

**Grand Valley State University**  
**Strategic Planning 2010-2015**  
**Annual Progress Report — Winter Semester 2012**  
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**Background and Context**

Grand Valley State University's mission is to educate students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service. To achieve this mission, the institution engages in an integrated, iterative cycle of planning, resource allocation, implementation, and assessment that permeates the institution.

The current planning cycle began with the Grand Valley Board of Trustees' approval of the *Grand Valley State University Strategic Plan 2010–2015* (the *Plan*) in October 2009, followed by resource allocation, implementation, and assessment activities conducted by all units of the institution in 2010 and 2011 and directed toward achieving the eight key goals and all of the specific organizational objectives detailed in the *Plan*.

**Monitoring and Reporting Progress.** Key components of the university's strategic planning process are monitoring progress made toward achieving the goals and objectives of the plan, compiling results, and creating and disseminating progress reports on an annual basis. Six reports on the institution's progress are envisioned, one following each year of implementation effort. This report is the second such report in this series. It covers the period January 1, 2011 through December 31, 2011. The information included is based on self-reported data provided by all colleges and units in academic and student affairs, as well as other administrative divisions.

**Summary**

In 2011, Grand Valley State University made good on its intention to integrate strategic planning into the very fabric of the institution. Every unit in the university completed a strategic plan that aligns with the strategic plan of its college or division; the strategic plans of all colleges and divisions align with and support the *Grand Valley State University Strategic Plan 2010–2015*. Additionally, the annual budgeting process incorporates the strategic plan by linking new budget requests to specific strategic plan objectives. The requests are evaluated and prioritized, in part, by their relevance and importance to the university strategic plan. These are considerable accomplishments.

The university made good progress toward achieving its annual and continuing objectives in 2011, meeting three of the five 2010 objectives that had not been previously met in the first year of implementation and making substantial progress on the remaining two.

The university fully met one of its five 2011 annual objectives and made substantial progress on the other four during the year.

In terms of the institution's 14 continuing objectives, the university attained one continuing objective in 2011, bringing the total achieved to eight. Also in 2011, substantial progress was reported on the six continuing objectives not yet fully attained.

At present, the Grand Valley community is focused on attaining 13 annual objectives for 2012 and the remaining six annual objectives: two from 2010 and four from 2011. It is also working to achieve six continuing objectives not yet attained, while maintaining its high level of performance on the eight continuing objectives and the four annual objectives already achieved.

In 2013, the strategic planning is expected to become even more metric-driven. Meaningful baseline data now are available for many of the institution's objectives, and most units have had an opportunity to develop instruments and strategies aligned with the university's objectives and those in their own strategic plans.

Plans are also underway to modify some of the objective statements in the *Strategic Plan 2010–2015* because two years experience in tracking and reporting institutional progress has shown them to be unreliable or not measurable with the current level of institutional resources. The assistant vice president for academic affairs charged with overseeing strategic planning across the enterprise will frame recommendations for changes in specific objectives during 2012 and secure full vetting and approval for any recommended changes prior to the annual strategic planning update in early 2013.

### **Grand Valley's Strategic Goals & Objectives**

Goals. The eight goals of the *Strategic Plan 2010–2015* provide a framework for the strategic resource allocation, implementation, and assessment activities of the institution. These goals are listed below:

*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.*

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

*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.*

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

*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.*

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

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

*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.*

**Objectives.** Some 63 specific objectives are aligned with Grand Valley's eight strategic goals. A full description of each objective is available from the university's strategic planning website [www.gvsu.edu/strategicplanning](http://www.gvsu.edu/strategicplanning). Figure 1 shows the year during which the institution expects to achieve each of these objectives during the six-year span covered by its strategic plan.

