



Grand Valley State University

Volume 1

Accreditation Self-study Report 2008

Academic Excellence



North Central Association
Accreditation Self-study Report 2008

Prepared for
the Higher Learning Commission of
North Central Association of Colleges and
Secondary Schools



Accreditation Visit
October 13-15, 2008

Acknowledgments

No division, office, or individual in a modern university can complete and document an authentic, institution-wide self study process in isolation. It is not an old saying—although it doubtless should be—that it takes a campus and its community to raise a re-accreditation self-study—particularly one as complete and thoughtful as the self-examination that Grand Valley has summarized in this document.

The Grand Valley self-study represents the combined contributions of many individuals, organizations, groups, and constituencies who were dedicated to working collaboratively shoulder-to-shoulder to complete this project, even when they didn't see eye-to-eye on its every component. This report took many months to create, but for this university, the self-study has become much more than an effort focused on meeting an external organization's criteria and finding the right words to place on each page. It has become an authentic process of self-examination, planning, and organizational renewal in which many participated for the benefit of all.

Grand Valley is both proud of and humbly grateful to the administrators, faculty, staff, students, and community representatives whose efforts shaped our self-study journey and its findings that are summarized herein. Their diversity and depth of knowledge are reflected in every chapter and come to life on every page.

From first steps characterized by rigorous self-examination and a willingness to examine possibilities to the final steps in which this document was produced, members of the university community have worked together in ways large and small to complete this vital work and produce this important document.

Special thanks are due to the members of the university's dynamic NCA Self-Study Steering Committee, to members of the steering committee's dedicated sub-committees, and to numerous others who made significant contributions of their time and talents to this project. The selfless, collective efforts of these individuals have helped the institution achieve the level of energy and momentum it required for the successful launch and completion of an undertaking of this scale. Grand Valley particularly extends its gratitude to the following individuals, whose contributions to this process and to the creation of this document were invaluable.

NCA Self-Study Steering Committee: Chair, Julie Guevara; Members-at-Large; Lynn Blue, Pam Brenzing, Maria Cimitile, Catherine Frerichs, Carol Griffin, Josh Hilbrand (Student Senate, Senator), Bart Merkle, James Moyer, Barb Reinken, Neal Rogness, Ellen Schendel, Jane Toot.

NCA Self-Study Sub-Committees:

Significant Changes and Progress: Julie Guevara, Priscilla Kimboko, Nina Namaste, Christine Yalda

Criterion One: Pam Brenzing and Bart Merkle (Co-Chairs), Alicia Adell, Linda Goossen, Rhonda Lubberts, Rodney Mulder, Jean Nagelkerk, Lee Van Orsdel, Oliver Wilson

Criterion Two: Lynn Blue, James Moyer, and Barb Reinken (Co-Chairs), Kathryn Agard, Philip Batty, Stephen Burton, Jodi Chycinski, Tammy Momber, Jerry Montag, Paul Plotkowski, Mark Schaub, Kate Pew Wolters (BOT)

Criterion Three: Maria Cimitile, Catherine Frerichs, and Ellen Schendel (Co-Chairs), David Bair, Marshall Battani, Lawrence Burns, Lisa Ham, Alicia Haven, Jo Miller, Kim Ranger, Sulari White

Criterion Four: Carol Griffin and Neal Rogness (Co-Chairs), Yatin Bhagwat, Leigh Brownley, Cynthia Grapczynski, Diana Pace, Chris Plouff, Paul Reitemeier, Linda Scott

Criterion Five: Josh Hilbrand and Jane Toot (Co-Chairs), Brian J. Bowe, Michelle Burke, Norman Christopher, Simone Jonaitis, P. Douglas Kindschi, Faite Mack, Arnie Smithalexander, Mike Spofford

Graduate Assistants: Kylene Dalton-Koons, Cynthia Teerling

Institutional Marketing: Nancy Crittenden, Kruse Design LLC, Rick Luce, Kerry Sugrue (Student Assistant)

