

Grand Valley 2.0: Grander Yet

Grand Valley State University has just celebrated its 50th anniversary. Following a yearlong series of remembrances, we now embark on the next fifty: what will these years bring to our students, to our alumni, and to the state and communities that host our campuses?

In planning the future, it is wise to reflect on our beginning because the creation of Grand Valley was like no other university in Michigan. It all began with high hopes -- the song used by our founders to inspire others to join a new adventure. A handful of West Michigan entrepreneurs had a vision for a better-educated region, where prosperity and economic health would be buoyed by a rich talent base of young leaders. Michigan hadn't created a new public university in 60 years and state legislators were skeptical. Raise one million dollars, they said, and we'll support your vision.

With little more than optimism and a compelling idea, Grand Valley State College (now university) was created. More than 5,000 people and organizations contributed to raise that first million dollars; thus was born a unique private/public partnership which endures to this day.

This is the story of entrepreneurship at its finest. It led to the creation of an institution steeped in liberal study and possessive of a nimble and inventive spirit.

Now it is time for the next chapter. It is my intention to lead this university to and through "Grand Valley 2.0." Like any good technological upgrade, we'll leverage our past and our current strengths, and take them to the next level. As we start our next half-century, I am moved by the same optimism that was present at the start of this university.

Our First 50: A West Michigan Success Story

There is no question that our first fifty years present a remarkable story of success. The university was started in 1960 and our first students arrived in the fall of 1963 -- all 226 of them. It took courage and faith for students, faculty and staff to start what at the time was called an "experiment in education."

Our faculty had much debate at the time about how to create this new model and what the best balance would be between a classic liberal arts education and the incorporation of professional skill development for a wide variety of disciplines. We wanted students and faculty to address the big ideas, while at the same time preparing students to be our next generation of leaders. We found our way and became one of the great higher education success stories of the latter 20th century.

Today, after fifty years of growth and with an annual enrollment of nearly 25,000 students, our original model of an integrated liberal arts education still persists. We are firmly committed to pursuing the big ideas. The complexity of the world demands an integrated, interdisciplinary approach to education and problem solving. At the same time, we provide students with the professional, leadership, and critical thinking skills they need to be exceptional citizens of the world, with a thirst for lifelong learning.

We have always believed that what our students experience outside of their classrooms is highly important and we provide a rich overall undergraduate experience for that reason. This includes one of the nation's largest study abroad programs for universities of our size; the nation's leading Division II athletic program; a diverse selection of exceptional speakers and programs on campus; and a wide range of service and experiential learning opportunities throughout our community in every discipline.

Our unique model for undergraduate education has improved over the years and is one of our core strengths to this day.

Our private/public partnerships provide insight into what our students need and inform our decisions about how to best prepare them for their future endeavors. These partnerships, so critical to us from the beginning, have kept the community close to Grand Valley throughout our first fifty years.

We are partners with community members in a myriad of ways and the partnerships have become relationships that are deep and long lasting. These relationships are characterized equally by respect and expectation. University leaders like Presidents Lubbers and Murray respected community business and philanthropic leaders, understanding that we had to earn the right to their support. Through close channels of communication and trust, these relationships have developed and become even deeper over time as we work closely together to build this university and this region. In my experience, few universities incorporate community input at the level that Grand Valley does. Fewer still, have the quality of the relationships that we have developed with our supporters and friends in our community.

More than 6,800 students participate in for-credit internships and other types of experiential learning across the state. Almost 600 community members participate on 37 curriculum advisory boards where their advice is part of academic decision-making. These are just some ways in which our relationships make a difference for the university.

The Grand Valley University Foundation, whose directors have included more than 200 community leaders since its inception in 1965, has raised more than \$290 million in over 22 campaigns. The foundation directors also helped lead our first comprehensive campaign, *Shaping Our Future*, to almost double its original goal in just four years.

It is through their support that we are able to maintain—despite declining state funding—an edge of excellence in all we do. Our supporters continue to have high hopes for Grand Valley and we would not be where we are today without their generosity.

Grand Valley's return to the community for their investment of trust and support is great. Our economic impact on Kent, Ottawa and Muskegon counties is \$680 million. The majority of our graduates stay in Michigan. In the past year, 76% of Grand Valley students stayed and worked in West Michigan, an 18% increase over last year. Our retention rate is at the highest level in our history.

In addition, statewide businesses, organizations and entrepreneurs are directly supported by Grand Valley's outreach programs every year. The Michigan Small Business and Technology Development Center, headquartered at Grand Valley, counseled 6,866 businesses across the state last year through its 12 regional offices.

