and assess need for CLAS to implement programs that provide additional opportunities.</p>	<p>Encourage participation in study abroad, service learning, student research, internships, learning communities.</p> <p>Determine feasibility and rates of participation in each of the <a href="#">LEAP High Impact Practices (HIP)</a> categories: first year seminars and experiences; common intellectual experiences; learning communities; writing intensive courses; collaborative assignments and projects; undergrad research; diversity/global learning; service learning / community-based learning (see 3.4); internships (see 3.3); capstone courses and projects</p>	<p>MOV #4,a- Develop a MOV Academic Community in 2012 school year.</p>	<p>MOV #4,a- Establishment and inclusion of Academic Community in housing and admissions practices.</p>	<p>MOV #4,a- Create proposal for submission in Fall 2011 to Housing Department, implementation to be Fall 2012.</p>	<p>MOV #4,a- Unit head, Faculty resident</p>	<p>MOV #4,a- Faculty time, fiscal resources to provide support of community. Faculty to be provided by Housing.</p>	<p>MOV #4,a- In early stages of discussion and proposal creation.</p>
	<p>Develop and implement advising strategies that involve students in dialogue about the purposes and value of seeking high-impact experiences and the value of liberal education (compare the <a href="#">Brown University "liberal learning" document</a>).</p>	<p>MOV #4,b- Continue to encourage and infuse undergraduate scholarship in the curriculum and Department.</p>	<p>MOV #4,b- # of assignments within curriculum that require scholarly process.</p> <p># of student presentations within and beyond GVSU's community.</p>	<p>MOV #4,b- Faculty to encourage such integration in their courses and beyond in student involvement.</p>	<p>MOV #4,b- Faculty, Unit Head</p>	<p>MOV #4,b- Faculty time to develop new assignments. Fiscal resources to encourage student engagement at the state, region and national levels for dissemination.</p>	<p>MOV #4,b- Ongoing.</p>
		<p>MOV #4, c- Explore the development of Study Abroad opportunities that facilitate student matriculation in our programs.</p>	<p>MOV #4,c- Number of programs officially articulated with host institutions.</p>	<p>MOV #4,c- Encourage faculty led study abroad programs.</p>	<p>MOV #4,c- Faculty, Unit Head</p>	<p>MOV #4,c- Faculty time, fiscal support for travel to explore opportunities.</p>	<p>MOV #4,c- Faculty led program is ongoing.</p> <p>New collaborative affiliations are a new endeavor for the Department.</p>
				<p>Facilitate the development of articulation agreements amongst abroad institutions that allow students to study abroad and continue to matriculate in a timely fashion through our programs.</p>			

		<p>MOV #4, d- Explore service learning opportunities within the community while continuing to offer high quality academic internship experiences throughout the Department.</p>	<p>MOV #4,d- Number of established programs across our curricula.</p>	<p>MOV #4,d- Explore collaborative arrangements within the community that tie students to various programs.</p>	<p>MOV #4,d- Program Coordinators, faculty</p>	<p>MOV #4,d- Faculty time, fiscal resources to support faculty travel and involvement.</p>	<p>MOV #4,d- Ongoing.</p>
		<p>MOV #4, e- Explore mechanisms by which to become more deliberate about infusing diversity within the curriculum.</p>	<p>MOV #4,e- Documentation of diversity related programs/assignments/experiences of students within curricula. (I.e. Case study, clinical case reports etc.)</p>	<p>MOV #4,e- Encourage such infusion into formal curricular programs.</p>	<p>MOV #4,e- Faculty, program coordinators.</p>	<p>MOV #4,e- Faculty time.</p>	<p>MOV #4, e- Ongoing.</p>
		<p>MOV #4, f- Explore the development of 1<sup>st</sup> year seminars within academic programs.</p>	<p>MOV #4,f- Presence of 1<sup>st</sup> year seminars specific to each major program.</p>	<p>MOV #4, f- Encourage the development and inclusion of these courses within the curriculum.</p>	<p>MOV #4,f- Program coordinators.</p>	<p>MOV #4, f- Faculty time, new personnel resources to allow teaching additional sections of courses.</p>	<p>MOV #4,f- Ongoing.</p>

<p>PED aligned goal 3.5 1. The GVSU Physical Education Professional Instruction program provides a comprehensive educational curriculum that prepares students for a successful career as a physical education teacher (K-12).</p>		<p>PED-1.3 By Winter 2013, GVSU Physical Education Professional Program will develop field based courses within the curricular program that will allow students to acquire teaching skills in the schools.</p>	<p>PED- Pedagogical strategies demonstrating the use of field based courses.</p>	<p>PED- Examine current use of field based courses at bi-monthly Physical Education Professional Instruction faculty mtgs.  Based upon findings revise program to show inclusion of field based courses</p>	<p>PED- Physical Education Professional Instruction faculty led by Curriculum Coordinator</p>	<p>PED- Time  Time, Possible one-time allocations for specific events.</p>	<p>PED- Will begin 9/12  In discussion</p>
<p>The GVSU Physical Education Professional Instruction faculty demonstrate effective and innovative teaching methodologies.</p>		<p>1.1.By 2015, Increase the professional development leadership opportunities related to pedagogical methods for the unit, university and community.</p>	<p>Current amount of professional development leadership opportunities and monitor changes in opportunities over time.</p>	<p>Develop new presentations, workshops and CEU courses to meet current needs of professionals within the unit, university and community.  Disseminate info about new presentations, workshops and CEU courses  Deliver presentations, workshops and CEU courses; evaluate outcomes; revise</p>	<p>Physical Education Professional Instruction faculty</p>	<p>Time, Possible one-time allocations for specific events.</p>	<p>In discussion</p>

<p>ATEP- aligned 3.5 2. The GVSU ATEP Clinical Education Program provides students with a rich, inclusive learning environment in diverse clinical settings.</p>		<p>ATEP- 2.1 By the end of Fall 2011 the GVSU ATEP will assess the availability of rehabilitation intense content within the ATEP curriculum</p> <p>2.2 By Fall 2012, the GVSU ATEP will increase rehabilitation intense offerings within the ATEP.</p> <p>2.3 By Fall 2013, increase general medical placements sites within the ATEP</p>	<p>ATEP- 2.1.1 worksheet of all clinical sites that offer a rehab intense experience.</p> <p>2.1.2 NATA Competency Matrix identifying rehab content</p> <p>2.2.1 Percentage of students who have the pre-req knowledge currently assigned to a rehab intense site as documented on the Clinical Rotation Placement Sheet</p> <p>2.2.2 Alumni Survey (starting 2014)</p> <p>2.3.1 Clinical Rotation Placement Sheet</p>	<p>ATEP- During the Fall 2011 semester the Clinical Coordinator will work with a GA to collect available data. The Program Director will examine the competency matrix. This data will then be discussed at bimonthly ATEP faculty meetings.</p> <p>The Clinical Coordinator will work with the surrounding community to develop new affiliated sites.</p> <p>During the 2012-2013 academic year the Clinical Coordinator will explore opportunities</p>	<p>ATEP- Clinical Coordinator and Program Director</p> <p>Clinical Coordinator</p> <p>Clinical Coordinator</p>	<p>ATEP- Time</p>	<p>ATEP- Will begin 9/11</p> <p>Will begin 1/12</p> <p>Will begin 9/12</p>
<p>3.6. CLAS students will participate in internships and domestic and global service</p>	<p>Support current sustainability learning experiences.</p> <p>Encourage the development of additional</p>	<p>MOV #3,b- Explore the development of a General Education</p>	<p>MOV #3,b- Development and submission of NCP.</p>	<p>MOV #3,b- Explore the feasibility of adding such a course.</p>	<p>MOV #3,b- Unit Head, Faculty</p>	<p>MOV #3,b- Faculty time, new personnel to teach needed sections of proposed course.</p>	<p>MOV #3,b- New initiative to begin AY 11-12.</p>

learning experiences that focus on best practices in sustainability and assess need for CLAS to implement programs that provide additional opportunities.	courses to contribute to the Environmental Studies minor.  Encourage incorporation of sustainability into existing courses as appropriate.	course offering designed to address community health concerns and physical activity through the life span.					
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**Goal 4. [Regular and rigorous assessment results inform decision-making at Grand Valley.]****Aligned CLAS goal:** CLAS conducts regular, reflective and rigorous assessment of its activities and uses the results to guide decision-making.

Aligned MOV goals: #1: The Movement Science Department (MOV) will offer high quality academic programs that prepare students to be effective contributors within their fields.

#6: MOV will enhance its relationship with various internal and external constituent groups.

Aligned Unit goal(s): Student, Faculty, Program, and/or External

CLAS objective(s)	Strategy(ies) Action(s) (verbs)	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources	Status as of alignment
4.1. By 2015, 90% of CLAS administrators, faculty, staff, and students engage in rigorous assessment of all CLAS processes and outcomes.	UAC self-assessment processes	MOV #1,a- Engage in regular and rigorous assessment that informs curricular decisions	MOV #1,a- Regular and on time completion of self study, accreditation reviews, and assessment reports.	MOV #1,a- To require regular and deliberate discourse related to program offerings and professional requirements for students.	MOV #1,a- Program Coordinators.	MOV #1,a- Faculty time and fiscal resources to supplement additional assignments when needed.	MOV #1,a- Ongoing.
4.2. By 2012, all CLAS course syllabi will include student learning outcomes linked to appropriate pedagogies.	Training for all faculty on syllabi preparation and creation of appropriate student learning outcomes.  Syllabi of record made available to all faculty within a unit.  Units review all syllabi and report compliance with objective.	MOV #1,d- Programs will be designed to infuse high levels of academic rigor	MOV #1,d- Relevant KSA's and competency requirements as per each programs profession/accreditation agency.	MOV #1,d- Programs are based on accreditation standards where appropriate, professional Knowledge, Skills and abilities and best practices.	MOV#1,d- Program coordinators, Unit Head	MOV #1,d- Faculty time to create course revisions and new course proposals.  New faculty lines allowing for additional of needed expertise in given field.	MOV #1,d- Ongoing.
4.3.1. By 2012, CLAS Academic Advising Center will identify student learning outcomes for	Align CLAS Academic Advising Center approaches and structures with university's new student advising approach and	MOV #1, e- Continue to enhance the Advising resources and services available	MOV #1,e- 6 year graduation rate and 1>2, 2>3 year retention of majors.	MOV #1,e- Encourage regular updates of faculty regarding department,	MOV #1,e- Faculty	MOV #1,e- Faculty time and fiscal resources to support events and additional training of faculty.	MOV #1,e- Ongoing.

