

Grand Valley State University Strategic Planning 2010–2015 Annual Progress Report for 2014

April 2015

Julia A. Guevara, Ph.D., Associate Vice President for Academic Affairs

Background and Context

Grand Valley State University's mission to educate students to shape their lives, their professions, and their societies is longstanding. Since 2009, the institution has actively undertaken strategic planning activities to facilitate the achievement of this mission.

The university's current strategic planning cycle began with the Board of Trustees' approval of the *Grand Valley State University Strategic Plan 2010–2015* in 2009, followed by resource allocation, implementation, and assessment activities conducted institution-wide, starting in 2010, continuing through 2014, and planned for continuation through 2015. The institution's current Strategic Plan comprises eight key goals and 63 objectives, with each objective's anticipated achievement or completion date specified.

Monitoring and Reporting Progress

The principal components of Grand Valley's current strategic planning process are a) monitoring the annual progress made toward the achievement of each objective; b) analyzing and compiling an annual report of monitored results; and c) annually disseminating strategic planning progress reports to the institution's stakeholders. Six reports on the institution's progress were envisioned: one following each year of implementation, monitoring, and analysis activities.

This report is sixth and final in this series, covering the period January 1, 2014 through December 31, 2014. It is based on data provided by all colleges, divisions, and units across the Academic and Student Affairs Division of Grand Valley, as well as by the institution's other administrative divisions.

Summary of Findings

Throughout 2014, activities across and throughout the institution became better aligned with Grand Valley's strategic planning goals and strategic assessment results, as well as with each unit's strategic plan. As in the previous years of this planning cycle, all units completed reviews and updates of their strategic plans, which are aligned and consistent with the strategic plans of their colleges or divisions.

As has been institutional practice for five years, the strategic plans of the colleges and divisions were also modified, as needed, to maintain alignment with and provide ongoing support for the attainment of objectives in the *Grand Valley State University Strategic*

Plan 2010–2015.

Also as in the previous years, Grand Valley’s budget proposal, approval, and monitoring activities became more strongly driven by and instrumental to its strategic plan objectives. In 2014, budget requests were routinely analyzed in terms of their relationship to this plan.

Summary of Grand Valley’s Strategic Momentum in 2014

During 2014, Grand Valley moved incrementally closer toward meeting all of the objectives in the 2010–2015 plan.

One of the two objectives remaining from 2010 was achieved in 2014, and substantial progress was made on the other. Moreover, in 2014, substantial progress was made on the remaining unmet 2011, 2012, and 2013 annual objectives. Furthermore, although there were no specific objectives in the Plan for 2014, the institution made excellent progress and evidenced additional growth during the year for the nine continuing objectives whose progress is monitored annually.

Grand Valley’s Strategic Goals and Objectives

The eight goals of Grand Valley’s Strategic Plan 2010–2015 have provided a framework for strategic resource allocation, implementation, and assessment activities since 2009:

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

The current Plan includes 63 specific objectives aligned with the institution’s eight strategic goals. Forty-eight of these objectives are annual in character – the university expected to meet each one during a specific year between 2010 and 2015. The remaining 15 are *continuing* in character, that is, objectives toward which some progress is expected every year, until the objective is fully met or no further institutional efforts are required.

Figure 1 shows the distribution of the 63 objectives over the six years of the 2010–2015 Strategic Plan.

Table 1: Strategic Objectives Over Time, 2010–2015					
<i>Annual Objectives</i>					
2010	2011	2012	2013	2014	2015
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	NONE	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
<i>Continuing Objectives</i>					
Incremental progress is expected toward the achievement of these objectives every year					
1.5, 1.6, 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					

Throughout 2014, the institution continued its efforts to meet any objectives that previously had not been attained and sustained annual progress on the continuing objectives essential to Grand Valley’s forward momentum. This report provides an update on the status of all previously unmet annual objectives, as well as an update on the continuing objectives toward which the university was still working in 2014.

Progress Toward the Remaining 2010 Annual Objective

Throughout 2014, the university continued to make substantial progress on the single objective of 2010 that had not yet been attained.

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

Although the documentation and coordination of community engagement was achieved *within* every college and division institution-wide and all components of the institution have implemented adequate procedures and processes necessary to document community engagement activities, the university has not yet achieved a coordination of all community engagement efforts *across* the full enterprise.

Attention continues to be directed toward achieving the coordination of *all* efforts in *all* colleges and divisions across *all* campuses in 2015.

Progress Toward the Remaining 2011 Annual Objective

In 2014, Grand Valley continued to work toward full achievement of Objectives 1.12 and 7.2.

1.12 faculty service to the unit, college, university and professional communities will be recognized through systematic processes, based on Best Practice Standards.