It's fair to say that the private/public partnership is a hallmark of our success in our first fifty years.

Because we have always stayed true to our founding vision and been responsive to our community, we have participated in planning for the future of the region and the state. After much community discussion, we initially located our campus in Allendale to be physically situated to serve not just Grand Rapids but the tri-county economic triangle.

As a convenience for those living and working in Grand Rapids, Grand Valley began offering programs in the downtown area. The success of those ventures caused us to conclude that our community plan would be best served by having a campus in the downtown area. Student demand was high and the community was at our side, helping us make it happen. In 1988 Eberhard Center was completed, followed in 2000 with the DeVos Center. As proof of its need, the downtown Pew Campus—now named for one of our entrepreneurial founders—continues to grow.

As the initial construction began on what is now West Michigan's "Medical Mile," Grand Valley was the first university to establish a presence and support the growing need for health care professionals. Today, we are the number one provider of health professionals to the region.

Today, six of our eight colleges offer programs on the Pew Campus. Students in a wide variety of disciplines including business, engineering, education, social work, public administration and health care find that the close proximity to the downtown area provides them with opportunities to learn and engage with professionals in their fields prior to graduation. The payoff to the community is great, with many talented young leaders choosing to settle in the region after graduation as a direct result of their experiences in the heart of Grand Rapids.

With the expansion to downtown we have truly become Grand Rapids' urban university. Our downtown campus is the perfect complement to the undergraduate residential main campus in Allendale. We are not just in the city, we are connected with the city. Our students, alumni and resources are easily accessible and pervasive in all aspects of community culture, development and growth. We have also seen the positive growth of GVSU into Holland, Muskegon, Grand Haven and Traverse City where we are integrated into the whole economic, social and cultural fabric along the Lakeshore.

Strategic planning and an outcomes based operation continue to play an important role in the administration and leadership of the university. Now, more than ever, this way of doing business is serving the university well as we tightly manage available resources. We are well on our way to accomplishing the goals in our 2010-2015 comprehensive strategic plan. As Malcolm X stated, "The future belongs to those who prepare today." A successful university plans, prepares and performs.

Within that plan, our core values are clearly stated. They are not new to the university, but grown over time from the culture that has developed from fertile seeds planted in what had been a cornfield in Allendale in the 1960s. These values are largely West Michigan's values. We are a product of this region and proud of that heritage.

These are the values that sustain us:

- **Liberal Education model:** Our unique model integrates liberal learning and preparation for careers. It is the basis for innovation. We believe that this type of learning guides students to think for themselves, gain self-knowledge and make ethical judgments. This creates more responsible local, national, and global citizens and more versatile, creative and discerning participants in the world of work and leadership.
- **Excellence in Teaching:** Our highest priority is to serve students with outstanding teaching in all of our programs. Our faculty is accessible and continuously developing greater levels of excellence in the classroom to instill a lifelong love of learning in our students. Grand Valley's focus is on students.
- **Applied Scholarship and Research:** We believe that excellence in teaching requires active scholarship by faculty members. To that end, Grand Valley encourages all forms of basic and applied research and creative expression, often in collaboration with students and community organizations. Active scholarship creates a dynamic environment for learning and becomes an asset to the entire community.
- **A Service Oriented Culture:** Everyone at Grand Valley knows that the Laker way is to care for each other and our communities. With the example that was set by our

founders in creating the university, we encourage service to the community and the world by our faculty, staff and students. We step up to fulfill our civic responsibility, not because we have to, but because it is deeply embedded in our caring culture.

- **An Inclusive Environment:** At Grand Valley we value a multiplicity of opinions and backgrounds, and we are dedicated to incorporating multiple voices and experiences into every aspect of our operations and climate. We were the first university in Michigan to establish a Vice President of Inclusion, to insure that all voices are heard and represented throughout the university. In the spirit of caring that drives our culture, inclusiveness is a key value and not just something we talk about.
- **A Commitment to Our Communities:** Our commitment to the communities we serve has already been addressed in this document. In our relationships with communities both here and around the world, we seek to act with integrity and honesty; and take responsibility for our actions. We are accountable to the communities we serve and we take that very seriously. In turn they have confidence in us.
- **Sustainable Practices:** We are committed to working with our community partners to create a sustainable future for our university, our community and our region. At Grand Valley, we define sustainability as meeting our needs today without compromising the ability of future generations to meet their needs. We carefully consider the long term impact of our daily actions on the economic, social and environmental well-being of the communities we serve. Already nationally recognized for our efforts, we will continue to be among the leaders and innovators in sustainable practice for higher education.