<p>advising.</p> <p>4.3.2. By 2012, the CLAS Academic Advising Center self study and assessment report will be completed, published, and aligned with university expectations and guidelines for academic advising.</p>	<p>structures.</p>	<p>within the Department</p>		<p>university and college policies and procedures regarding advising.</p> <p>Be proactive in communicating with students identified as “at risk”.</p> <p>Offer Departmental group advising sessions</p> <p>Continue support of Career and internship fairs hosted by individual academic programs.</p>			
<p>4.4. By 2015, CLAS units have completed one self-study and at least two full cycles of student learning outcome assessment critiques by the UAC.</p>	<p>Conduct appropriate self-study and student learning outcome assessments.</p>	<p>MOV #1, a- Engage in regular and rigorous assessment that informs curricular decisions</p>	<p>MOV #1,a- Regular and on time completion of self study, accreditation reviews, and assessment reports.</p>	<p>MOV #1,a- To require regular and deliberate discourse related to program offerings and professional requirements for students.</p>	<p>MOV #1,a- Program Coordinators.</p>	<p>MOV #1,a- Faculty time and fiscal resources to supplement additional assignments when needed.</p>	<p>MOV #1,a- Ongoing.</p>
<p>4.5. By 2012, CLAS units that participate in the General Education Program have fully implemented</p>	<p>Implement 2006 Assessment Plan (by CLAS units that participate in the General Education Program).</p>						

2006 Assessment Plan.							
4.6. Through 2015, CLAS supports university maintenance and expansion of assessment data management systems.	Encourage faculty participation in assessment data management systems such as WEAVE	MOV #1, a- Engage in regular and rigorous assessment that informs curricular decisions  MOV #6,c- Involve alumni, employers and other external constituent group in assessment practices.	MOV #1,a- Regular and on time completion of self study, accreditation reviews, and assessment reports.  MOV #6,c- Creation of evaluation tools and assessment of data from returned surveys.	MOV #1,a- To require regular and deliberate discourse related to program offerings and professional requirements for students.  MOV #6,c- Request programs to create evaluation tools to be used by alumni, employers and external groups.	MOV #1,a- Program Coordinators.  MOV #6,c- Program Coordinators.	MOV #1,a- Faculty time and fiscal resources to supplement additional assignments when needed.  MOV #6,c- Faculty time, Graduate assistant to assist in development and collection of tools and data.	MOV #1,a- Ongoing.  MOV #6,c- To begin Fall 2011.

4.7. Through 2015, continue to monitor and assess the state and regional needs for new or revised undergraduate and/or graduate programs and degrees in CLAS.	Provide representation to university monitoring and assessment activities.  Review university assessment reports for impact on CLAS programs and degrees.	MOV #1, a- Engage in regular and rigorous assessment that informs curricular decisions  MOV #6,c- Involve alumni, employers and other external constituent group in assessment practices.	MOV #1,a- Regular and on time completion of self study, accreditation reviews, and assessment reports.  MOV #6,c- Creation of evaluation tools and assessment of data from returned surveys.	MOV #1,a- To require regular and deliberate discourse related to program offerings and professional requirements for students.  MOV #6,c- Request programs to create evaluation tools to be used by alumni, employers and external groups.	MOV #1,a- Program Coordinators.  MOV #6,c- Program Coordinators.	MOV #1,a- Faculty time and fiscal resources to supplement additional assignments when needed.  MOV #6,c- Faculty time, Graduate assistant to assist in development and collection of tools and data.	MOV #1,a- Ongoing.  MOV #6,c- To begin Fall 2011.  SL- List of administrators and course requirements has been collected.
		SL- Assess possibility of developing a relationship with National Interscholastic Athletic Administrator Association to provide high school and middle school athletic administrators with Leadership Training Program courses as part of a M.A. degree curriculum.	SL- Written letter of agreement with the NIAAA	SL- Initiate discussion with NIAAA administrators  Gain University approval for proposed Certificate in Sport Coaching	SL- Faculty  SL Faculty	SL- Faculty Time  Faculty Time and Departmental support	SL- Not Started  Proposal to change PED 380 (Sport Law) and PED 380

		<p>Restructure the existing Department of Movement Science into four equal “majors,” one of which is a B.S. in Sport Management and Leadership.</p> <p>Make periodic curricular changes to the Sport Management undergraduate curriculum and courses</p>	<p>Revision of Department programs</p> <p>UCC-approved changes to the program and courses.</p>	<p>(below), addition of M.A. in Interscholastic Athletic Administration (x-ref with 6.1)</p> <p>Change PED 380 (Special Topics) classes to permanent courses.</p>	SL faculty	Faculty Time	(Facilities and Events Management) to permanent courses submitted and approved by Department Curriculum Committee
Through 2015, CLAS initiates the processes required to add new curricular offerings based on identified needs.	Develop appropriate curricula	<p>MOV #1, a- Engage in regular and rigorous assessment that informs curricular decisions</p> <p>MOV #1,d- Programs will be</p>	<p>MOV #1,a- Regular and on time completion of self study, accreditation reviews, and assessment reports</p> <p>MOV #1,d- Relevant KSA's and competency</p>	<p>MOV #1,a- To require regular and deliberate discourse related to program offerings and professional requirements for students.</p> <p>MOV #1,d- Programs are based on</p>	<p>MOV #1,a- Program Coordinators.</p> <p>MOV#1,d- Program coordinators,</p>	<p>MOV #1,a- Faculty time and fiscal resources to supplement additional assignments when needed.</p> <p>MOV #1,d- Faculty time to create course</p>	<p>MOV #1,a- Ongoing.</p> <p>MOV #1,d- Ongoing</p>

		designed to infuse high levels of academic rigor	requirements as per each programs profession/accreditation agency.	accreditation standards where appropriate, professional Knowledge, Skills and abilities and best practices.	Unit Head	revisions and new course proposals.  New faculty lines allowing for additional of needed expertise in given field.	
		SL- Add a new "Certificate in Sport Coaching to the curriculum.	SL- Approval of Certificate Program	SL- Guide "New Certificate" proposal through the GVSU curricular process.	SL- Rick	SL- Faculty Time	SL- Certificate has been approved by the Provost for immediate implementation
Through 2015, CLAS initiates the processes required to discontinue curricular offerings based on identified needs.	Discontinue identified programs.  Reallocate affected faculty workloads.	MOV #1, a- Engage in regular and rigorous assessment that informs curricular decisions	MOV #1,a- Regular and on time completion of self study, accreditation reviews, and assessment reports	MOV #1,a- To require regular and deliberate discourse related to program offerings and professional requirements for students.	MOV #1,a- Program Coordinators.	MOV #1,a- Faculty time and fiscal resources to supplement additional assignments when needed.	MOV #1,a- Ongoing.
		SL- Discontinue offering the "Coaching Concentration" within the Sport Leadership program.	SL- Submission of a formal request for program elimination.	SL- Needs assessment of current and prospective coaching students.	SL- Rick	SL- Faculty Time	SL- Request for a "replacement" Certificate in Sport Coaching to better meet the needs of our students.
4.8. Through 2015, provide CLAS support as required for annual GVSU	Provide representation to annual GVSU Accountability Report process.						

Accountability Report.	Notify CLAS faculty & staff of availability of GVSU Accountability Report.						
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4.9. Through 2015, provide CLAS support as required for annual Dashboard report.	Provide representation to annual Dashboard report process. Notify CLAS faculty & staff of availability of annual Dashboard Report.						
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**Goal 5. [Grand Valley has the human resources and the physical and pedagogical infrastructures it needs to promote effective learning and teaching in all disciplines at all levels.]**

**Aligned CLAS goal:** CLAS participates actively in the planning process of the university for human resources and the physical and pedagogical infrastructures.

- MOV Aligned goals:**
- #1: The Movement Science Department (MOV) will offer high quality academic programs that prepare students to be effective contributors within their fields.
  - #2: The MOV will manage the Department budget with discipline and informed decision making, this includes the acquisition of new resources that allow enhancement and growth of academic programs within the Department.
  - #4: The MOV will explore ways to continue to support and expand the inclusion of High Impact Practices across our curriculum.
  - #5: MOV will continue to support faculty and staff in the pursuit of their professional development activities recognized at the state, regional, national and international arena.
  - #6: MOV will enhance its relationship with various internal and external constituent groups.

Aligned Unit goal(s): Student, Faculty, Program, and/or External

CLAS objective(s)	Strategy(ies) Action(s) (verbs)	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources	Status as of alignment
5.1.1 Seek additional tenure track faculty positions and identify and pursue curriculum delivery efficiencies.	Survey current percentages of SCH taught by TT faculty in each unit/program.	MOV #2,a- 75% of FTE taught by TTF or AFF, 90% of core and program required courses to be taught by TTF.	MOV #2,a- Number of TTF and AFF teaching within the department in comparison to SCH.	MOV #2,a- Evaluate academic programs to assess for best preparation of majors. Articulate needs to growth in personnel as required to meet program standards and student demand.	MOV #2,a- Unit Head, Program coordinators.	MOV #2, a- Faculty lines allocated to programs	MOV #2,a- Ongoing.
	Units develop/refine/revise baseline staffing plans for optimum allocation of human resources on the basis of strategic planning, disciplinary standards, and pedagogical best practices.	MOV #2,b-Acquire new and develop existing space to meet the needs of	MOV #2,b- Student seats in required courses needing	MOV #2,b- Continue proactive enrollment planning and	MOV #2,b- Unit Head, Program coordinators	MOV #2,b- New and reconfiguration of current university spaces.	MOV #2,b- Ongoing