<b>Figure 1: Strategic Objectives Over Time, 2010–2015</b>					
<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
1.1, 1.2, 1.7, 1.10, 1.11, 2.4, 2.8, 7.3	1.8, 1.12, 1.13, 7.2, 8.3	1.3, 1.4, 1.9, 2.1, 2.7, 3.1, 3.3, 3.5, 4.2, 4.3, 4.5, 5.1, 7.8	3.2, 5.3		2.5, 1.6, 1.14, 2.2, 2.3, 2.6, 3.4, 3.6, 4.1, 4.4, 5.2, 5.4, 6.1, 6.2, 6.3, 7.5, 8.1, 8.4, 8.5, 8.6, 8.7, 8.8
<b>CONTINUING OBJECTIVES</b> <i>PROGRESS TOWARD ACHIEVING THESE OBJECTIVES IS EXPECTED EACH YEAR</i>					
<b>1.5, 2.5, 4.6, 4.7, 4.8, 4.9, 6.4, 7.1, 7.4, 7.6, 7.7, 8.2, 8.9, 8.10</b>					

As Figure 1 illustrates, 50 objectives are projected to be achieved by the end of a specific year, and the 14 continuing objectives require implementation efforts over the full six-year period.

Although target years for completion are provided for every objective, they are not intended to be rigidly interpreted or used as the principal measure of implementation success. In fact, many of the target dates were simply the “best guesses” of the institution’s planning professionals in 2009 regarding when an objective would *most likely be achieved*. As products of that specific time and organizational context, these target dates are fungible and will be modified or interpreted if, when, and as often as needed to achieve the best alignment with other internal and external realities of the institution throughout the six-year implementation period.

### **The 2010 Annual Objectives**

In the first year of strategic plan implementation, January 2010 through December 2010, Grand Valley dedicated itself to achieving eight annual objectives and to achieving or making substantive progress on the 14 continuing objectives. Three of the annual objectives were fully met in that period; substantial progress was made on the achievement of four others; and substantive progress was made on one objective. These results were considered quite robust for an institution in its first ever year of focused strategic plan implementation.

Progress was made in 2011 on all of the 2010 objectives that were not fully met in 2010.

**2010 Objectives Fully Met in 2011.** Of the five 2010 objectives not fully met in 2010, three were fully met in 2011. The three are

*1.2 all academic and non-academic colleges and divisions begin implementation of their inclusion plans.*

Under the oversight and with the support of the Division of Inclusion and Equity, all colleges and their divisions completed and began implementation of their inclusion plans in 2011.

*1.11 the institution has completed a rigorous assessment of all options for undergraduates to achieve and demonstrate mastery of upper division General Education themes and their associated learning objectives.*

In 2011, the General Education Committee completed a rigorous assessment of the General Education curriculum, revised the General Education program with input from all constituent groups within the institution — including undergraduate students. The new General Education program designed in 2011 was approved in January 2012 by the University Academic Senate. This new program will begin implementation in Fall 2012. A revised assessment plan that is integral to this new structure is scheduled to be phased in over time. The General Education Committee will develop a strategic plan for this effort in 2012.

*2.8 the Division of Inclusion and Equity conducts a rigorous climate study of faculty, staff, and student experiences to identify a current baseline of perceptions in areas of inclusion and equity.*

The campus climate study was completed by the Division of Inclusion and Equity and action plans will be developed in 2012 based on the survey's results.

**2010 Objectives on which Substantial Progress Was Made in 2011.** Efforts continued to be directed toward the achievement of two 2010 objectives, which were not achieved in 2010. Progress was demonstrated toward achieving both of these annual objectives in 2011:

*1.10 all community engagement efforts on campus are well documented and coordinated.*

Substantial progress toward the achievement of Objective 1.10 was reported in 2011, including hiring an associate dean in the College of Community and Public Service whose responsibilities include tracking, documenting, and coordinating all community engagement efforts campus wide. Also in 2011, a campus-wide committee on high-impact experiences was established to support the achievement of this objective.

*Digital Measures*, an electronic vita system that archives faculty members' activities, including their community engagement activities, continued to be phased in during 2011, improving the institution's ability to track the faculty's community engagement efforts.

*7.3 at least 75% of the faculty is familiar with the university's strategic budgeting priorities and the financial consequences of the institution's decisions relative to issues such as the change in the general fund budget, pay equity, salary compensation, and tuition.*

This specific objective remains “unmet” principally because there is no metric available to assess the proportion of faculty who are familiar with Grand Valley’s budgeting priorities and the financial consequences of its budgetary decisions. A recommendation to reframe objective 7.3 to better reflect the measurement resources available for monitoring achievement will be submitted to the university Board of Trustees by the assistant vice president for academic affairs, who is responsible for strategic planning in 2012.

It is noteworthy that there is a close, overlapping relationship between objective 7.2 and 7.3, to the extent that both may not require tracking to ensure faculty knowledge of the university’s budgeting priorities.