Our first fifty years are a tough act to follow but have given us a great deal to work with as we launch into our next fifty years. With this stable and successful foundation, I believe that we are well positioned for the adventure and risk required to expand our vision and to embrace Grand Valley 2.0.

Our Next 50: Becoming Grander Yet

As universities go, we are still young and we may even be viewed similarly to the students we teach every day, so I think we can draw some comparisons. Like them, we need a solid foundation that we can count on to give us our values when change and growth threaten to overwhelm our vision. But our foundation, built over the first fifty years, gives us strength and direction.

Also like them, we are still becoming. We are dreamers and our vision for what's possible compels us to action that may sometimes be risky, but with greater risk can come greater rewards. This is the essence of a young university with an entrepreneurial spirit and it is the essence of this university as we head into our next half-century.

So what are we becoming?

We are already recognized as one of the top regional universities in the country. I believe we will continue to hold that distinction.

We are a Masters Large university in the jargon of the Carnegie Foundation classifications for higher education. Our intention is to stay in this niche, which means we remain focused on teaching and learning, scholarship and professional service, as opposed to becoming research dominated.

But there are many types of Masters Large universities. I believe that Grand Valley 2.0 is about taking a unique place among Michigan's universities.

Why does it matter?

All universities create and shape the future. We do this by educating and preparing our future leaders and by generating ideas and discoveries that can transform the world.

Universities with an entrepreneurial spirit approach these tasks differently than other universities. They have an intentional entrepreneurial mindset that allows them to foster creativity and innovation; take risks; accept failures as learning opportunities; and focus on continuous improvement of quality and outcomes.

It's important to draw the distinction between an entrepreneurial culture and the efforts of a university to be entrepreneurial in business creation. Grand Valley's focus is on an overall entrepreneurial culture that is a generally creative and bold atmosphere that propels endeavors and ideas forward.

Much has been written on the need for entrepreneurial universities in a world of complex issues and multi-faceted solutions.

In the report from the Spelling Commission for the U.S. Department of Education, the need for entrepreneurial universities was clearly outlined. The report concluded that the American system of higher education needs fundamental change to make institutions "more nimble, more efficient and more effective," and to help the nation compete in the global marketplace.

They found that "too many of our colleges and universities have not embraced opportunities to be entrepreneurial, from testing new methods of teaching and content delivery to meeting the increased demand for lifelong learning." And they went on to recommend that "America's colleges and universities embrace a culture of continuous innovation and quality improvement."

Carl Schramm, from the Kauffman Foundation, the world's leading foundation for entrepreneurship, agrees in his book *The Entrepreneurial Imperative*. He says, "Universities

must make learning about entrepreneurship part of the educational experience of every student.”

He goes on to recommend that the way to do this is for universities themselves to become entrepreneurial. He defines the entrepreneurial university as one whose programs and initiatives truly serve a need. At Grand Valley, true to our mission, we know that societal “need” is for the foundational competencies and habits of mind instilled through a liberal education—such as analytical and problem solving skills—as well as the specific expertise related to a student’s choice of profession.

Schramm says universities should be devoted to the creation of a risk-taking capacity within the university environment.

At Grand Valley State University, I believe we are uniquely positioned to take on this challenge and be a catalyst for the entrepreneurial university model in Michigan and beyond.

Playing to our Strengths

Grand Valley 2.0 is an evolution, not a revolution. From our unique origin and history to our culture today, we already possess much of the DNA of an entrepreneurial university.

Our challenge will be to take our core strengths and push our limits to become more than we are today. In chemistry and mathematics, we call this the Theory of Limitry. At its core, it’s about knowing where our limits are today, then pushing our boundaries to create new limits; then pushing again to extend them further; and discovering that we can do so much more.

Or as Carly Simon puts it, “A horizon, is nothing, save the limit of our sight.” It is not about the constraints, but about the choices in what to do.

To become a truly entrepreneurial university, we will push beyond the limits of our sight. This begins with a fundamental DNA which I see as having seven components, all of which Grand Valley already possesses. Three of these components have already been listed as part of the core values of Grand Valley. They are sustainability, community collaboration and inclusivity. In addition to those three, I would add the following:

1. **Student focus:** Already our highest priority, our creativity and innovation must focus on preparing the most talented leaders for the future and maximizing access to the Grand Valley educational experience. New ways to provide students with interdisciplinary and experiential learning opportunities, like internships and study abroad, must be even further developed to produce graduates who exceed the expectations of employers and go on to lead in their communities. Our eyes must continue to be on finding new ways to help students attain their goals.