	<p>and projected impact.</p> <p>Identify and implement curriculum delivery efficiencies that support objectives articulated in Goal 3, esp. with reference to quality of instruction and support for high impact practices.</p>	<p>programs</p> <p>ES- By 2015, 65% of all exercise science classes will be taught by tenure track faculty, thus requiring two additional positions.</p> <p>By 2015, the exercise science program will still have two visiting faculty.</p> <p>By 2015, the exercise program will add to its current one affiliate faculty position by converting an existing visiting faculty position.</p> <p>By 2015, the exercise science program will have two graduate assistants to help with providing high impact practices in the laboratories (x-ref with 5.2).</p> <p>SL-</p>	<p>specialized teaching/research laboratory space.</p> <p>ES Additional tenure track faculty employed.</p> <p>Two visiting and one affiliate faculty positions maintained.</p> <p>A visiting faculty position converted into an affiliate faculty position.</p> <p>A second graduate assistant will be employed.</p> <p>SL-</p>	<p>designing spaces to be effective in providing useable space for teaching/research purposes.</p> <p>ES Align requests for additional tenure track faculty with unit, college, and university goals.</p> <p>Acquire additional tenure track faculty positions.</p> <p>Submit requests for maintaining visiting faculty position and creating a new visiting faculty position.</p> <p>Submit request for conversion of existing visiting faculty position.</p> <p>Submit request for new graduate assistant position.</p> <p>SL- Develop specific</p>	<p>ES Exercise science coordinator and exercise science faculty.</p> <p>SL- SL faculty</p>	<p>ES Funding for additional tenure track faculty.</p> <p>Funding for maintaining two visiting faculty positions and one affiliate position.</p> <p>Funding for conversion of visiting position into affiliate position.</p> <p>Funding for new graduate assistant position.</p> <p>Academic time to prepare requests and any supporting documents.</p> <p>SL- Faculty Time</p>	<p>ES On-going initiative.</p> <p>SL- Not Started</p>
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		Hire one new TT faculty member with terminal degree and practical experience in Sport Management	New TT Faculty Request	needs and course responsibilities for new faculty member			
ATEP- aligned 5.1.1 4. Improve ATEP's physical and pedagogical resources to promote effective learning and teaching		ATEP- By 2015, increase the number of ATEP tenure track faculty by 1 to teach a 9/9 credit load.	ATEP- Comparison of number of tenure track faculty in 2011 and 2015	ATEP- Faculty workload/course load equivalency Assess and demo need for new faculty. Complete univ. process for adding new faculty line Initiate and complete hiring process for new faculty	ATEP- Program Director	ATEP- Funding for 1 new tenure-track line	ATEP- In progress
5.1.2 Seek additional staff in proportion to anticipated enrollment growth.	Survey current staffing arrangements.  Identify critically understaffed areas.  Allocate additional staff positions on the basis of demonstrated need and projected impact.	MOV #1,b- 75% of FTE taught by TTF or AFF, 90% of core and program required courses to be taught by TTF.  MOV #1,c- Engage in deliberate enrollment planning which allows for students to matriculate	MOV #1,b- Continue proactive enrollment planning and designing spaces to be effective in providing useable space for teaching/research purposes.  MOV#1, c- Number of seats offered as compared to extrapolated student need .	MOV #1,b- Evaluate academic programs to assess for best preparation of majors. Articulate needs to growth in personnel as required to meet program standards and student demand  MOV #1,c- Extrapolate need from pre requisite courses that form a string of required courses, contact external	MOV #1,b- Unit Head, Program coordinators.  MOV #1,c- Unit Head	MOV #1,b- Faculty lines allocated to programs.  MOV #1,c- Full time faculty needed to teach additional needed sections.  New facilities are	MOV #1,b- Ongoing.  MOV #1,c- Ongoing

		appropriately and in a timely manner through their program.		group and solicit information on numbers of students matriculating through their programs in an attempt to plan more accurately for needed seats.		needed to allow laboratory specific courses to offer additional sections of courses.	
		MOV #2,a- 75% of FTE taught by TTF or AFF, 90% of core and program required courses to be taught by TTF.	MOV #2,a- Continue proactive enrollment planning and designing spaces to be effective in providing useable space for teaching/research purposes.	MOV #2,a- Evaluate academic programs to assess for best preparation of majors. Articulate needs to growth in personnel as required to meet program standards and student demand	MOV #2,a- Unit Head, Program coordinators.	MOV #2,a- Faculty lines allocated to programs.	MOV #2,a- Ongoing
		MOV #2,b- Acquire new and develop existing space to meet the needs of programs	MOV #2,b- Student seats in required courses needing specialized teaching/research laboratory space.	MOV #2,b- Continue proactive enrollment planning and designing spaces to be effective in providing useable space for teaching/research purposes.	MOV #2,b- Unit Head, Program coordinators	MOV #2,b- New and reconfiguration of current university spaces.	MOV #2,b- Ongoing
		ES- 5.1.2 By 2015, the exercise science program will have a	ES- 5.1.2 New position created and filled.	ES- 5.1.2 Align request for academic advisor	ES- 5.1.2 Exercise science coordinator,	ES- 5.1.2. Funding for new staff position.	ES- 5.1.2 New initiative.

		full-time academic advisor.		position with program needs and unit, college, and university goals.  Submit requests for creation of academic advisor position.  Create and employ a person to coordinate and act as academic advisor to the program.	and exercise science faculty.	Academic time to prepare requests and any supporting documents.	
		SL- Secure one new Adjunct faculty member with practical experience in Sport Management or online instruction	SL- New Adjunct Faculty Request	SL- Develop specific needs and course responsibilities for new faculty member	SL- Rick Dana Jim	SL- Faculty Time	SL- Not Started
5.2 Seek additional academic space in order to support and enhance CLAS programs	Cooperate in development of the Master Plan.  Survey current and projected needs for academic space.  Identify critical academic space limitations.  Allocate additional academic spaces on the	MOV #2,b- Acquire new and develop existing space to meet the needs of programs	MOV #2,b- Student seats in required courses needing specialized teaching/research laboratory space.	MOV #2,b- Continue proactive enrollment planning and designing spaces to be effective in providing useable space for teaching/research purposes.	MOV #2,b- Unit Head, Program coordinators	MOV #2,b- New and reconfiguration of current university spaces.	MOV #2,b- Ongoing

	basis of demonstrated need and projected impact.	ES- By 2015, the exercise science will have an additional and dedicated 1500 sq ft laboratory, to maintain the competitiveness and quality of instruction in the program and to allow students to experience high-impact practices.	ES- Additional laboratory space allocated to exercise science.	ES- Create document outlining rationale and need for additional laboratory space.  Increase laboratory space dedicated to exercise science lab classes, experiential learning, and undergraduate and faculty scholarship.	ES- Exercise science coordinator, and exercise science faculty	ES- Funding for additional physical laboratory space and appropriate equipment and facilities.  Academic time to prepare supporting documents.	ES- New initiative.
5.3 CLAS faculty are trained and equipped to use new and current pedagogical best practices and technologies in support of student learning outcomes.	Identify student learning outcomes in all academic programs.  Identify pedagogical best practices and technologies suitable for achieving identifying student learning outcomes.	MOV #6, f- Explore ways to provide professional development resources to the community.  ATEP- 3.1.By 2013, Increase the number of continuing education opportunities for ATEP professionals delivered by GVSU in West MI	MOV #6,f- Number and types of services / resources provided.  ATEP- Current amount of professional development programs and monitor changes in program offerings over time.	MOV #6,f- Encourage faculty and academic programs to host and/or collaborate on the delivery of Professional development activities.  ATEP- Develop new CEU courses and/or curricula to meet current needs of professionals in West Michigan  Disseminate info about new courses and enroll	MOV #6,f- Faculty  ATEP- ATEP Faculty	MOV #6,f- Faculty time  ATEP- Possible one-time allocations for specific events	MOV #6,f- Ongoing.  ATEP- In discussion

				professionals  Deliver CEU courses; evaluate outcomes; revise  Enhance status as leading provider			
5.4 CLAS participates in the development of enhanced teaching and learning spaces to support new pedagogies.	Participate in the development of enhanced teaching and learning spaces that support pedagogical best practices and technologies.						
ATEP- aligned 5.3 and 5.4 3. The GVSU ATEP is a recognized provider of professional development in West MI		ATEP- 3.1.By 2013, Increase the number of continuing education opportunities for ATEP professionals delivered by GVSU in West MI	ATEP- Current amount of professional development programs and monitor changes in program offerings over time	ATEP- Develop new CEU courses and/or curricula to meet current needs of professionals in West Michigan  Disseminate info about new courses and enroll professionals  Deliver CEU courses; evaluate outcomes; revise  Enhance status as leading provider	ATEP- ATEP Faculty	ATEP- Possible one-time allocations for specific events	ATEP- In discussion
ATEP- aligned 5.4 1. The GVSU ATEP is a		ATEP- 1.1 By 2014, all ATEP faculty are submitting	ATEP- 1.1.1 Scholarly works accepted for presentation at state,	ATEP- Faculty will present at professional conferences.	ATEP- All ATEP faculty will submit data to Program	ATEP- Time	ATEP- In progress

recognized leader in providing quality undergraduate athletic training education		scholarly work for presentation at the state, regional, and national levels.  PED-1.1.By 2015, Increase the professional development leadership opportunities related to pedagogical methods for the unit, university and community.	regional and national levels.  PED-Current amount of professional development leadership opportunities and monitor changes in opportunities over time.	Faculty will publish in their professional scholarship.  PED-Develop new presentations, workshops and CEU courses to meet current needs of professionals within the unit, university and community.  Disseminate info about new presentations, workshops and CEU courses  Deliver presentations, workshops and CEU courses; evaluate outcomes; revise	Director for inclusion in Assessment Report.  PED-Physical Education Professional Instruction faculty	PED-Time  Possible one-time allocations for specific events	PED-In discussion
5.5 CLAS faculty, staff, and students are equipped and encouraged to make contributions to the knowledge base and are recognized and rewarded for outstanding intellectual and creative products.	Coordinate closely with other university entities (e.g. CSCE) to survey and identify existing disincentives and barriers to seeking internal and external support, recognition, and rewards for contributions to the knowledge base.  Identify programmatic or discipline-specific modes of seeking support, recognition, and rewards for contributions to the knowledge base.	MOV #5, a-Continue to supplement allocated professional development funds to allow for all members of the Department to be active in development activities.  MOV #5,b-Work to assign appropriate	MOV #5,a-Amount of funds and assigned time allocated to faculty to support scholarly work and its dissemination.  MOV #5,b-Faculty workload reports	MOV #5,a-Encourage faculty to pursue internal and external funding, while encouraging continued activity within their discipline.  MOV #5,b-Remain consistent with the faculty	MOV #5,a-Unit Head, Faculty  MOV #5,b-Unit Head	MOV #5,a-Faculty time and fiscal resources to support initiatives.  MOV #5,b-Faculty time, fiscal resources to compensate faculty	MOV #5,a-Ongoing.  MOV #5,b-Ongoing.