### **The 2011 Annual Objectives**

The Strategic Plan includes five specific objectives, which are expected to be achieved in 2011:

- 1.8 *the university develops a health strategy and plans for necessary infrastructure to engage internal and external constituents to promote interprofessional health education, scholarship, and service programs for the 21<sup>st</sup> century;*
- 1.12 *faculty service to the unit, college, university, and professional communities will be recognized through systematic processes based on best practice standards;*
- 1.13 *staff performance review criteria are examined to include best practice standards;*
- 7.2 *the university regularly and effectively communicates its strategic budgeting priorities to students, faculty, staff, and other stakeholders;*
- 8.3 *University Development will, with the Finance Office, evaluate the private dollar support potential for new comprehensive campaign investments and facilities once the current plan initiatives are completed.*

### **2011 Progress on the Annual Objectives of the Strategic Plan 2010--2015**

Figure 2 provides a snapshot of the considerable progress made toward the university’s 2011 objectives between 2011 and 2012, based on self-ratings on a scale of 1 to 4 reported by divisions and colleges of GVSU. Each of these units used a Likert-type scale on which 1 represents *minimal progress toward achieving an objective* and 4 indicates that an objective was *fully achieved*.

**Figure 2: Progress toward 2011 Specific Objectives Made in 2011**

Objective	Minimal Progress	Substantive Progress	Substantial Progress	Achieved
1.8		3.50		
1.12		3.42		
1.13		3.90		
7.2		3.56		
8.3		4.00		

Each of the 2011 annual objectives — except 8.3 — was addressed by six or more colleges or divisions across the university. Every unit is not required to address or to achieve every objective. Rather, each unit selects those strategic objectives that are best aligned with its mission and resources. In 2011, seven units worked to achieve Objective 1.8; six worked to achieve 1.12; six, 1.13; and ten, 7.2. The University Development Division worked in 2011 toward fully achieving Objective 8.3.

**Highlights of Progress Made in 2011 Toward the 2011 Objectives.** This section summarizes the self-report data provided by the colleges and divisions working on each 2011 objective.

**1.8 *the university develops a health strategy and plans for necessary infrastructure to engage internal and external constituents to promote inter-professional health education, scholarship, and service programs for the 21<sup>st</sup> century.***

All colleges and divisions providing health-related degrees and programs continued to engage in activities that support their strategic plans. The vice provost for health began to reach out to all units institution-wide whose course offerings are health-related or have an impact on healthcare delivery.

- The University Development Division created “The Health Campaign,” a strategic initiative to support the development of the institution’s health education infrastructure.
- Clinical sites were developed throughout Michigan (including the Upper Peninsula) to support placement of students in clinical health.
- Several health professions readied plans to expand the number of students enrolled in their programs.
- The Engineering Department created the biomedical engineering undergraduate minor and established the Master of Science Engineering emphasis in biomedical engineering, supported by funding from the National Science Foundation.
- Kirkhof College of Nursing completed the initial accreditation process for the Doctor of Nurse Practice and a positive outcome is anticipated.
- New health professions degrees are in the planning stage, including speech/language pathology.
- The clinical trials research management certificate (to be offered in a consortium with Michigan State University) was approved by the Higher Learning Commission.
- The Fourth Annual Interprofessional Education Conference attracted 154 registrants, an increase over previous years.
- Partnership between GVSU and Mary Free Bed was awarded two Department of Defense grants to serve veterans and their families.
- Faculty in Kirkhof School of Nursing and across the institution continued to present at high-profile professional conferences on topics related to interprofessional initiatives.

**1.12 *faculty service to the unit, college, university, and professional communities will be recognized through systematic processes based on best practice standards.***

Each unit is responsible for setting its criteria for service recognition based on the standards and best practices in their discipline; the criteria are considered in contract renewal and promotion and tenure negotiations and decisions. Standards and criteria for personnel evaluation in the College of Liberal Arts and Sciences were approved by the provost, and all but two units completed their standards and criteria documents. The College of Health Professions secured faculty approval of a point system for monitoring and rewarding faculty service. This system is scheduled for implementation in March 2012.