2. Culture of Excellence: It is the evidence of excellence in all we do that attracts the best and brightest students, faculty and staff to Grand Valley. The continual push for excellence in every aspect of an operation is part of an entrepreneurial spirit and we've already shown that we "get it."

3. Leadership: While we're always open to collaborative efforts, there will be many situations where we must be the leaders, and we have demonstrated our ability to do this over time. It is the West Michigan way to step up and make things happen when it's your turn. That is how our centers for excellence came to be, including examples like the Johnson Center for Philanthropy and Non-Profit Administration, the Annis Water Resources Institute, and the Hauenstein Center for Presidential Studies, all becoming nationally recognized for innovation and excellence. We are service leaders, creating opportunities for our students, faculty and staff to make a difference as they serve their communities.

4. Efficiency: The bottom line measure of efficiency is keeping the Grand Valley education accessible and affordable for our students through excellent resource management. This is an act of creativity in itself, and one in which we already excel. We will focus on doing the most important things with the resources available to us. One of the many ways we'll accomplish this is through technological innovations and applications that allow us to focus our human resources where they are most needed. Efficiency isn't helpful if it doesn't support effectiveness. We must not sacrifice our goals or artificially constrain our outcomes and always do the best we can with what we have. Striking the balance is where the true creative tension lies and innovation results.

GVSU 2.0: Shaping Our University for the future

Having the right DNA is necessary but not sufficient for us to succeed in the next fifty years. We must create the model for what we want to be and execute it with focus and flexibility.

In their book *Engines of Innovation: The Entrepreneurial University in the Twenty-First Century*, authors Holden Thorp and Buck Goldstein talk about the model for the entrepreneurial university. They say, "The impact of innovation increases when entrepreneurs are involved. They supply the spark, the passion, and the commitment that inspire creative people to come together and achieve extraordinary things. One can substitute teacher for entrepreneurs and students for people and it is a powerful result. It is the core function of a university."

So the model that we will embrace for Grand Valley 2.0 is simply this:

- Exercise our existing DNA and culture
- Increase creativity, innovation and risk-taking
- Stretch our high standards of excellence

Today, I am confident that we are on the right path to Grand Valley 2.0, well prepared to meet the future. There are many things we can do over time to foster the necessary changes to develop this upgraded university model. For now I'd like us to focus our creativity, innovation and risk taking in three key areas as we start our next fifty years. I call them the three R's...relevance, rigor and return on investment.

Relevance

It is incumbent on us to continue to be a step ahead in envisioning the future for our students and our community. With the pace of change in the world, we will also need to be flexible and responsive within our strategically planned objectives so that we capture emerging opportunities as they arise. We must anticipate and adapt.

For our students, this means pushing the boundaries of our integrated liberal education model. Thorp and Goldstein give us some ideas in their book, previously cited. They advocate teaching innovative entrepreneurship to all students. "The innovator strives to challenge conventional wisdom, synthesize information from disparate sources, communicate clearly, and keep an open mind when searching for answers." While they acknowledge that these are hallmarks of a liberal education, they challenge us to be certain that this type of teaching be pervasive in all disciplines and professions to create the leaders we need for the future and give our graduates an advantage in the world.

Our new Mary Idema Pew Library Learning and Information Commons will support change in how students are taught and how they learn. The nationally acclaimed *Library Journal* and other sources indicate that our new library will be a model for supporting entrepreneurial teaching and learning in higher education. The Pew Library will provide us with the type of infrastructure and technologies that can support an unending flow of creativity from our faculty. And it's just around the corner, opening in the fall semester of 2013. We have already started planning to leverage those resources.

For our community, we will expand our unique private/public partnership with new and innovative ventures that will put Grand Valley at the forefront of future developments, not just for our region, but also for our state. Some of these will be created and led by us, others will be fueled by our resources as part of a team. We will be known for innovative solutions to complex regional issues and, in fact, we are already at the table for many of these.

- We are part of Talent 2025, an initiative established to pursue the need for talent in the region that was identified by the West Michigan Strategic Alliance. In addition to serving in the CEO roundtable that leads this initiative, our faculty have been asked to weigh in on discussions to bring an innovative perspective to the debate.