Resource Room: Ron Berry, Lynell DeWind, David Justice (Student Assistant), Debbie Morrow

Support Staff: Linda Stratton

Board of Trustees and Officers of the University

Board of Trustees

Daniel J. Aronoff, M.S.	Birmingham
Donna K. Brooks, M.S.	Holland
Dorothy A. Johnson, B.A.	Grand Haven
Noreen K. Myers, J.D., '72	Lowell
Shelley E. Padnos, J.D.	Douglas
Lucille S. Taylor, J.D., Chair	Laingsburg
Michael D. Thomas, J.D.	Freeland
Kate Pew Walters, M.S.W., Vice Chair	Grand Rapids
Arnold C. Ott (Honorary), Ph.D.	Grand Rapids
L. William Seidman (Honorary), L.L.B.	Washington, D.C.
Thomas J. Haas (ex officio), Ph.D.	The President of the University

The Board of Trustees approved the Grand Valley State University Self-study Report on July 18, 2008.

Officers of the University

Thomas J. Haas, Ph.D.	President
Jeanne J. Arnold, Ed.D.	Vice President for Inclusion and Equity
James D. Bachmeier, M.B.A.	Vice President for Finance and Administration
Gayle R. Davis, Ph.D.	Provost and Vice President for Academic Affairs
Teri L. Losey, B.S.	Special Assistant to the President
Matthew E. McLogan, M.A.	Vice President for University Relations
Maribeth G. Wardrop, B.A.	Vice President for Development

Table of Contents

List of Figures and Tables	1
List of Acronyms	3
List of Web Sites.....	7
Chapter One: Introduction and Overview of Grand Valley State University.....	11
Introduction	12
Institutional History.....	12
Grand Valley State University’s Distinctiveness	14
Grand Valley State University’s History of Accreditation.....	15
Nearly a Half Century of Excellence in Higher Education	15
Chapter Two: Overview of the Self-study, Significant Changes, and Responses to the 1999 Challenges.....	17
Introduction	18
Goals of the Self-study Process.....	18
Changes at Grand Valley Since the Last Self-study	19
Growth.....	19
Changes at the Top.....	19
Changes in the Structure of the University	20
Reorganization of Academic and Student Affairs	21
Changes in Curricula.....	22
Campus Facilities Growth.....	23
Athletics	23
Diversity Initiatives.....	24
University Development Division.....	24
Other Significant Changes.....	24
Progress on Challenges Issued After the 1999 Site Visit	25
Challenge #1	25
Challenge #2	26
Challenge #3	27
Challenge #4	29
Challenge #5	31
Challenge #6	32
Chapter Three: Criterion One: Mission and Integrity.....	35
Core Component 1a: The organization’s mission documents are clear and articulate publicly its commitments.....	36
Availability of Grand Valley’s Mission Statement.....	38
Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves	39
At Grand Valley, Diversity is More Than a Value	39
Grand Valley Responds to Changes in State Law Affecting Diversity	40
Diversity: From Mission Documents to Strategic Plan.....	41
Diversity by the Numbers.....	41
Diversity in Enrollment	44
Diversity Initiatives Across the University	44
Assessing Institutional Progress in Recognizing and Affirming Diversity	47
Core Component 1c: Understanding of and support for its mission pervade the organization	48
Mission Documents Are Understood and Supported by Stakeholders.....	48
Strategic Planning Is Guided by the Institutional Mission	49
The Mission Guides Workload and Reward Discussions	49
Teaching Priorities Reflect the Core Mission.....	50
The Mission Guides Faculty and Student Scholarship.....	51
Faculty, Student, and Staff Service Reflect the Core Mission	52

Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative practices that enable the organization to fulfill its mission	53
The Board Is Organized to Achieve the Institutional Mission.....	53
The Board Delegates Responsibilities to Administrative Personnel and Individuals in the Top Governance Roles Who Are Qualified to Carry Out Their Responsibilities	53
The University Achieves Significant Progress Toward Its Mission Through the Work of Committees Appointed by Its Executive Officers	55
The University Achieves Significant Progress Toward Its Mission Through the Work of the University Academic Senate	55
Advisory Committees	58
Core Component 1e: The organization upholds and protects its integrity	58
University-Wide Policies and Procedures.....	58
Update on Policies	59
Research Integrity Policies and Procedures	60
Sponsored Programs, Compliance Policies and Procedures	61
Office of Institutional Analysis	61
Faculty Handbook and Administrative Manual	62
Student Policies and Procedures.....	62
External Constituencies	63
Conclusion	64
Chapter Four: Criterion Two: Preparing for the Future	67
Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.....	68
The University’s Marketing Plan	70
Best Practices and Current Technology Use in Assessment	71
Planning Efforts Align to Meet Constituents Needs.....	71
Curricular Planning at Grand Valley.....	72
Technological Support for Academic and Administrative Units	73
Core Component 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.....	74
Benchmarking and Peer Comparisons	74
Revenues	75
Personnel Expenditures.....	83
Facilities	85
Technology	93
Crisis Management Plan.....	93
Academic Support	94
Future/Contingency	95
Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.....	96
The Delaware Study.....	99
National Survey of Student Engagement.....	100
Survey of Graduates.....	100
The Collegiate Learning Assessment	100
Summary of Institution-Wide Assessment	100
Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission	101
Academic Program Planning and Review.....	102
Faculty and Staff Planning and Resource Development	102
Student Enrollment and Success Planning Resource Development	102
Sustainability Planning	103
Conclusion	104

Chapter Five: Criterion Three: Student Learning and Effective Teaching.....	107
Core Component 3a: The organization’s goals for learning outcomes are clearly stated for each educational program and make effective assessment possible	108
Undergraduate Learning Goals	108
Graduate and Post-Baccalaureate Goals for Learning	110
Institutional Assessment	111
Program Level Assessment	113
Course Level Assessment	114
Assessment of Professional Certificate Programs	114
Assessment of Student Learning - Direct and Indirect Measures	115
Evidence of Progress in Assessment Planning.....	115
Faculty Involvement in Student Learning Outcomes	116
The Role of External Entities in the Assessment of Student Learning Outcomes.....	117
The Role of Faculty and Administration in the Assessment of Student Learning Outcomes	118
Assessment Efficacy	120
Core Component 3b: The organization values and supports effective teaching.....	121
A Profile of Grand Valley Faculty.....	121
Faculty Determine Curricular Content and Strategies for Instruction	122
Teaching Well as an Essential Part of Hiring and Evaluation.....	123
Support for Effective Teaching.....	123
Core Component 3c: The organization creates effective learning environments	128
Assessment Results Contribute to Improvements.....	128
Improvement in Advising Systems	130
CLE and Student Development.....	131
The Writing Program.....	132
Honors College	133
Other Innovative Learning Approaches.....	133
Effective Learning Environments.....	134
Evaluation of Student Support Services.....	138
Core Component 3d: The organization’s learning resources support student learning and effective teaching	140
Library System Resources	140
Technology Resources.....	141
Other Learning Resources.....	143
Conclusion	144
Chapter Six: Criterion Four: Acquisition, Discovery, and Application of Knowledge.....	147
Core Component 4a: The organization demonstrates, through the actions of its board administrators, students, faculty, and staff that it values a life of learning.....	148
Grand Valley Faculty Handbook.....	148
Grand Valley Student Code of Conduct	149
Freedom of Inquiry Activities	150
Planning and Financial Allocation Promotes a Life of Learning.....	150
Support for Professional Development Opportunities.....	151
Public Acknowledgment of the Achievements of Students, Faculty, and Staff.....	153
Faculty and Students Engage in Scholarship	155
Scholarship and Research Stimulate Educational Improvement	157
Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.....	158
A Brief History of Grand Valley’s General Education Program.....	159
The Grand Valley General Education Approach.....	159
Transfer Students and Students Completing a Second Undergraduate Degree	160
The Senior Capstone	160
All University Requirements	161
Centrality of General Education.....	161
Communicating the Importance of General Education to Students.....	163