*1.13 staff performance review criteria are examined to include best practice standards.*

The university's Human Resources Department initiated the Electronic Performance Development Program (ePDP) staff performance review system, a criteria-based approach that incorporates both institutional and department goals into the review of Grand Valley's staff members. In 2011, adjustments were made to improve this system and its alignment with best practice standards in personnel review for institutions of higher education. The adoption of this system by nearly all units institution wide — due, in no small measure to a broadly-based training initiative effectively implemented by Human Resources — brought the university very close to fully achieving this 2011 objective.

*7.2 the university regularly and effectively communicates its strategic budgeting priorities to students, faculty, staff, and other stakeholders.*

In 2011, most colleges and divisions reported regularly and routinely to communicate their strategic budgeting priorities to their constituent groups, including faculty and staff members and advisory groups. Some units — including University Development and Finance and Administration — extended their communication about budgetary matters to students in 2011. All divisions and colleges were required to align their budget requests with the university's strategic plan. In addition, budgetary requests for all units within the Academic and Student Affairs Division were aligned with each unit's strategic plans resulting in a much more transparent process in 2011. This process begins with resource requests established at the departmental level and prioritized by the appointing officer. A provost-prioritized budget is submitted to the University Budget Committee for review. A budget memo is then distributed to appointing officers and the budget is ultimately approved by the Board of Trustees. The University Relations Division maintained close communication with faculty and staff regarding developments in Lansing that could impact the university's budget and financial status. News and Information Services posted key presidential budget information on GVNow, which is accessible to faculty, staff, students, and other stakeholders.

*8.3 University Development will, with the Finance Office, evaluate the private dollar support potential for new comprehensive campaign investments and facilities once the current plan initiatives are completed.*

During 2011, University Development and the Finance Office evaluated the potential for new projects based on the performance goals and donor support of initiatives included in the *Shaping our Future* campaign. It was evident that there is clear donor support for donor-directed gifts to areas of their special interest. Gifts to scholarships, endowed program funds, capital projects, and

academic projects that are embraced by discreet donor constituencies are excellent candidates for inclusion in subsequent campaigns.

### **The Continuing Objectives, 2010--2015**

The 14 continuing objectives toward which units across the institution worked in 2011 -- and the progress reported on each of them in 2010 -- are shown below.

- 1.5 *secure reaccreditation for 12 currently accredited discipline-specific graduate and 23 discipline-specific degree programs* (ACHIEVED IN 2010);
- 2.5 *the university will increase its outreach efforts in order to enhance the diversity of its student body* (SUBSTANTIAL PROGRESS IN 2010);
- 4.6 *maintain or expand all current data management systems of the university* (SUBSTANTIAL PROGRESS IN 2010);
- 4.7 *continue to monitor and assess the state and regional needs for new or revised undergraduate or graduate programs and degrees* (SUBSTANTIVE PROGRESS IN 2010);
- 4.8 *provide an annual GVSU Accountability Report to university constituents* (ACHIEVED IN 2010);
- 4.9 *provide an annual Dashboard Report to internal university constituents* (ACHIEVED IN 2010);
- 6.4 *Grand Valley graduates continue to seek and hold positions of business, nonprofit, political and civic leadership and responsibility in West Michigan, Michigan, the U.S. and the world* (SUBSTANTIAL PROGRSS IN 2010);
- 7.1 *maintain and monitor university practices to reduce its overall exposure to business and catastrophic risks at acceptable levels* (SUBSTANTIAL PROGRESS IN 2010);
- 7.4 *sustains its high level of stakeholder trust and maintains the commitment of its stakeholders to work collaboratively to reinvent Grand Valley for the 21<sup>st</sup> century* (ACHIEVED IN 2010);
- 7.6 *the rate of increase in financial aid awarded to students meets or exceeds the rate of increase in the university's tuition and room and board costs* (ACHIEVED IN 2010);
- 7.7 *graduate financial support remains equal to or greater than the financial support provided to graduate students at other Michigan institutions with identical or similar graduate degree programs* (ACHIEVED IN 2010);
- 8.2 *the university has formal and informal partnerships that contribute to meeting community-generated goals, positioning the university as an essential resource to the health and development of Michigan* (SUBSTANTIVE PROGRESS IN 2010);
- 8.9 *steadily increase the number and total award amounts of externally sponsored agreements supporting scholarship and creative practices* (ACHIEVED IN 2010);

**8.10 steadily increase the number of faculty and staff conducting internally and/or externally supported scholarship and creative practices (ACHIEVED IN 2010).**

As shown, eight of the 14 continuing objectives were achieved in 2010. Work continued in 2011 across the institution on the six continuing objectives that must be met by 2015. Progress made in 2011 toward these six objectives was substantial.