- When the state of Michigan needed more math and science teachers, Grand Valley was chosen along with five other universities to address the need. The W.K. Kellogg Foundation's Woodrow Wilson Michigan Teaching Fellowship Program allows Grand Valley to offer a masters level certification that will help attract and retain more bright educators to high need school districts and raise the level of teaching in STEM disciplines across the state.
- And we are partners with our local community colleges in reverse articulation agreements to offer transfer students the benefit of a Grand Valley education earlier in their college experience while helping them complete their associate degrees. This relationship with our community colleges is just one way we envision collaborating with other colleges and universities to benefit students and provide access for more Michigan citizens to attain college degrees.
- Grand Valley has the most top performing K-8 charter schools in the state with 15 of the top 50. These have been identified as "schools of excellence," places where innovation is creating impactful results.

These are just a few examples of a private/public partnership that is both broad and deep, benefitting everyone in our region.

Rigor

Grand Valley must continue to attract the best and brightest students and faculty from around the region, the state, the nation and the world. We are already successful in having one of the highest academic standards in Michigan for entering students. We have the second highest GPA for incoming students of any of Michigan's public universities and consistently rank in the top four for ACT scores. It is imperative that we continue on this path to be able to best serve our state and to maximize the benefits of an entrepreneurial university for all of our students and our community.

Once these high achieving students enter, they must have the first class educational and co-curricular experience that Grand Valley is becoming known for. This will require constant innovation and creative thinking to direct our constrained resources to those initiatives that will challenge these students and support them to achieve and attain their goals.

One new program that will be both innovative and rigorous is our Full Time Integrated MBA. Unique in the region, the curriculum includes mandatory professional experience including the opportunity to work abroad or participate in the Washington D.C. program, and 11-month fellowships for every student. Not only does this make the education more available to a wide range of students, it also directly meets the needs of employers for globally savvy, well-rounded employees. During the course of study students will learn in integrated teams, not siloed by discipline, as many other MBA programs in the state tend to be. In addition, we offer all of this

in an accelerated timeframe to make it less expensive and more convenient for working students and to increase the speed to market for employers who are desperately seeking young management talent. We are confident that this innovative MBA program with its direct ties to West Michigan employers will draw talented students from around the country to our state and our region.

Three additional examples can be found in our Intercultural Competence Certificate program, our integrated health care course in Nursing and our current discussions about our general education curriculum.

- The Intercultural Competence Certificate (ICE) is a highly innovative program, a first in Michigan and one of the first in the country with an academic emphasis. It focuses on preparing students for work locally and around the world by building intercultural skills and understanding. In addition to offering this to our students at both the undergraduate and graduate levels, employers are requesting that we create a version that can be used in the community to educate their employees currently in the workforce.
- The integrated health care course in Nursing is a unique program where students and faculty work together across health care disciplines in an interprofessional health team environment. The program includes students and faculty from Grand Valley's Nursing, Physical Therapy, Occupational Therapy, Physicians Assistant and Social Work programs. They will form a team to care for patients in a clinical environment that allows for an immediate debrief and ongoing learning. Accreditation bodies are seeking out these types of programs. Grand Valley is one of the few to offer one.
- We are currently planning an innovative revision to our upper level general education course work. As opposed to studying within themes as we do today, the curriculum will be completely redesigned to focus on skills for the knowledge economy including problem solving, teamwork and the integration and synthesis of ideas. This will be taught in a variety of courses throughout the university to better prepare students for life after graduation in careers and graduate school.

Return on Investment

Creating a significant return on investment is a natural part of an entrepreneurial university and we have delivered in many categories, especially for West Michigan. By any measure, Grand Valley is returning West Michigan's investment in us many times over.

But I would caution us not to rest on our laurels of the past fifty years. It is easy to focus on the fact that such a large majority of our students are employed or in graduate school after graduation; or that so many stay in Michigan, and more and more settle in West Michigan. But as students find it harder to get jobs in our region and our state, our percentage of employed

graduates is trending downward. It is incumbent on us to not only better prepare our students for their next step after college but also to be creative in how we help them both as current students and alumni so that they can contribute to the communities around us and find that successful next step.

We can measure a significant economic return to West Michigan and our next goal should be to measure our impact on the state. This may be an area where we create new metrics that have more meaning to our students or the state than the traditional metrics. Part of being an entrepreneurial university is rethinking the ways in which we measure success. Clearly rankings are an outcome of a successful university, not the driver of innovation and creativity that results in real improvements. Let's rethink how we measure based on our new model.