Assessment of Student Learning in the General Education Program	164
Recent NSSE Results	166
Internal Comparisons	166
External Comparisons	167
Linkages Between Curricular and Co-Curricular Activities	168
Learning Outcomes – Direct and Indirect Measures	168
Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society	172
Foreign Language Courses and Requirements Contribute to Global Preparation	172
Area Studies Contribute to Global Preparation	173
Courses in the General Education Program Contribute to Global Preparation	173
The Padnos International Center Contributes to Global Preparation	173
Opportunities to Study Abroad Expand Students’ Horizons	173
Enrollment of International Students	174
Support for International Scholars	174
Opportunities Outside the Classroom Contribute to Global Preparation	174
Participation in Organizations Prepares Students for a Diverse Society	175
Training Programs Prepare Students for a Diverse Society.....	176
Other Support Services Prepare Students for a Diverse Society	176
Post-Graduation Plans Provide Evidence of Achieved Learning Outcomes.....	177
Curricular Review to Assure Relevance	178
Student Scholarship.....	179
Opportunities to Promote Social Responsibility	181
Service Learning Opportunities Out of the Classroom	182
Undergraduate and Graduate Students Independent Study Opportunities.....	182
Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.....	182
Focused Emphasis: Learning Ethics and the Responsible Use of Knowledge	182
Grand Valley Promotes Responsible Use of Knowledge Through Standards of Conduct	184
Grand Valley Promotes Responsible Application of Knowledge Through Service Learning	185
Grand Valley Promotes the Responsible Conduct of Research	185
Intellectual Property Rights Policy	186
Conclusion	187
Chapter Seven: Criterion Five: Engagement and Service.....	189
Core Component 5a: The organization learns from regional, state, national, and international constituents/ communities	193
Engineering	193
Nursing	193
Business.....	194
Initiatives Involving Neighborhoods	195
Educational Partnerships	195
Public School Academies/ Charter Schools	196
Sustainability and Environmental Initiatives.....	197
Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and the communities.....	198
Faculty Service.....	199
Staff Provide Leadership	200
Student Involvement	200
Additional University Commitments Which Engage Constituencies and Communities	201
Service to Alumni	202
Alumni Association Board of Directors.....	203
Facilities	203
Curriculum and Co-curriculum.....	204

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service	205
Core Component 5d: Internal and external constituencies value the services the organization provides	206
Growth in Scholarships Signify Community Support and Focus on Students	206
Arts, Humanities, and Broadcasting in West Michigan	207
Intercollegiate Athletics	207
Measuring Success	208
Conclusion	209
Self-study Summary.....	210
Chapter Eight: Federal Compliance and Institutional Snapshot.....	211
Credits, Program Length, and Tuition (HLC Policy I.C.7)	212
Institutional Compliance with the Higher Education Reauthorization Act (HLC Policy I.A.5)	213
Federal Compliance Visits to Off-Campus Sites and Locations (HLC Policy I.C.2).....	215
Institution’s Advertising and Recruitment Materials (HLC Policy IV.B.2).....	215
Relationship with Professional Accrediting Bodies (HLC Policy III.S.1)	215
Requirements of Institutions Holding Dual Institutional Accreditation (HLC Policy III.A.3)	216
Institutional Record for Student Complaints (HLC Policy IV.B.4)	216
Appendices.....	219
Appendix A: Organization Chart Prior to Reorganization.....	221
Appendix B: Organizational Charts Current.....	225
Appendix C: Grand Valley State University Maps	233
Appendix D: Strategic Plan Timeline	237
Appendix E: Strategic Positioning: Strategic Plan 2008 - 2010.....	241
Appendix F: Dashboard.....	271