**2011 Progress on the Continuing Objectives of the Strategic Plan 2010-2015**

Figure 3 provides a graphic representation of the progress made in 2011 toward the university's six continuing objectives not achieved in 2010. In addition, progress on Objective 1.5, which was achieved in 2010, but inadvertently omitted from the 2010 report is included. As with the annual objectives, the determination of progress toward achieving continuing objectives is based on colleges' and divisions' self-ratings on a scale of 1 to 4, on which 1 represents *minimal progress toward achieving an objective* and 4 indicates that an objective has been *fully achieved*.

<b>Figure 3: Progress toward the Continuing Objectives in 2011</b>				
Objective	Minimal Progress	Substantive Progress	Substantial Progress	Achieved
1.5		4.0		
2.5		3.5		
4.6		3.3		
4.7		3.5		
6.4		3.7		
7.1		3.8		
8.2		3.4		

**Highlights of Progress Made in 2011 Toward the Continuing Objectives.** As Figure 3 shows, the university again made substantial progress on its continuing objectives in 2011. A review of accomplishments in the year aligned with all 14 of these objectives illustrates the extent to which many colleges and divisions of the institution collaborated to achieve this progress. The data supporting the conclusion that good progress was made on each of the continuing objectives in 2011 includes the following

**1.5 secure reaccreditation for 12 currently accredited discipline-specific graduate and 23 discipline-specific degree programs (ACHIEVED IN 2011).**

In 2011, three academic units of GVSU completed the self-study process to secure re-accreditation for their discipline-specific degree programs. These were Seidman College of Business, music and dance, and the doctoral nurse practice (DNP) program. The Seidman College of Business received full re-accreditation by the Association to Advance Collegiate Schools of Business (AACSB International), a positive response for initial accreditation is expected in April for the DNP by the Commission of Collegiate Nursing Education (CCNE) and finally, full re-accreditation for the music and dance programs is expected in August by the National Association of School of Music (NASM). In addition, two consortium proposals were

submitted to and approved by the Higher Learning Commission (HLC) for discipline-specific programs.

In 2011, the dean of the College of Liberal Arts and Sciences continued the practice of having external consultants review and provide feedback on the curricula in two disciplines in which no external accreditation is available. Although the consultants' feedback is non-binding, this is an important quality improvement cycle that remained operative in the past year.

*2.5 the university will increase its outreach efforts to enhance the diversity of its student body (SUBSTANTIAL PROGRESS IN 2011).*

University Development created 34 new scholarships in 2011, of which 7 were specifically focused on reaching out to and recruiting students from target communities; this continues to be a focus for this division. In 2011, Laker Scholarship continued to be used to provide ongoing funds to a large group of diverse students. The year also saw a \$1.3 million increase in need-based aid and a \$1.0 million merit award increase. The "Grand Finish" — an initiative that provides an incentive for graduating in four years — was launched; the first-generation minority mentoring group (known as NIARA) and UPA 32 were formed; and student employment was reorganized to support student diversity. The College of Health Professions (CHP), in collaboration with Kent Intermediate School District (KISD), launched a health science early college academy, allowing diverse juniors and seniors in KISD's high schools to earn 6 college credits.

Other 2011 efforts aligned with the achievement of this continuing objective include: a) the Office of Multi-Cultural Affairs received a federal GEAR UP grant to increase first generation college students' participation in higher education; b) Institutional Marketing performed a diversity messaging audit of all admissions and image materials; c) based on assessment results, Institutional Marketing's personnel re-developed the admissions website to better communicate with and connect to diverse audiences; and d) News and Information Services assisted Admissions with Spotlight photography to more accurately represent students of color.

In 2011, the official fall enrollment report showed an increase in the percent of minority students from 12.8 percent in 2010 to 13.6 percent in 2011. The baseline in 2009 for this metric was 11.8 percent.