	<p>Develop a network to target information about support, recognition, and reward opportunities appropriately.</p> <p>Develop mechanisms to feed indirect costs on external grants back to College and Unit to help build infrastructure and provide pools for future matching funds.</p> <p>Create new forms of recognition for faculty and student scholarly and creative work.</p> <p>Create new internal funding mechanisms to support student/faculty scholarship.</p>	<p>workloads that allow for faculty development, meanwhile addressing programmatic and departmental needs.</p> <p>MOV #5,c- Assist in identifying and acquiring resources to assist faculty in their work and desired pursuits.</p> <p>MOV #4,b- Continue to encourage and infuse undergraduate scholarship in the curriculum and Department.</p> <p>MOV #6, d- Communicate with External groups to explore ways to enhance service learning activities in the community and build collaborative research opportunities.</p>	<p>MOV #5,c- Faculty workload plans</p> <p>MOV #4,b- Curricular requirements, # and type (dissemination) of scholarly products from undergraduate students.</p> <p>MOV #6,d- Number of programs established.</p>	<p>handbook assessment of faculty workloads and baseline expectations.</p> <p>MOV #5,c- Encourage faculty to proactively pursue resources which will move their agendas forward.</p> <p>MOV #4,b- Encourage faculty and students to engage in undergraduate scholarly activities.</p> <p>MOV #6,d- Encourage such collaborative programs to be established.</p>	<p>MOV #5,c- Faculty, Unit Head</p> <p>MOV #4,b- Faculty</p> <p>MOV #6,d- Faculty</p>	<p>who are completing overloads for required Departmental work.</p> <p>MOV #5,c- Faculty time, fiscal resources to assist in acquiring needed materials to allow faculty to move their agendas forward.</p> <p>MOV #4,b- Faculty time, fiscal resources to acquire needed expendable goods and supplies as well as capital equipment to support research.</p> <p>MOV #6,d- Faculty time, fiscal resources to support collaborative equipment/resources.</p>	<p>MOV #5,c- Ongoing.</p> <p>MOV #4,b- Ongoing.</p> <p>MOV #6,d- Ongoing.</p>
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<p>PED aligned goal 5.5 2. The GVSU Physical Education Professional faculty actively engage in scholarship activities.</p>		<p>PED-2.1 By 2015, increase collaborative initiatives with academic, student and community based groups to further scholarship opportunities.</p>	<p>PED- Comparison of current number of scholarship activities and collaborative initiatives in 2011 and 2015</p>	<p>PED- Facilitate current as well as develop scholarship activities that collaborate with peers, students and community based groups.</p> <p>Disseminate info about scholarship opportunities.</p> <p>Disseminate and publish scholarship information in various formats including local, state, national, and international presentations and written format.</p>	<p>PED- Physical Education Professional Instruction faculty</p>	<p>PED- Time</p>	<p>PED- In discussion</p>
<p>3. The GVSU Physical Education Professional faculty actively engage in service activities.</p>		<p>3.1 By 2015, increase engagement in advocacy initiatives with local, state and national groups related to Physical Education.</p>	<p>PED- Comparison of current number of advocacy initiatives activities in 2011 and 2015</p>	<p>PED- Facilitate current as well as develop advocacy initiatives with local, state and national groups related to Physical Education.</p> <p>Disseminate info about advocacy initiatives.</p>	<p>Physical Education Professional Instruction faculty</p>	<p>Time</p>	<p>In discussion</p>

**Goal 6. [Grand Valley educates well-prepared and well-rounded graduates who positively contribute to West Michigan, the state, the nation, and the world.]**

**Aligned CLAS goal:** CLAS educates well-prepared and well-rounded graduates of GVSU who positively contribute to West Michigan, the state, the nation, and the world.

- MOV Aligned Goals:**
- #1: The Movement Science Department (MOV) will offer high quality academic programs that prepare students to be effective contributors within their fields.
  - #2: The MOV will manage the Department budget with discipline and informed decision making, this includes the acquisition of new resources that allow enhancement and growth of academic programs within the Department.
  - #6: MOV will enhance its relationship with various internal and external constituent groups.

Aligned Unit goal(s): Student, Faculty, Program, and/or External

CLAS objective(s)	Strategy(ies) Action(s) (verbs)	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources	Status as of alignment
6.1 CLAS students and programs are provided the resources to prepare students to pass state or federal examinations required for practicing in their professions.	Identify requirements for state and federal examinations for various professions	MOV #1,a- Engage in regular and rigorous assessment that informs curricular decisions	MOV #1,a- Regular and on time completion of self study, accreditation reviews, and assessment reports	MOV #1,a- To require regular and deliberate discourse related to program offerings and professional requirements for students.	MOV #1,a- Program Coordinators.	MOV #1,a- Faculty time and fiscal resources to supplement additional assignments when needed.	MOV #1,a- Ongoing.
	Identify existing curricular and extracurricular resources that prepare students for the exams and fill gaps in available resources	MOV #1,d- Programs will be designed to infuse high levels of academic rigor	MOV #1,d- Relevant KSA's and competency requirements as per each programs profession/accreditation agency.	MOV #1,d- Programs are based on accreditation standards where appropriate, professional Knowledge, Skills and abilities and best practices.	MOV#1,d- Faculty, Program coordinators, Unit Head	MOV #1,d- Faculty time to create course revisions and new course proposals.  New faculty lines allowing for additional of needed expertise in given field.	MOV #1,d- Ongoing
	Advise students in a timely manner and closely align departmental advising with advising from CAAC and Career Services	MOV #2,c- UH will solicit input	MOV #2,c- Yearly budget	MOV #2,c- Yearly budget	MOV #2,c- To continue with	MOV #2,c-	MOV #2,c- Faculty Time

<p>ATEP- aligned 6.1 1. The GVSU ATEP provides a comprehensive educational curriculum that prepares students for a successful career in athletic training.</p>		<p>from faculty and staff related to budget priorities</p> <p>MOV #2,d- Through proactive budget planning and transparency allocations will be distributed appropriately to academic programs.</p> <p>ATEP- 1.1 By 2011, new 5<sup>th</sup> edition of ATEP competencies will be assessed in regards to current curricular offerings</p> <p>1.2 By Fall 2012, current ATEP competencies will align with 5<sup>th</sup> edition competencies, current best practices, and program needs.</p>	<p>development by individual program.</p> <p>Budget requests for subsequent years.</p> <p>MOV #2,d- Individual program budgets created yearly.</p> <p>ATEP- 1.1.1 GVSU competencies taught compared to all competencies in NATA competency matrix</p> <p>1.2.1 New course and course change proposals submitted</p> <p>1.2.2 GVSU competencies taught compared to all competencies in NATA competency matrix</p>	<p>faculty requests to be forwarded to the UH through a academic program priority process.</p> <p>MOV #2,d- At the beginning of each year academic programs will create and submit a budget to the UH for review and allocation release.</p> <p>ATEP- Examine content in all courses (lecture and lab) by contacting faculty teaching in the required courses and asking them to assess the inclusion of the new ATEP competencies.</p> <p>Based on findings, revise course content to include competencies.</p>	<p>Program Coordinators, Unit Head</p> <p>MOV #2,d- Program Coordinators, Unit Head</p> <p>ATEP- ATEP Program Director regarding competencies with input from ATEP Clinical Coordinator regarding proficiencies.</p> <p>ATEP Program Director with assistance from ATEP faculty</p>	<p>MOV #2, d- Faculty Time</p> <p>ATEP- Time</p>	<p>MOV #2,d- Ongoing</p> <p>ATEP- In progress</p> <p>Will begin 1/12</p>
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		<p>1.3 By Winter 2013, GVSU ATEP provides students with a learning environment based upon the foundations of evidence based practice (EBP).</p> <p>SL- Add a new M.A. in Interscholastic Athletic Administration) to prepare current and prospective Interscholastic Athletic Directors to assume leadership positions in their profession.</p>	<p>1.3.1 Pedagogical tools (TBD) demonstrating use of EBP</p> <p>1.3.2 NATA competency matrix identifying use of EBP</p> <p>SL- Detailed listing of sequential steps involved in online submission process</p>	<p>Examine current use of EBP across ATEP at bi-monthly ATEP faculty mtgs.</p> <p>Based upon findings revise program to show inclusion of EBP over time.</p> <p>SL- Development of online (Masters Level) curricular program and offerings)</p>	<p>ATEP Program Director with assistance from ATEP faculty</p> <p>SL- Dana</p>	<p>SL- Faculty Time</p>	<p>Will begin 9/11</p> <p>SL- Needs Assessment of Michigan Athletic Directors completed</p>
<p>PED aligned goal 6.1 1. The GVSU Physical Education Professional Instruction program provides students with skills for a successful career in</p>		<p>PED- 1.1 By Fall 2013, increase the engagement of students in professional development activities.</p>	<p>PED Excel spreadsheet documenting number and types of professional development activities students are attending.</p>	<p>PED Faculty will work with students to determine professional development opportunities they attended in the 2010-2011 and explore</p>	<p>PED Accreditation Coordinator and Physical Education Professional Instruction faculty.</p>	<p>PED Time</p>	<p>PED Begin 9/11</p>

Physical Education.			Excel spreadsheet documenting number and types of leadership opportunities for students in Physical Education Professional Instruction	opportunities they are interested in attending.  Faculty will work with students to determine leadership interests and abilities	Accreditation Coordinator and Physical Education Professional Instruction faculty.	Time	Begin 9/11
6.2 CLAS students and programs are provided the resources to prepare students to enter graduate school or secure employment that benefits from the skills and values of liberal education.  ATEP- aligned 6.2 1. The GVSU ATEP provides a comprehensive educational curriculum that prepares students for a successful career in athletic training.	Evaluate the extent to which curricula in departments, programs, and emphases are designed to fulfill employment and graduate school requirements  Advise students in a timely manner and closely align departmental advising with advising from CAAC and Career Services  Support efforts of departments, CAAC, Career Services, and PIC in providing students with internship, study abroad, training, and interviewing opportunities.	ATEP- 1.1 By 2011, new 5 <sup>th</sup> edition of ATEP competencies will be assessed in regards to current curricular offerings  1.2 By Fall 2012, current ATEP competencies will align with 5 <sup>th</sup> edition competencies, current best practices, and program needs.  1.3 By Winter 2013, GVSU ATEP provides students with a learning environment based upon the foundations of evidence based practice (EBP).	ATEP- 1.1.1 GVSU competencies taught compared to all competencies in NATA competency matrix  1.2.1 New course and course change proposals submitted  1.2.2 GVSU competencies taught compared to all competencies in NATA competency matrix  1.3.1 Pedagogical tools (TBD) demonstrating use of EBP  1.3.2 NATA competency matrix identifying use of	ATEP- Examine content in all courses (lecture and lab) by contacting faculty teaching in the required courses and asking them to assess the inclusion of the new ATEP competencies.  Based on findings, revise course content to include competencies.  Examine current use of EBP across ATEP at bi-	ATEP- ATEP Program Director regarding competencies with input from ATEP Clinical Coordinator regarding proficiencies.  ATEP Program Director with assistance from ATEP faculty  ATEP Program Director with assistance from ATEP faculty	ATEP- Time	ATEP- In progress  Will begin 1/12  Will begin 9/11