Make no mistake, entrepreneurial universities measure results with a strategic plan focus on outcomes. They measure and assess what they do and use the data to determine changes that are needed. They refine repeatedly based on measures and outcomes. While we do this today, our vision is to expand our ability to measure and assess in the future.

- We have recently developed a university performance dashboard that we will use to track our outcomes. It is an at-a-glance reference tool that provides a longitudinal snapshot showing progress towards our goals.
- Our accountability report is widely respected by our stakeholders for its transparency and is a useful tool for annual planning and communicating with the public.
- The accreditation process is another way for us to measure our success. The process itself holds our various disciplines accountable for measuring and tracking success and outcomes. To date Grand Valley holds accreditation in 23 disciplines and one for the university as a whole. Because accreditation keeps us striving for excellence and innovation, we will be seeking accreditations in every discipline in which they are available.

Success 2060: What will we be known for?

Projecting ahead fifty years is like trying to predict the yield from the cornfields in Allendale. The only predictable thing about the future is that it will look different from today. But as Michigan's entrepreneurial university, I believe we can envision a future in some areas.

Here is my vision for what we will be known for in 2060.

- Youthful enthusiasm. In 2060 we'll be just hitting our prime as a university. Still young in university years and full of our 100 years of successes, and with a firmly established entrepreneurial culture in place; we will take bolder risks, be more flexible and quicker to adapt to change. Productive partnerships will exist with business, K-12, community

colleges and those higher educational institutions from the independent sectors. We will be the leader in technological applications. We will be known even more as a place where exciting things are happening.

- We have built it and they will come. By 2060 traditional students and adult learners will clamor to be part of the GVSU “magic,” an educational model and campus experience unparalleled in the state or the Midwest. The best and the brightest will line up for admissions and our standards will remain high because we will want those who are truly going to engage in our entrepreneurial spirit and be able to succeed in a rigorous and supportive environment. Thanks to our private/public partnership, we will also be able to provide a Grand Valley education to everyone who qualifies, regardless of their financial circumstances.
- Our horizons will expand. We will have a much more diverse student body. Consistent with our strategic plan, we will see a steady increase in domestic minority applicants. Our international student population will double and the diversity of interests and activities on campus and in the classroom will explode. We will also continue to send record numbers of students to study abroad and have multi-cultural experiences around the world.
- Alumni will rally. Long before we hit 2060 we will hit a critical mass of alumni, achieving 100,000 graduates sometime around 2017. In West Michigan they will be pervasive, partnering with us on every level and strengthening the culture they’ve helped to build. Their support for the university financially will follow their level of engagement and our base of support will grow as alumni work side by side with non-alumni community partners to help us develop. Alumni will send their children and grandchildren here in record numbers, creating a generational legacy of entrepreneurial learning that will continue for their lifetimes and beyond.
- Our reputation will open doors. Our students will be recognized as some of the most exciting leaders in the country. Academically they will hold their own with the rest of the country’s top-notch students and they’ll have the advantage of a truly entrepreneurial outlook that will win them kudos throughout their lives. Rhodes, Fulbrights, Trumans and other scholarships will be the norm. Intercollegiate athletics will be the exemplar for the NCAA student-athlete, and our student performance in the arts second to none. The university, itself, will gain in prestige and acclaim through its successes and as a model of excellence in higher education. The means by which universities are measured and accredited will evolve as we explore new ideas for measuring success.
- We will be outcomes driven. We will continue to be transparent with our data and communication with all of our stakeholders and will become known as the university that gets things done. We will set an example for all of the universities in the state and

partner with state government to power a new model of public higher education funding that is outcomes based. In our first half-century, if the foundation was able to raise almost \$300 million, I believe they can exceed \$600 million over the next 50 years.

- We will grow as a community of scholars. Faculty and staff will share their knowledge more widely through national and international publications as they become inspired by such an innovative and creative culture. Bright students will collaborate with their professors to push them on ideas and colleagues will engage in interdisciplinary discussion that will spark new concepts. Grand Valley will be known as a place where learning and scholarship flourish. This will further increase our value to our region and our state.

Grand Expectations

Being an entrepreneurial university will be a distinctive niche for us among Michigan's higher education institutions. Grand Valley will continue to be a change agent for higher education. Most importantly, we will be serving our students and our community in a way that will make us even more valuable to them over the next fifty years.

With a stable foundation, we are poised to launch something significant. Something grand! As we head into our next fifty years, I find that I'm still humming our founders tune in my head. I've got high hopes, and higher expectations for a Grand Valley that is grander yet.

Grand Valley's journey continues and our next adventure begins; becoming grander yet.