*4.6 maintain or expand all current data management systems of the university (SUBSTANTIAL PROGRESS IN 2011).*

In 2011, myPath and myPath Planner, two myBanner® tools, were fully implemented by Academic Services; student apps for mobile devices were added by Academic Services; MAPWorks® continued in implementation for a second year; the university converted its email service from GroupWise® to Microsoft Outlook®; Microsoft Windows® 7 was installed institution-wide; and the institution fully transitioned to hosting its own Blackboard® application. Also in 2011, assessment data management systems were integrated enterprise-wide to monitor and track student progress.

In January 2011, GVSU held its first-ever university-wide assessment conference, in collaboration with all deans and directors within the Academic and Student Affairs Division. Invited presentations were made by the university's faculty and staff. The institution made progress in using data collection, data analysis, and data reporting across the board.

During 2011, the University Libraries benchmarked journal, database, and print monograph usage; implemented new systems responsive to this information, and established processes for performing cost-benefit analyses for new library programs.

*4.7 continue to monitor and assess the state and regional needs for new or revised undergraduate or graduate programs and degrees (SUBSTANTIAL PROGRESS IN 2011).*

In 2011, the Office of the Provost finalized the threshold considerations for all curricular decisions. These thresholds were incorporated into the faculty governance curricular review process and disseminated to all academic units for use in curriculum development and review. In addition, a new faculty governance committee, New Program/New Unit Council, was established and met for the first time in May 2011.

GVSU entered into two consortium agreements: one with Michigan State University to offer the graduate-level Clinical Trials Research Management (CRTM) certificate; and the other, the Michigan Radiologic and Imaging Sciences (MiRIS), with five community colleges to offer courses in radiological imaging science. Both consortium agreements are in response to meeting regional and statewide needs in the health sciences. Several master's proposals in the health sciences (i.e., speech language pathology, medical dosimetry and multi-modality imaging) were developed. Speech language pathology and medical dosimetry were submitted to the university's curriculum approval process.

During the year, University Development continued to upgrade the data management system Millennium, including incorporating new interfaces, SharePoint® software, and web access to increase the ease of use and usefulness of the data. In 2011, the University Libraries gathered information for new models of collection development, including patron-driven acquisitions.

In 2011, Brooks College of Interdisciplinary Studies achieved approval for a new Religious Studies program; its LGBTQ proposal was in its final stage of development; and the development of a global studies major was underway. In Seymour and Esther Padnos College of Engineering and Computing, the biomedical engineering curriculum was put into place, and the energy and nanotechnology curricula and programs were under development. The College of Liberal Arts and Sciences launched the a nationally cutting-edge, academically-credentialed, skill-based experience for students.

*4.8 provide an annual GVSU Accountability Report to university constituents (ACHIEVED IN 2011).*

The institution's 2011 Accountability Report was published in November 2011 and is available to university constituent groups at: <http://www.gvsu.edu/accountability>

**4.9 provide an annual Dashboard Report to internal university constituents (ACHIEVED IN 2011).**

A 2011 Dashboard Report was completed and is available to internal university constituent groups upon request.

**6.4 Grand Valley graduates continue to seek and hold positions of business, nonprofit, political and civic leadership and responsibility in West Michigan, Michigan, the U.S., and the world (SUBSTANTIAL PROGRESS IN 2011).**

Some 88 percent of GVSU's recent graduates (2009--2010) were employed or in graduate school; 84 percent were employed in Michigan. GVSU alumni now number more than 81,000, the majority of which live in Michigan.

Many GVSU alumni hold or recently held positions of political leadership including and not limited to Brian Calley, Lieutenant Governor of Michigan; Darnell Earley, Saginaw City Manager; Eglantina Gjermani, member of the Parliament of Albania; John R. Beyrle, U.S. Ambassador to the Russian Federation; and Tommy Remengesau, former President of the Republic of Palau.

Alumni who are current or recent members of the Michigan House of Representatives include Frank Foster (107<sup>th</sup> District); Robert Genetski (88<sup>th</sup> District); Thomas Hooker (77<sup>th</sup> District); Rick Outman (70<sup>th</sup> District); Jon Switalski (25<sup>th</sup> District); and Michael Sak. Other alumni in high-profile positions include Brian Rider, computer scientist, information architect, and founder of Digital Wingman; Greg Colton, director of *Family Guy*; John Keating, *Fox Sports Net* broadcast personality; Virgil L. Sharpton, member of the U.S. Arctic Research Commission, and Patrick Sheane Duncan, screenwriter and director (*Mr. Holland's Opus*, *Courage Under Fire*).