In 2014, the Office of the Provost continued to recognize and make an annual award to faculty with an outstanding record of service; the Graduate Dean's Citation Awards recognized faculty members who provide outstanding service in the areas of inclusion, equity, and diversity; and progress continued to be made with respect to integrating faculty service into decision-making processes affecting them institution-wide. Additional work remains to be done in 2015 to systematize the faculty recognition of service and make it uniform across all academic units of the university.

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

Throughout 2014, Grand Valley made steady, substantive progress in promoting and expanding the regular communication of its strategic budgeting priorities to stakeholders. The Vice President for Finance and Administration made numerous finance and budget presentations in 2014 to faculty groups, including the University Academic Senate, Faculty Salary and Budget Committee, and the Housing Unit within the Division of Student Services. In the College of Liberal Arts and Sciences, all unit heads have been provided with training in Budget 101, which CLAS developed to introduce strategic budgeting more widely. The Office of Graduate Studies also implemented a transparent accounting of all major budgetary items in its annual report to further attainment of this objective. Other colleges continue to develop a structure of meetings to include faculty and staff in the budgeting process. The University Development Division also enhanced

and extended its communications about funding priorities to internal and external partners and potential funders.

Progress on full attainment of this objective will continue to be a focus in 2015, to ensure better communication with students, faculty, and staff about strategic budgeting, where such communication is not yet optimal.

Progress Toward the Remaining 2012 Objective

Good progress in 2014 was made on all of the 2012 objectives that had not yet been met.

1.4 policies governing all graduate and undergraduate degrees, programs, and courses are aligned and integrated institution-wide.

Positive and substantive changes were reported, for example, in the alignment and integration of all degrees, programs, and courses across the institution. Colleges made substantive efforts in aligning and integrating their degrees, programs, and courses. For example, in the Seymore and Esther Padnos College for Engineering and Computing (PCEC), all graduate programs were brought into alignment with the institution's graduate policies. In the College of Health Professions, all curricular proposals were reviewed and approved by all levels of governance to ensure alignment and integration with the institution's academic policies. In the Kirkhof College of Nursing (KCON), the college's congruence with the university's policies and procedures was confirmed as a part of its accreditation process by the Commission on Collegiate Nursing Education (CCNE).

In units where full alignment and integration have not yet been reached, work will continue through 2015 on this objective.

3.5 the institution will inventory opportunities for students to participate in high impact experiences (internships, co-ops, domestic and global service learning, study abroad, scholarship with faculty, learning communities, etc.) across the university and implement programs that provide students with the opportunity for at least two such experiences in general education or in majors and minors.

Units across the institution continued to add to their individual inventories of high-impact experiences in 2014. Many colleges and divisions also continue to implement programs that provide students with opportunities for at least two such experiences. All of the progress attained since 2009 in this area of university opportunities has been sustained; however, an institution-wide inventory of these high-impact experiences is not yet complete.

Work will continue on a comprehensive inventory in 2015.

4.2 all courses identify student learning outcomes linked to appropriate pedagogies.

In 2014, the Kirkhof School of Nursing was involved in integrating active learning pedagogies — such as the flipped classroom — into its curriculum, in alignment with its student learning outcomes. Simulation learning labs were integrated into the College of Community and Public Service to attain better alignment, and within General Education, all student learning outcomes were identified in all courses. All academic units are required to submit a three-year assessment report of student outcomes to the University Assessment Committee (UAC) — a faculty governance committee for review.

The process of linking student learning outcomes to appropriate pedagogies will continue in many academic units throughout 2015.

1.3 the faculty, administration, and Board of Trustees refine and reaffirm principles of shared governance.

In 2014, University Council affirmed that an orientation to incoming members of Grand Valley's Board of Trustees is provided, which covers the role of shared governance between the board and faculty. The Office of the Provost works with the University Academic Senate (UAS) and Executive Committee of the UAS to implement the principles of shared governance.

In 2015, formal documentation of the reaffirmation of the principles of shared governance remains to be accomplished.

Progress Toward the Remaining 2013 Objective

Training for faculty in the use of new and current pedagogies focused on achieving student learning outcomes continued in 2014.

5.3 by 2013, training is provided to faculty to use new and current pedagogical practices and technologies to achieve student learning outcomes in all academic programs.

In 2014, the Pew Faculty Teaching and Learning Center provided numerous trainings in the year on pedagogical advancements, such as blended and flipped learning, as well as on new and emerging technologies. All faculty teaching online courses for the first time completed training in online pedagogical methods. Professional development opportunities were also made available. In 2014, the PBS Learning Partnership was developed with the College of Education to promote effective use of media in education.

Opportunities to showcase progress in this area continued in 2014, including the Teaching and Technology Fair and the College of Liberal Arts and Sciences Sabbatical Showcase.