			EBP	monthly ATEP faculty mtgs.  Based upon findings revise program to show inclusion of EBP over time.			
6.3 CLAS students and programs are provided the resources to prepare students to secure employment in any discipline or profession or enter graduate school	<p>Evaluate the extent to which curricula in departments, programs, and emphases are designed to fulfill employment and graduate school requirements.</p> <p>Advise students in a timely manner and closely align departmental advising with advising from CAAC and Career Services</p> <p>Support efforts of departments, CAAC, Career Services, and PIC in providing students with internship, study abroad, training, and interviewing opportunities.</p>	<p>MOV #1d- Programs will be designed to infuse high levels of academic rigor</p> <p>MOV #1, e-Continue to enhance the Advising resources and services available within the Department</p>	<p>MOV #1,d- Relevant KSA's and competency requirements as per each programs profession/accreditation agency.</p> <p>MOV #1,e- 6 year graduation rate and 1&gt;2, 2&gt;3 year retention of majors.</p>	<p>MOV #1,d- Programs are based on accreditation standards where appropriate, professional Knowledge, Skills and abilities and best practices.</p> <p>MOV #1,e- Encourage regular updates of faculty regarding department, university and college policies and procedures regarding advising.</p> <p>Be proactive in communicating with students identified as "at risk".</p> <p>Offer Departmental group advising sessions</p>	<p>MOV#1,d- Program coordinators, Unit Head</p> <p>MOV #1,e- Faculty</p>	<p>MOV #1,d- Faculty time to create course revisions and new course proposals.</p> <p>New faculty lines allowing for additional of needed expertise in given field.</p> <p>MOV #1,e- Faculty time and fiscal resources to support events and additional training of faculty.</p>	<p>MOV #1,d- Ongoing</p> <p>MOV #1,e- Ongoing</p>

		<p>MOV #6,b- Continue to support internship and career fairs for majors within our Department.</p> <p>MOV #4,d- Explore mechanisms by which to become more deliberate about infusing diversity within the curriculum.</p>	<p>MOV #6,b- Amount of funds allocated to support these events.</p> <p>MOV #4,d- Self study results from each academic program exploring various mechanisms of diversity inclusion.</p>	<p>Continue support of Career and internship fairs hosted by individual academic programs.</p> <p>MOV #6,b- Encourage faculty to develop and offer such events to stimulate connections between organizations and community members.</p> <p>MOV #4,d- Regularly explore ways by which to enrich student development in regards to providing exposure to various mechanisms of diversity (experiences, culture, etc.)</p>	<p>MOV #6,b- Faculty, Unit Head</p> <p>MOV #4,d- Faculty</p>	<p>MOV #6,b- Fiscal resources from Department Budget or other internal and external sources.</p> <p>MOV #4,d- Faculty Time</p>	<p>MOV #6,b- Ongoing</p> <p>MOV #4,d- To be implemented with next round of self study submissions.</p>
6.4 CLAS students and programs are provided the resources to prepare students to obtain leadership positions regionally,	<p>Support efforts of Office of Fellowships to prepare students to be competitive for national and international scholarship and fellowship opportunities.</p> <p>Support efforts of departments, CAAC,</p>	<p>MOV #6, g- Encourage and support student participation/application in competitive fellowship, internship, co-ops and other award</p>	<p>MOV #6,g- Listing of students who have applied for or have been nominated for such awards.</p>	<p>MOV #6,g- The awards and events committee will compile a comprehensive listing of opportunities for all majors and solicit and encourage</p>	<p>MOV #6, g- MOV awards and events committee, faculty</p>	<p>MOV #6,g- Faculty time</p>	<p>MOV #6,g- To be fully implemented in Fall 2011.</p>

nationally, and globally.	Career Services, GV in DC, Hauenstein Center Peter Cook Leadership Academy, and PIC in providing students with internship, leadership, study abroad, training, and interviewing opportunities.	programs.		nominations/applications.			
PED aligned goal 6.4 1. The GVSU Physical Education Professional Instruction program provides students with skills for a successful career in Physical Education.		PED-1.1 By Fall 2013, increase the engagement of students in professional development activities.  1.2 By Fall 2015, increase leadership opportunities for students in Physical Education Professional Instruction	PED-Excel spreadsheet documenting number and types of professional development activities students are attending.  Excel spreadsheet documenting number and types of leadership opportunities for students in Physical Education Professional Instruction	PED-Faculty will work with students to determine professional development opportunities they attended in the 2010-2011 and explore opportunities they are interested in attending.  Faculty will work with students to determine leadership interests and abilities	PED-Accreditation Coordinator and Physical Education Professional Instruction faculty.  Accreditation Coordinator and Physical Education Professional Instruction faculty.	PED-Time	PED-Begin 9-11  Begin 9-11
ATEP- aligned 6.4 2. GVSU ATEP students are recognized for their involvement in leadership opportunities at the state, district, and national levels		ATEP-2.1 by Fall 2011, Increase the number of scholarship and award opportunities available to GVSU ATEP students.  2.2 Maintain student involvement in leadership positions at the state, district, and national levels.	ATEP-2.1.1 Document showing available scholarships 2.1.2 Scholarly Awards received by students in ATEP  2.2.1 Excel spreadsheet documenting student leadership positions	ATEP-Program Director will work with GA and faculty to update current listing of student awards and leadership activities for the 2010-11 year in the fall 2011.	ATEP-Program Director	ATEP-Time	ATEP-9/11

**Goal 7. [Grand Valley's stakeholders are aware of and supportive of the university's financial decisions.]**

**Aligned CLAS goal:** CLAS contributes to the awareness of and support for the university's financial decisions by CLAS stakeholders; and CLAS makes its financial decisions with transparency on grounds aligned with strategic goals.

**MOV aligned Goals:**

- #2: The MOV will manage the Department budget with discipline and informed decision making, this includes the acquisition of new resources that allow enhancement and growth of academic programs within the Department.
- #5: MOV will continue to support faculty and staff in the pursuit of their professional development activities recognized at the state, regional, national and international arena.

Aligned Unit goal(s): Student, Faculty, Program, and/or External

CLAS objective(s)	Strategy(ies) Action(s) (verbs)	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources	Status as of alignment
7.2 Dean's Office communicates regularly with CLAS unit heads about budgeting priorities	-Disseminate appropriate Dean's Budget Reports yearly  - Provide unit heads, student advisory group and alumni board with strategic budgeting priorities'	MOV #2,c- UH will solicit input from faculty and staff related to budget priorities.	MOV #2,c- Yearly budget development by individual program.  Budget requests for subsequent years.	MOV #2,c- To continue with faculty requests to be forwarded to the UH through an academic program priority process.	MOV #2,c- Program Coordinators, Unit Head	MOV #2,c- Faculty Time	MOV #2,c- Ongoing
	-Continue individualized budget consultations with unit heads	MOV #2,d- Through proactive budget planning and transparency allocations will be distributed appropriately to academic programs.	MOV #2,d- Individual program budgets created yearly.	MOV #2,d- At the beginning of each year academic programs will create and submit a budget to the UH for review and allocation release.	MOV #2,d- Program Coordinators, Unit Head	MOV #2, d- Faculty Time	MOV #2,d- Ongoing

<p>7.3 At least 75% of CLAS faculty are familiar with CLAS budgeting priorities.</p>	<ul style="list-style-type: none"> <li>- Articulate and disseminate CLAS budgeting priorities and financial consequences of decisions</li> <li>- Disseminate Dean's 360 review;</li> <li>- use CLAS ACTS to disseminate strategic budgeting priorities and financial consequences of institutional decisions to faculty.</li> <li>- Use annual salary letters to communicate information about pay equity and salary compression.</li> <li>-Establish regular communication with FSBC in relation to university financial decisions as they effect CLAS.</li> </ul>						
<p>7.6 Increase funding of scholarships by CLAS alumni and applications for scholarships by CLAS students.</p>	<ul style="list-style-type: none"> <li>- Distribute Financial Aid report.</li> <li>- Leverage the support of CLAS alumni and student boards along with CLAS units to expand scholarships with the college.</li> <li>-Encourage CLAS units to promote scholarship applications among their</li> </ul>						

	majors by working with Office of Fellowships and linking to that website						
7.7 Increase external grant applications for financial support of graduate students within CLAS graduate programs.	<ul style="list-style-type: none"> <li>- Professional development for grant writing;</li> <li>- Create incentives for faculty grant writing.</li> </ul>	MOV #5,c- Assist in identifying and acquiring resources to assist faculty in their work and desired pursuits.	MOV #5,c- Faculty annual work load plans	MOV #5,c- Collaborate with faculty and develop mechanisms consistent with the Dept. Strategic Plan to facilitate their work and need for equipment.	MOV #5,c- Unit Head	MOV #5, c- Fiscal need as identified by work load plans and budget requests from faculty and academic programs.	MOV #5, c- Ongoing
7.8 At least 35% of CLAS faculty report being rewarded for good teaching.	<ul style="list-style-type: none"> <li>-Ensure that CLAS and Unit Personnel Standards and Criteria reward good teaching.</li> <li>-Ensure that annual salary adjustments reward good teaching.</li> <li>- Showcase the excellence of CLAS faculty through university and CLAS award programs, a CLAS teaching showcase, and teaching brown bags.</li> <li>- Establish section on CLAS home page for brief bios of persons receiving teaching awards</li> </ul>	MOV #5,c- Assist in identifying and acquiring resources to assist faculty in their work and desired pursuits.	MOV #5,c- Faculty annual work load plans	<p>MOV #5,c- Collaborate with faculty and develop mechanisms consistent with the Dept. Strategic Plan to facilitate their work and need for equipment.</p> <p>Encourage application and nomination for internal and external rewards for faculty.</p>	MOV #5,c- Unit Head	MOV #5, c- Fiscal need as identified by work load plans and budget requests from faculty and academic programs.	MOV #5, c- Ongoing

**Goal 8. [ Grand Valley has extensive relationships with current and new constituencies that lead to these constituencies' involvement with, participation in, support of, and contribution of resources to the university community.]**

**Aligned CLAS goal:** CLAS reaches out to its current and new constituencies to engender their support of and participation in our college community.