Alumna Noreen K. Myers is chair of the Grand Valley State University Board of Trustees. Many other Grand Valley graduates have responsibility for teaching and supervising current students in internships, field placements, and other high-impact experiences throughout the state of Michigan.

In 2011, Grand Valley offered several programs to support the development of student leadership skills including the Peter Cook Leadership Academy. The annual alumni leadership and giving program continued to be developed. Many campus, local, regional, statewide, and national publications and broadcast and electronic media featured the accomplishments of GVSU alumni in 2011, including a significant number of graduates who are or were active in professional athletics.

**7.1 maintain and monitor university practices to reduce its overall exposure to business and catastrophic risks at acceptable levels (SUBSTANTIAL PROGRESS IN 2011).**

The Office of University Counsel established the University Compliance Network in 2011 and began gathering compliance data. Together the two groups developed a university compliance website ([www.gvsu.edu/uco/compliance/](http://www.gvsu.edu/uco/compliance/)) whose purpose is to provide information about university-wide compliance efforts.

The Office of Enterprise Risk Management was moved to the Office of University Counsel, and a full-time position of director of risk management was filled. The Enterprise Risk Management Team completed Phase I of a multi-phase Enterprise Risk Management Plan and will disseminate information to various university constituent groups in 2012. In addition, the *GVSU Manual and Administrative Manual* were updated and posted online during the year.

The annual financial statements of the university are audited by an external certified public accounting firm. The audits are conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Plante & Moran, PLLC expressed an unqualified opinion that the financial statements of the university present fairly, in all material respects, the financial position of the university at June 30, 2011 and 2010, and the results of its operations and cash flows for the years then ended.

The university continued to maintain adequate insurance to protect it against extraordinary events, and the institution continued to practice conservative and realistic budgeting to protect against unforeseen, unanticipated financial events in 2011.

*7.4 sustains its high level of stakeholder trust and maintains the commitment of its stakeholders to work collaboratively to reinvent Grand Valley for the 21<sup>st</sup> Century (ACHIEVED IN 2011).*

2011 was another successful year for overall giving to GVSU by private donors. In the final year of its *Shaping the Future* campaign, the institution met all campaign goals, including raising \$96.4 million. Some 9,177 donors — an all-time high — contributed in 2011, representing a 3 percent increase over 2010; gifts and pledges received by the university and its foundation totaled \$14.6 million.

Annual giving from alumni was \$1.4 million in 2011, representing an 84 percent increase, and corporate giving nearly tripled, exceeding all goals.

Grand Valley's Endowment Fund continued to rebound in 2011, reaching \$74.7 million and eclipsing its historic 2007--2008 peak. Also in 2011, the Grand Valley Fund continued its 3-year growth trend, achieving an increase of 5.8 percent from gifts and pledges totaling almost \$430,000.

In 2011, 51 percent of the university's faculty and staff members contributed almost a million dollars to the institution.

Additional information is available at  
[http://issuu.com/gvsu/docs/ar\\_for\\_issuu?mode=window&backgroundColor=%23000000](http://issuu.com/gvsu/docs/ar_for_issuu?mode=window&backgroundColor=%23000000).

*7.6 the rate of increase in financial aid awarded to students meets or exceeds the rate of increase in the university's tuition and room and board costs (ACHIEVED IN 2011).*

In 2011, GVSU's tuition and room and board rates increased 5.4 percent, while the rate of increase in institutional financial aid increased 19.32 percent.

*7.7 graduate financial support remains equal to or greater than the financial support provided to graduate students at other Michigan institutions with identical or similar graduate degree programs (ACHIEVED IN 2011).*

In 2011, the Office of Graduate Studies collaborated with GVSU administration to increase support for graduate students, including parking permit waivers. The Office of Graduate Studies worked with the Center for Scholarly and Creative Excellence to encourage faculty members to utilize graduate students as co-researchers and include them in submissions for external funding. Additionally, they completed extensive benchmarking to compare GVSU support for graduate students with that of other Michigan and peer universities for graduate stipends, tuition, waivers, and research support. Results of this effort showed that financial support of GVSU is comparable to other Michigan institutions with similar or identical graduate degree programs.