Progress on Grand Valley's Continuing Objectives in 2014

In 2014, Grand Valley continued to make progress toward full attainment of its continuing objectives. Most of the continuing objectives have been achieved each year with 2014 as no exception to this pattern. Achievement of several of the continuing objectives have become routine practice within the institution. Several of these are listed below:

4.6 maintain or expand all current data management systems of the university.

4.7 continue to monitor and assess the state and regional needs for new or revised undergraduate or graduate programs and degrees.

4.8 provide an annual Accountability Report to university constituents.

4.9 provide an annual Dashboard Report to internal university constituents.

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.

7.1 maintain and monitor university practices to reduce its overall exposure to business and catastrophic risks at acceptable levels.

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 21st century.

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.

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.

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.

A few exemplary examples of objectives that were achieved in 2014 are highlighted below:

1.5 secure reaccreditation for currently accredited discipline-specific graduate and 23 discipline-specific degree programs.

In 2014, the Physician Assistant Program was approved by its accrediting body to be offered at Grand Valley's Traverse City location. The Seymore and Esther Padnos

College for Engineering and Computing was visited in November 2014 for reaccreditation for the Computer Science and Information Systems Programs, and the results will be announced in June 2015.

In 2014, the institution also continued to make progress on its Higher Learning Commission project INGAGE, which focuses on implementing an assessment of its General Education program.

In its entire history with regional and specialized accreditation, Grand Valley has never experienced a negative action by an accrediting body.

1.6 as a result of thoughtful, careful analysis of benefits and costs to the unit and university community, seek accreditation for all currently unaccredited graduate and undergraduate programs, as deemed appropriate.

In 2014, Grand Valley continued to pursue accreditation for several programs, including the Master of Health Administration; Medical Dosimetry; Master of Speech Language Pathology; Master in Advanced Practice Imaging, Doctorate of Occupational Therapy; and Audiology.

8.9 steadily increase the number and total award amounts of externally sponsored agreements supporting scholarship and creative practices

Table 4 shows changes in the number and amount of external awards supporting scholarship and creativity at Grand Valley between 2011 and 2014; Grand Valley’s external awards, despite federal budget issues, remains stable. Data was provided by the Center for Creative and Scholarly Excellence, and the Office of Sponsored Programs. End-of-fiscal-year data is not yet available.

Table 4: Change in Number and Amount of External Awards Supporting Scholarship and Creativity, 2011 to 2014*				
	2011	2012	2013* (to date)	2014* (to date)
Number of external awards	99	100	98* (to date)	90* (to date)
Amount of external awards (in \$USD Millions)	\$23.4	\$21.2	\$19.9* (to date)	\$22.3* (to date)

*Many external funding determinations were delayed due to ongoing federal budget issues.

8.10 steadily increase the number of faculty and staff conducting internally and/or externally supported scholarship and creative practices.

From 2011 through 2014, the university has experienced an increase in the number of faculty members seeking external support through the Office of Sponsored Programs. The same upward and stable trend is seen in the number of external proposals submitted by the entire Grand Valley faculty and staff

Similar trends are seen internally. The number of faculty members seeking internal support for their scholarship increased from 52 in 2008 to more than 150 in 2014. In addition, the Center for Scholarly and Creative Excellence provided 438 internal grants for faculty members to present their scholarship at both national and international venues. Additional information is available in the 2013–2014 *Annual Report* of the center.

The remaining continuing objective of the 2010–2015 Strategic Plan continued to be the focus of much effort throughout 2014. The progress achieved in 2014 through 2015 will be summarized and reflected in the Final Strategic Planning Report for the six-year period.

2.5 the university will increase its outreach efforts to enhance the diversity of its student body.

The final report on this strategic plan — scheduled for completion in 2015 — will include a full assessment of the extent to which these 15 objectives were reached over the six-year period.

Conclusion

In 2014, Grand Valley State University completed the fifth of the six years in its current strategic planning cycle. Very substantive and substantial progress was made toward the university's annual goals of 2010, 2011, 2012, and 2013 that had not yet been achieved, as well as all continuing goals during 2014. In addition, much of the institution was engaged in a process of creating the new plan to guide its growth, which is moving toward final approval by the Board of Trustees as the *Grand Valley State University Strategic Plan 2016–2021*.

In 2015, the university will complete a final assessment of its progress in reaching the objectives of the current plan. The Strategic Planning 2010–2015 Final Progress Report will summarize all gains achieved since 2010 that have moved the overall institution closer to its eight goals, including the incremental gains made in 2014 and 2015 on objectives that were substantially achieved in previous years.

Information about strategic planning at Grand Valley State University is available to all stakeholders and other interested parties at www.gvsu.edu/strategicplanning.