MOV Aligned Goals: #4: The MOV will explore ways to continue to support and expand the inclusion of High Impact Practices across our curriculum.

#5: MOV will continue to support faculty and staff in the pursuit of their professional development activities recognized at the state, regional, national and international arena.

#6: MOV will enhance its relationship with various internal and external constituent groups.

Aligned Unit goal(s): Student, Faculty, Program, and/or External

CLAS objective(s)	Strategy(ies) Action(s) (verbs)	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources	Status as of alignment
8.1. CLAS faculty and staff will be a visible presence at national and state professional events and the CLAS alumni board will continue activities to reach out to Michigan students.	Highlight available support for faculty and staff to present at national and state professional events	MOV #5,a- Continue to supplement allocated professional development funds to allow for all members of the Department to be active in development activities.  MOV #5,c- Assist in identifying and acquiring resources to assist faculty in their work and desired pursuits.	MOV #5,a- Digital Measures identifying number and type of faculty activities throughout the year.  Amount of funds dedicated to faculty for travel etc. (including grant funding)	MOV #5, a- Encourage activity at local, regional, state and national events showcase faculty expertise.	MOV #5,a- Faculty  MOV #5,c- Unit Head	MOV #5, a- Professional development funds to support travel  MOV #5, c- Fiscal need as identified by work load plans and budget requests from faculty and academic programs.	MOV #5, a- Ongoing  MOV #5, c- Ongoing
PED aligned 8.1 2. The GVSU Physical Education Professional faculty		PED- 2.1 By 2015, increase collaborative initiatives with academic, student	PED- Comparison of current number of scholarship activities and	PED- Facilitate current as well as develop scholarship activities	PED- Physical Education Professional Instruction faculty	PED- Time	PED- In discussion

actively engage in scholarship activities.		and community based groups to further scholarship opportunities.	collaborative initiatives in 2011 and 2015	that collaborate with peers, students and community based groups.  Disseminate info about scholarship opportunities.  Disseminate and publish scholarship information in various formats including local, state, national, and international presentations and written format.			
3. The GVSU Physical Education Professional faculty actively engage in service activities.		3.1 By 2015, increase engagement in advocacy initiatives with local, state and national groups related to Physical Education.	Comparison of current number of advocacy initiatives activities in 2011 and 2015	Facilitate current as well as develop advocacy initiatives with local, state and national groups related to Physical Education.  Disseminate info about advocacy initiatives.	Physical Education Professional Instruction faculty	Time	In discussion
ATEP- aligned 8.1 1. The GVSU ATEP is a recognized leader in providing quality undergraduate athletic training education		ATEP- 1.1 By 2014, all ATEP faculty are submitting scholarly work for presentation at the state, regional, and national levels.	ATEP- 1.1.1 Scholarly works accepted for presentation at state, regional and national levels.	ATEP- Faculty will present at professional conferences.  Faculty will publish in their professional scholarship.	ATEP- All ATEP faculty will submit data to Program Director for inclusion in Assessment Report.	ATEP- Time	ATEP- In progress
8.1.1. CLAS faculty and students will	Highlight available support for faculty and staff to engage with high	MOV #4, b- Continue to encourage and	MOV #4, b- Number and type of	MOV #4,b- Encourage integration of	MOV #4,b- Faculty	MOV #4,b- Faculty Time, fiscal resources to assist	MOV #4,b- To be explored during AY 11-12.

<p>steadily increase presentations, participation in conferences, performances, master classes, and other activities at West Michigan and metro Detroit high schools. (Baseline to be determined in 2010.)</p>	<p>school students in West Michigan and metro Detroit</p> <p>Increase relationships with superintendents/high school principals and teachers in West Michigan and metro Detroit.</p> <p>Develop/support music/theater performances and master classes by existing student and faculty ensembles at West Michigan and metro Detroit high schools.</p> <p>Develop/support CLAS outreach events in sciences/math/history/etc.</p>	<p>infuse undergraduate scholarship in the curriculum and Department.</p> <p>MOV #5,c- Assist in identifying and acquiring resources to assist faculty in their work and desired pursuits.</p> <p>MOV #5,a- Continue to supplement allocated professional development funds to allow for all members of the Department to be active in development activities.</p> <p>MOV #1,d- Programs will be</p>	<p>presentations/activities engaged in by faculty/staff/students.</p> <p>MOV #5,c- Faculty annual work load plans</p> <p>MOV #5,a- Digital Measures identifying number and type of faculty activities throughout the year.</p> <p>MOV #1,d- Relevant KSA's and competency</p>	<p>faculty/staff/students into the West Michigan and Metro Detroit areas utilizing their expertise.</p> <p>MOV #5,c- Collaborate with faculty and develop mechanisms consistent with the Dept. Strategic Plan to facilitate their work and need for equipment/programs.</p> <p>MOV #5, a- Encourage activity at local, regional, state and national events showcase faculty expertise.</p> <p>MOV #1,d- Programs are based on</p>	<p>MOV #5,c- Unit Head</p> <p>MOV #5,a- Faculty</p> <p>MOV#1,d- Faculty, Program</p>	<p>in hosting events.</p> <p>MOV #5, c- Fiscal need as identified by work load plans and budget requests from faculty and academic programs</p> <p>MOV #5, a- Professional development funds to support travel</p> <p>MOV #1,d- Faculty time to create course</p>	<p>MOV #5, c- Ongoing</p> <p>MOV #5,a- Ongoing</p> <p>MOV #1,d- Ongoing</p>
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		designed to infuse high levels of academic rigor	requirements as per each programs profession/accreditation agency.	accreditation standards where appropriate, professional Knowledge, Skills and abilities and best practices.	coordinators, Unit Head	revisions and new course proposals.  New faculty lines allowing for additional of needed expertise in given field.	
ATEP- aligned 8.1.1 1. The GVSU ATEP has a visible presence at state, regional, and national meetings		ATEP- 1.1 Fall 2011, establish current student attendance rates at state, regional, and national conferences	ATEP- 1.1.1 Excel spreadsheet documenting number and types of conferences attending	ATEP- Faculty will work with students to examine which conferences they attended in the 2010-2011 academic year and how many are attending each event	ATEP- ATEP faculty advisor for AT student organization	ATEP- Time	ATEP- Begin 9/11
8.1.2. CLAS faculty and students will steadily increase public presentations in conferences, performances, master classes, and other activities in appropriate	Highlight available support for faculty members to make presentations at public/professional meetings and conferences.  Develop concert outreach opportunities in	MOV #5,c- Assist in identifying and acquiring resources to assist faculty in their work and desired pursuits.	MOV #5,c- Faculty annual work load plans	MOV #5,c- Collaborate with faculty and develop mechanisms consistent with the Dept. Strategic Plan to facilitate their work and need for equipment/programs.	MOV #5,c- Unit Head	MOV #5, c- Fiscal need as identified by work load plans and budget requests from faculty and academic programs	MOV #5, c- Ongoing

venues in West Michigan and the metro Detroit area. (Baseline to be determined in 2010.)	West Michigan and metro Detroit.  Increase use of web-based video of presentations and performances.  Develop and distribute expertise lists to Michigan media outlets for commentary and interviews on current event topics.	MOV #5,a- Continue to supplement allocated professional development funds to allow for all members of the Department to be active in development activities.	MOV #5,a- Digital Measures identifying number and type of faculty activities throughout the year.  Amount of funds dedicated to faculty for travel etc. (including grant funding)	MOV #5, a- Encourage activity at local, regional, state and national events showcase faculty expertise	MOV #5,a- Faculty	MOV #5, a- Professional development funds to support travel	MOV #5,a- Ongoing
ATEP- aligned 8.1.2 1. The GVSU ATEP is a recognized leader in providing quality undergraduate athletic training education		ATEP- 1.1 By 2014, all ATEP faculty are submitting scholarly work for presentation at the state, regional, and national levels.	ATEP- 1.1.1 Scholarly works accepted for presentation at state, regional and national levels.	ATEP- Faculty will present at professional conferences.  Faculty will publish their professional scholarship.	ATEP- All ATEP faculty will submit data to Program Director for inclusion in Assessment Report.	ATEP- Time	ATEP- In progress
ATEP- aligned 8.1.2 3. The GVSU ATEP is a recognized provider of professional development in West MI		ATEP- 3.1. By 2013, Increase the number of continuing education opportunities for ATEP professionals delivered by GVSU in West MI	ATEP- Current amount of professional development programs and monitor changes in program offerings over time	ATEP- Develop new CEU courses and/or curricula to meet current needs of professionals in West Michigan  Disseminate info about new courses and enroll professionals	ATEP- ATEP Faculty	ATEP- Possible one-time allocations for specific events	ATEP- In discussion

				Deliver CEU courses; evaluate outcomes; revise  Enhance status as leading provider			
PED – aligned goal 8.1.2 2. GVSU Physical Education Professional Instruction program provides the K-12 Physical Education teachers in the region resources for pedagogy, curriculum and assessment. district, and national levels		PED-2.1 by Fall 2014, create professional development experiences for alumni in the field of Physical Education  2,2 By 2013, develop social networking communities for alumni in the field of Physical Education (K-12).	PED- Document current professional development experiences for alumni.  Document current engagement in social networking communities for GVSU Physical Education Professional Instruction faculty and alumni.	PED- Discussions of Physical Education Professional Instruction faculty in bimonthly faculty meetings.  Discussions of Physical Education Professional Instruction faculty in bimonthly faculty meetings	PED- Physical Education Professional Instruction Faculty.  Physical Education Professional Instruction Faculty	PED- Time  Time	PED- Begin 9/11  Begin 9/11
8.1.3 CLAS faculty, staff, and students are provided the resources to prepare and compete for national scholarships, fellowships, grants, awards and honors	Assist faculty, staff, and students with preparation and processing of application materials for national scholarships, fellowships, grants, awards and honors	MOV #6,g- Encourage and support student participation/application in competitive fellowship, internship, co-ops and other award programs.  MOV #5,c- Assist in identifying and acquiring resources to assist faculty in their work and desired pursuits.	MOV #6,g- Number of students and type of award applications/nominations submitted.  MOV #5,c- Faculty annual work load plans	MOV #6,g- Encourage nomination of students and applications submitted by students for such awards.  MOV #5,c- Collaborate with faculty and develop mechanisms consistent with the Dept. Strategic Plan to facilitate their work and need for	MOV #6,g- Faculty, Awards and events committee.  MOV #5,c- Unit Head	MOV #6,g- Faculty time  MOV #5, c- Fiscal need as identified by work load plans and budget requests from faculty and academic programs	MOV #6, g- Ongoing  MOV #5, c- Ongoing