*8.2 the university has formal and informal partnerships that contribute to meeting community-generated goals, positioning the university as an essential resource to the health and development of Michigan (SUBSTANTIVE PROGRESS IN 2011).*

In 2011, Kirkhof College of Nursing continued to make strides in implementing its exemplary Academic Nurse Managed Center model for meeting community health needs, including hiring a new practice manager; fostering numerous community collaborations, for example partnering with Priority Healthy to credential advanced practice nurses (ANPs); appointing an advisory board; completing considerable grant proposal writing; completing HER enhancements; launching the GVSU Physical Therapy Clinic; and providing flu clinics for the university's faculty and staff.

In 2011, students in the College of Liberal Arts and Sciences (CLAS) were involved in 17,000 hours of community service activities; CLAS faculty and students participated in the Van Andel Undergraduate Research Seminar; CLAS faculty served on the Pierce Cedar Creek Institute Advisory Board; and CLAS students participated in research at the Institute.

The Sustainability Initiative through the Brooks College of Interdisciplinary Studies formed a first-ever partnership in 2011 with the City of Grand Rapids to identify and implement long-lasting sustainable solutions for the city. Students play an instrumental role in this partnership: A team of students comprise the partnership's Research and Analysis Team, which plays a key role in gathering data that drives partners' activities.

In 2011, Seidman College of Business and University Council participated in planning numerous meaningful economic development initiatives in West Michigan.

The College of Education (COE) partnered with high schools in Kent and Ottawa counties to promote and provide educational opportunities for their students. In partnership with the Hispanic Center of Western Michigan, the COE hosts a summer academic camp for 30 rising 9<sup>th</sup> graders and provides tutor training to increase learning and decrease the dropout rate of Hispanic students.

Within the College of Community and Public Service in 2011, the School of Social Work continued to conduct continuing education courses for licensed social work professionals; faculty and students in the Hospitality, Tourism, and Management program engaged in numerous community-based projects and programs; the School of Criminal Justice published its annual report to share its results with the community; the Johnson Center for Philanthropy hosted a series of brown bag seminars, as well as fee-based workshops for nonprofit professionals.

Grand Valley continued to house two SmartZones in 2011 — the Michigan Alternative and Renewable Energy Center in Muskegon and the West Michigan Science and Technology Initiative in Grand Rapids. The university also fosters and supports numerous partnerships between the Kirkhof College of Nursing, the College of Health Professions, the Office of the Vice Provost for Health, and the health care community in West Michigan.

**8.9 steadily increase the number and total award amounts of externally sponsored agreements supporting scholarship and creative practices (ACHIEVED IN 2011).**

Figure 4 shows the change in the number and amount of external agreements supporting scholarship and creativity at GVSU between 2009 and 2011.

<b>Figure 4: Change in Number and Amount of External Agreements Supporting Scholarship and Creativity, 2009 to 2011</b>			
	FY2009	FY2010*	FY2011 (to date)
Number of external agreements (awards, grants, etc.)	102	106	91
Change from 2008	+15	+19	+4
Amount of external agreements	\$19.3 M	\$23.6 M	\$22.3 M
Change from 2008	+\$3.7 M	+\$8.0 M	+\$6.7 M

\*Funds in 2010 included a one-time infusion of ARRA (federal stimulus) funds, which were not available in 2011.

**8.10 steadily increase the number of faculty and staff conducting internally and/or externally supported scholarship and creative practices (ACHIEVED IN 2011).**

According to the Center for Scholarly and Creative Excellence (CSCE), “[in 2011] GVSU faculty gave over 450 research presentations, received awards for excellence, and is on track to receive a record amount of external funding.”

From 2008 to 2011, the university’s external support rose steadily. External funding increased from \$15.6 million in 2008 to \$22.3 million in 2011. The same upward trend is seen in the number of external proposals submitted by GVSU, growing some 70.5 percent in the same time period from 122 proposals submitted in 2008 to 208 proposals in 2011.

Similar trends are seen internally. The number of internal research grant applications increased from 52 in 2008 to 95 in 2011, a 75.9 percent increase. Additional information is available in the 2010-2011 CSCE Annual Report at [www.gvsu.edu/csce/2010-2011-csce-annual-report-52.htm](http://www.gvsu.edu/csce/2010-2011-csce-annual-report-52.htm).