		<p>MOV #5,a- Continue to supplement allocated professional development funds to allow for all members of the Department to be active in development activities.</p> <p>ATEP-2.1 by Fall 2011, Increase the number of scholarship and award opportunities available to GVSU ATEP students.</p> <p>ATEP-2.2 Maintain student involvement in leadership positions at the state, district, and national levels.</p>	<p>MOV #5,a- Digital Measures identifying number and type of faculty activities throughout the year.</p> <p>Amount of funds dedicated to faculty for travel etc. (including grant funding)</p> <p>ATEP- Number of students who have applied or been nominated for awards.</p> <p>ATEP- Number student and type of positions held by students.</p>	<p>equipment/programs.</p> <p>MOV #5, a- Encourage activity at local, regional, state and national events showcase faculty expertise</p> <p>ATEP- To encourage students to apply and foster nominations of students.</p> <p>ATEP- Encourage student service for such experiences.</p>	<p>MOV #5,a- Faculty</p> <p>ATEP- Faculty</p> <p>ATEP- Faculty</p>	<p>MOV #5, a- Professional development funds to support travel</p> <p>ATEP- Time</p> <p>ATEP- Time</p>	<p>MOV #5,a- Ongoing</p> <p>ATEP- Ongoing</p> <p>ATEP- Ongoing</p>
ATEP – aligned 8.1.3		2. GVSU ATEP students are recognized for their involvement in leadership opportunities at the state, district, and	<p>2.1.1 Document showing available scholarships</p> <p>2.1.2 Scholarly Awards received by students in ATEP</p>	Program Director will work with GA and faculty to update current listing of student awards and leadership activities	Program Director	Time	9/11

		national levels	2.2.1 Excel spreadsheet documenting student leadership positions	for the 2010-11 year in the fall 2011.			
8.2. CLAS will continue to seek to increase high impact opportunities for students in research, internships, and other experiential learning opportunities	Establish and maintain connections with community organizations that provide experiential learning opportunities.	MOV #4,b- Continue to encourage and infuse undergraduate scholarship in the curriculum and Department.	MOV #4,b- # of assignments within curriculum that require scholarly process.  # of student presentations within and beyond GVSU's community.	MOV #4,b- Faculty, Unit Head	MOV #4,b- Faculty, Unit Head	MOV #4,b- Faculty time to develop new assignments. Fiscal resources to encourage student engagement at the state, region and national levels for dissemination.	MOV #4,b- Ongoing.
		MOV #4, c- Explore the development of Study Abroad opportunities that facilitate student matriculation in our programs.	MOV #4,c- Number of programs officially articulated with host institutions.	MOV #4,c- Faculty, Unit Head	MOV #4,c- Faculty, Unit Head	MOV #4,c- Faculty time, fiscal support for travel to explore opportunities.	MOV #4,c- Faculty led program is ongoing.  New collaborative affiliations are a new endeavor for the Department.
		MOV #4, d- Explore service learning	MOV #4,d- Number of established programs across our curricula.	MOV #4,d- Program Coordinators, faculty	MOV #4,d- Program Coordinators, faculty	MOV #4,d- Faculty time, fiscal resources to support faculty travel and involvement.	MOV #4,d- Ongoing.

		<p>opportunities within the community while continuing to offer high quality academic internship experiences throughout the Department.</p> <p>MOV #4, e- Explore mechanisms by which to become more deliberate about infusing diversity within the curriculum.</p> <p>ES- Develop program, unit and community initiative(s) related to ACSM's 'Exercise is Medicine' program.</p> <p>SL- All Sport Leadership students will have completed at least two relevant, "high impact" experiential</p>	<p>MOV #4,e- Documentation of diversity related programs/assignments/experiences of students within curricula. (Ie. Case study, clinical case reports etc.)</p> <p>ES- Launching of initiative(s).</p> <p>SL- Graduation audits (myPath)</p>	<p>MOV #4,e- Faculty, program coordinators.</p> <p>ES- Plan, organize and run 'Exercise is Medicine' initiative(s)</p> <p>SL- Development additional experiential learning (fieldwork and</p>	<p>MOV #4,e- Faculty, program coordinators.</p> <p>ES- Exercise science coordinator, exercise science faculty, exercise science major club.</p> <p>SL- Faculty</p>	<p>MOV #4,e- Faculty time.</p> <p>ES- Academic time for faculty to plan, organize and run initiative(s). Funds for supporting initiatives and faculty professional development.</p> <p>SL- Faculty Time</p>	<p>MOV #4, e- Ongoing.</p> <p>ES- New initiative.</p> <p>SL- Two "experiential learning" courses are required and by 2013 all students should have completed this</p>
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		learning opportunities prior to graduation  Collaborate with other colleges and universities in Michigan to form a consortium of sport management/sport leadership programs.	Existence of state-wide consortium of programs	internship) sites.  Contact state colleges and universities to assess interest in forming consortium	Faculty	Faculty Time Membership dues/fees	requirement  Room reserved at MAHPERD conference for initial meeting of representatives of interested colleges and universities.
PED- aligned goal with 8.2 1. The GVSU Physical Education Professional Instruction program provides a comprehensive educational curriculum that prepares students for a successful career as a physical education teacher (K-12).  3. The GVSU Physical Education Professional faculty actively engage in service activities.		PED-1.2 By Winter 2013, GVSU Physical Education Professional Program will develop field based courses within the curricular program that will allow students to acquire teaching skills in the schools.  3.1 By 2015, increase engagement in advocacy initiatives with local, state and national groups related to Physical Education.	PED- Pedagogical strategies demonstrating the use of field based courses.  Comparison of current number of advocacy initiatives in 2011 and 2015	PED- Examine current use of field based courses at bi-monthly Physical Education Professional Instruction faculty mtgs.  Based upon findings revise program to show inclusion of field based courses  Facilitate current as well as develop advocacy initiatives with local, state and national groups related to Physical Education.  Disseminate info about advocacy initiatives.	PED- Physical Education Professional Instruction faculty led by Curriculum Coordinator  Physical Education Professional Instruction faculty	PED- Time  Time	PED- Will begin 9/12  In discussion

8.2.1 CLAS will continue to seek to increase experiential learning opportunities for students.	Collaborate with Career Services and units to expand the existing internship/fieldwork opportunities for CLAS students in West Michigan.	<p>MOV #4, d- Explore service learning opportunities within the community while continuing to offer high quality academic internship experiences throughout the Department.</p>	<p>MOV #4,d- Number of established programs across our curricula.</p>	<p>MOV #4,d- Encourage faculty and staff to be proactive in looking for collaborative arrangements to enhance student experiences.</p>	<p>MOV #4,d- Program Coordinators, faculty</p>	<p>MOV #4,d- Faculty time, fiscal resources to support faculty travel and involvement.</p>	<p>MOV #4,d- Ongoing.</p>
		<p>MOV #4, e- Explore mechanisms by which to become more deliberate about infusing diversity within the curriculum.</p>	<p>MOV #4,e- Documentation of diversity related programs/assignments/experiences of students within curricula. (Ie. Case study, clinical case reports etc.)</p>	<p>MOV #4,e- Faculty, program coordinators.</p>	<p>MOV #4,e- Faculty, program coordinators.</p>	<p>MOV #4,e- Faculty time.</p>	<p>MOV #4, e- Ongoing.</p>
		<p>MOV #6, d- Communicate with External groups to explore ways to enhance service learning activities in the community and build collaborative research opportunities.</p>	<p>MOV #6,d- Number of programs established.</p>	<p>MOV #6,d- Encourage such collaborative programs to be established.</p>	<p>MOV #6,d- Faculty</p>	<p>MOV #6,d- Faculty time, fiscal resources to support collaborative equipment/resources</p>	<p>MOV #6,d- Ongoing.</p>
		<p>MOV #6,b- Continue to support internship and career fairs for majors within our</p>	<p>MOV #6,b- Amount of funds allocated to support these events.</p>	<p>MOV #6,b- Encourage faculty to develop and offer such events to stimulate</p>	<p>MOV #6,b- Faculty, Unit Head</p>	<p>MOV #6,b- Fiscal resources from Department Budget or other internal and external</p>	<p>MOV #6,b- Ongoing</p>

		Department.		connections between organizations and community members.		sources.	
		MOV #6, a- Develop and Circulate a Departmental Alumni Newsletter on a regular basis.	MOV #6, a- Creation of newsletter and circulation through the AY year.	MOV #6,a- Create annual newsletter for circulation to alumni, students, and community stake holders.	MOV #6, a- Unit Head	MOV #6,a- Faculty and staff time.	MOV #6, a- In creation for circulation Fall 11.
ATEP- aligned 8.2.1 2. The GVSU ATEP Clinical Education Program provides students with a rich, inclusive learning environment in diverse clinical settings.		ATEP- 2.1 By the end of Fall 2011 the GVSU ATEP will assess the availability of rehabilitation intense content within the ATEP curriculum  2.2 By Fall 2012, the GVSU ATEP will increase rehabilitation intense offerings within the ATEP.	ATEP- 2.1.1 worksheet of all clinical sites that offer a rehab intense experience. 2.1.2 NATA Competency Matrix identifying rehab content  2.2.1 Percentage of students who have the pre-req knowledge currently assigned to a rehab intense site as documented on the Clinical Rotation Placement Sheet  2.2.2 Alumni Survey (starting 2014)  2.3.1 Clinical Rotation Placement Sheet	ATEP- During the Fall 2011 semester the Clinical Coordinator will work with a GA to collect available data. The Program Director will examine the competency matrix. This data will then be discussed at bimonthly ATEP faculty meetings.  The Clinical Coordinator will work with the surrounding community to develop new affiliated sites.	ATEP- Clinical Coordinator and Program Director  Clinical Coordinator	ATEP- Time	ATEP- Will begin 9/11  Will begin 1/12

		2.3 By Fall 2013, increase general medical placements sites within the ATEP		During the 2012-2013 academic year the Clinical Coordinator will explore opportunities	Clinical Coordinator		Will begin 9/12
8.4. Collaborate with the CLAS alumni board to grow the CLAS alumni participation at a rate that parallels the university goal 15% participation and increased 10% donor participation  PED aligned goal 8.4 2. GVSU Physical Education Professional Instruction program provides the K-12 Physical Education teachers in the region resources for pedagogy, curriculum and assessment. district, and national levels	Develop unit alumni lists and annual newsletters that highlight faculty/student/alumni activity and donations.  Continue and explore expanding alumni in residence program.	MOV #6,c- Involve internal and external constituent group in academic assessment practices  PED- 2.1 by Fall 2014, create professional development experiences for alumni in the field of Physical Education  2.2 By 2013, develop social networking communities for alumni in the field of Physical Education (K-12).	MOV #6,c- Alumni and external partner contact lists and submission of survey's assessing our academic programs.  PED- Document current professional development experiences for alumni.  Document current engagement in social networking communities for GVSU Physical Education Professional Instruction faculty and alumni.	MOV #6,c- Develop lists and survey tools to share with our external groups.  PED- Discussions of Physical Education Professional Instruction faculty in bimonthly faculty meetings.  Discussions of Physical Education Professional Instruction faculty in bimonthly faculty meetings	MOV #6,c- Unit Head, Assessment GA, Program/Assessment Coordinators.  PED- Physical Education Professional Instruction Faculty.  Physical Education Professional Instruction Faculty.	MOV #6, c- Faculty time, fiscal resources to support the development of a web based collection system.  PED- Time  Time	MOV #6, c- To begin Fall 2011.  PED- Begin 9-11  Begin 9-11
8.5. Increase visibility of university development	Increase prominence of university development campaign on CLAS home	MOV #6, g- Encourage and support student	MOV #6, g- Listing of students and type of awards and fellowship	MOV #6, g- To encourage students to apply and make	MOV #6, g- MOV awards and events committee, Unit	MOV #6, g- Faculty time, collaboration with Office of	MOV #6, g- To be initiated during AY 11-12.

<p>campaign to CLAS alumni, faculty/staff, retirees, and students.</p>	<p>page.</p> <p>Highlight university development campaign at CLAS faculty/staff functions.</p> <p>Highlight university development campaign on CLAS brochures, programs, and other printed materials.</p>	<p>participation/application in competitive fellowship, internship, co-ops and other award programs.</p> <p>MOV #6, e- Develop an endowed student scholarship that is supported by Alumni and External groups</p> <p>MOV #6, a- Develop and Circulate a Departmental Alumni Newsletter on a regular basis.</p>	<p>opportunities students have applied or been nominated for.</p> <p>MOV #6, e- Creation of endowed scholarship</p> <p>MOV #6, a- Development of newsletter and circulation.</p>	<p>available opportunities for student applications/nominations.</p> <p>MOV #6, e- To create an endowed scholarship that is supported by internal and external support.</p> <p>MOV #6, a- To create a newsletter that represents the breadth of the Department and is circulated on an annual basis to internal and external constituents.</p>	<p>Head</p> <p>MOV #6, e- Unit Head</p> <p>MOV #6, a- Unit Head</p>	<p>Fellowships.</p> <p>MOV #6, e- Fiscal resources to start the scholarship and to reach fully endowed status.</p> <p>MOV #6, a- Faculty/staff time</p>	<p>MOV #6, e- To be achieved during AY 11-12.</p> <p>MOV #6, a- In creation for distribution Fall 2011.</p>
<p>8.7 Increase support for unit efforts related to endowment gifts to the university, including scholarships,</p>	<p>Support administration of existing endowed scholarships</p> <p>Highlight in CLAS brochures, programs, website.</p>	<p>MOV #6, e- Develop an endowed student scholarship that is supported by Alumni and External groups</p> <p>MOV #6, a- Develop and Circulate a Departmental Alumni Newsletter on a regular basis.</p>	<p>MOV #6, e- Creation of endowed scholarship</p> <p>MOV #6, a- Development of newsletter and circulation.</p>	<p>MOV #6, e- To create an endowed scholarship that is supported by internal and external support.</p> <p>MOV #6, a- To create a newsletter that represents the breadth of the Department and is circulated on an annual basis to internal and</p>	<p>MOV #6, e- Unit Head</p> <p>MOV #6, a- Unit Head</p>	<p>MOV #6, e- Fiscal resources to start the scholarship and to reach fully endowed status.</p> <p>MOV #6, a- Faculty/staff time</p>	<p>MOV #6, e- To be achieved during AY 11-12.</p> <p>MOV #6, a- In creation for distribution Fall 2011.</p>

		SL- Investigate the possibility of securing an “endowed Graduate Assistantship” position to serve as a permanent liaison to Grand Rapids Public Schools Athletic program.	SL- List of potential donors and outline of job responsibilities	external constituents.  SL- Discuss ramifications and policies covering the contacting of “major donors” with GVSU Development Office	SL- SL faculty	SL- Faculty Time	SL- Not Started
		Investigate the possibility of securing an annual graduate scholarship to one GVSU graduate in Sport Management to attend the DeVos Sport Business Management master’s program at the University of Central Florida.	Initial contact with DeVos Foundation and the DeVos Sport Business Management program..	Discuss ramifications and policies covering the contacting of “major donors” with GVSU Development Office	SL Faculty	Faculty Time	Not Started
8.8 . Increase visibility of and provide support for university development campaign to CLAS alumni, faculty/staff,	Highlight in CLAS publications, website	MOV #6, a- Develop and Circulate a Departmental Alumni Newsletter on a regular basis.	MOV #6, a- Development of newsletter and circulation.	MOV #6, a- To create a newsletter that represents the breadth of the Department and is circulated on an annual basis	MOV #6, a- Unit Head	MOV #6, a- Faculty/staff time	MOV #6, a- In creation for distribution Fall 2011.

retirees, and students.		<p>MOV #6, d- Communicate with External groups to explore ways to enhance service learning activities in the community and build collaborative research opportunities.</p> <p>MOV #6, g- Encourage and support student participation/application in competitive fellowship, internship, co-ops and other award programs.</p>	<p>MOV #6,d- Number of programs established.</p> <p>MOV #6, g- Listing of students and type of awards and fellowship opportunities students have applied or been nominated for.</p>	<p>to internal and external constituents.</p> <p>MOV #6,d- Encourage such collaborative programs to be established.</p> <p>MOV #6, g- To encourage students to apply and make available opportunities for student applications/nominations.</p>	<p>MOV #6,d- Faculty</p> <p>MOV #6, g- MOV awards and events committee, Unit Head</p>	<p>MOV #6,d- Faculty time, fiscal resources to support collaborative equipment/resources</p> <p>MOV #6, g- Faculty time, collaboration with Office of Fellowships.</p>	<p>MOV #6,d- Ongoing.</p> <p>MOV #6, g- To be initiated during AY 11-12.</p>
8.9. Steadily increase each fiscal year of the number and total award amounts of externally sponsored agreements within CLAS.	Continue to highlight opportunities for externally sponsored agreements supporting scholarship and creative practices.	MOV #4, d- Explore service learning opportunities within the community while continuing to offer high quality academic internship experiences	MOV #4,d- Number of established programs across our curricula.	MOV #4,d- Encourage faculty and staff to be proactive in looking for collaborative arrangements to enhance student experiences.	MOV #4, d- Faculty, Program Coordinators/Clinical/Fieldwork/ Internship Coordinators.	MOV #4, d- Faculty Time	MOV #4, d- Ongoing

		throughout the Department.					
		MOV #6,b- Continue to support internship and career fairs for majors within our Department.	MOV #6,b- Amount of funds allocated to support these events.	MOV #6,b- Encourage faculty to develop and offer such events to stimulate connections between organizations and community members.	MOV #6,b- Faculty, Unit Head	MOV #6,b- Fiscal resources from Department Budget or other internal and external sources.	MOV #6,b- Ongoing
		MOV #6, d- Communicate with External groups to explore ways to enhance service learning activities in the community and build collaborative research opportunities.	MOV #6,d- Number of programs established.	MOV #6,d- Encourage such collaborative programs to be established.	MOV #6,d- Faculty	MOV #6,d- Faculty time, fiscal resources to support collaborative equipment/resources	MOV #6,d- Ongoing.
8.10. Steadily increase each year the number of CLAS faculty and staff conducting externally sponsored scholarship and creative practices.	Continue to highlight opportunities for internally and/or externally sponsored scholarship and creative practices.	MOV #5, a- Continue to supplement allocated professional development funds to allow for all members of the Department to be active in	MOV #5, a- Digital measures reports on faculty activity during the AY., Faculty annual activity report	MOV #5,a- To encourage faculty activity at local, regional and national levels while encouraging pursuit for external funding mechanisms.	MOV #5, a- Faculty, Unit Head	MOV #5, a- Fiscal resources to allow for added travel and activity at professional events, supplementation to support faculty scholarly endeavors (new equipment, etc.)	MOV #5, a- On going with increased emphasis on external grant pursuit in AY 11-12.

		<p>development activities.</p> <p>MOV #5, c- Assist in identifying and acquiring resources to assist faculty in their work and desired pursuits.</p> <p>ES- Increase the number of internal and/or external grant applications made to fund scholarship.</p>	<p>MOV #5, c- Digital measures reports on faculty activity during the AY. Faculty Activity Reports and Workload Plans.</p> <p>ES- Increased number of submitted internal and/or external grant applications</p>	<p>MOV #5, c- To encourage faculty to pursue proactively their scholarly and service pursuits.</p> <p>ES- Actively seek new and alternate sources for funding of scholarship.</p> <p>Apply for internal and/or external grants.</p>	<p>MOV #5, c- Faculty</p> <p>ES- Exercise science faculty</p>	<p>MOV #5, c- Fiscal resources to acquire new/replacement equipment and funds to support new program creation.</p> <p>ES- Academic time for faculty to search for, write, and submit internal and/or external grant applications.</p> <p>Academic time to allow exercise science faculty to conduct increasing scholarship.</p> <p>Increased appropriate physical space in which to conduct funded scholarship.</p>	<p>MOV #5, c- Ongoing and increased emphasis in AY 11-12.</p> <p>ES- On-going initiative.</p>
<p>PED aligned 8.10 2. The GVSU Physical Education Professional faculty actively engage in scholarship activities.</p>		<p>PED- 2.1 By 2015, increase collaborative initiatives with academic, student and community based groups to further scholarship opportunities.</p>	<p>PED- Comparison of current number of scholarship activities and collaborative initiatives in 2011 and 2015</p>	<p>PED- Facilitate current as well as develop scholarship activities that collaborate with peers, students and community based groups.</p> <p>Disseminate info about scholarship opportunities.</p>	<p>PED- Physical Education Professional Instruction faculty</p>	<p>PED- Time</p>	<p>PED- In discussion</p>

				Disseminate and publish scholarship information in various formats including local, state, national, and international presentations and written format.			
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