List of Figures and Tables

Figures

Figure Number	Figure Name	Page Number
Figure 3-1	Grand Valley Student Trends by Race & Ethnicity 1999-2007	44
Figure 4-1	Total Revenue by Source	76
Figure 4-2	State Appropriation Per FYES	77
Figure 4-3	In-State Undergraduate Tuition and Fees	77
Figure 4-4	Trend in Enrollment	78
Figure 4-5	Salary Increases for Continuing Faculty	84
Figure 4-6	Faculty, Staff, and Enrollment Growth	85
Figure 4-7	Trends in Enrollment and Facilities Growth 1998-2008	86
Figure 4-8	Construction by Project Budget 1998-2008	87
Figure 4-9	Construction 1998-2008 by Gross Square Footage	87
Figure 4-10	Total Annual Construction by Location 1998-2008	88
Figure 4-11	Student Housing Capacity 1998-2008	88
Figure 4-12	GVSU Teaching and Learning Spaces Created 1998-2008 All Locations	89
Figure 4-13	GVSU Teaching and Learning Spaces Created 1998-2008 Allendale	90
Figure 4-14	GVSU Teaching and Learning Spaces Created 1998-2008 Pew	90
Figure 4-15	GVSU Teaching and Learning Spaces Created 1998-2008 Holland and Muskegon	91
Figure 4-16	Assessment Cycle	98
Figure 5-1	Comparison of Six-year Graduation Rates of Grand Valley to NSSE Peers- 2000 Cohort	119
Figure 6-1	General Fund Expenditures on Research, 2000-2007	156
Figure 6-2	Capstone Participation in Culminating Experience at Grand Valley and NSSE Peer Institutions, 2007	160
Figure 6-3	Academic Assessment Plans Reflecting General Education Goals, 2006	162
Figure 6-4	Student and Faculty Perception of the Degree to Which General Education Courses Achieve Skill and Content Goals	163
Figure 6-5	Results from a General Education Theme Course	165
Figure 6-6	Student Enrollment in Credit-bearing, Outside-the-Classroom Experiences	175
Figure 6-7	Total Student (Undergraduate and Graduate) Post-Graduation Employment and Graduate School Plans	177
Figure 6-8	Percent of Students Attending Graduate School	178
Figure 6-9	Student Scholarship Day Participation	180
Figure 6-10	Percentage of Students Taught Ethics by Tenure-Track Faculty by College (SS04-W08)	184
Figure 6-11	Proportion of Students Taught by Tenure-Track Faculty 2007-2008	186

Tables

Table Number	Table Name	Page Number
Table 3-1	2007 Grand Valley Workforce by Race and Ethnicity, and with Several Comparison Groups 2000-2004	42
Table 3-2	Grand Valley Workforce Changes by Race & Gender 2001-2007	42
Table 3-3	Grand Valley Faculty Workforce by Race & Gender 2007	43
Table 3-4	Grand Valley Promotion Trends by Minority & Gender 9/1/2006-8/31/2007	43
Table 4-1	Public/Private Partnerships	80
Table 4-2	Total and Annual Giving	82
Table 4-3	Total Gross Square Feet by Location 1998-2008	87
Table 5-1	HERI Faculty Evaluation, Selected Results GVSU Faculty Responses	122
Table 5-2	Average Section Size by Course Level	134
Table 5-3	Average Class Size: Fall 2006	134
Table 5-4	Increase in International Student Enrollment	136
Table 5-5	Seniors' Satisfaction with Technology and Technology Support	142
Table 6-1	Facilities Development	151
Table 6-2	Grand Valley Honor Societies, 2007	154
Table 6-3	Changes in Support from the University's Research and Development Center, 1998-2007	156
Table 6-4	Student Understanding and Valuing General Education Goals, 2007	164
Table 6-5	Grand Valley NSSE Scores Compared to Peers	166
Table 6-6	Study Abroad Participation by Grand Valley Students	174
Table 6-7	Student Summer Scholars (S ²) and Research and Travel Grants (1998-2007)	180

List of Acronyms

Acronym	Definition
AAC&U	Association of American Colleges and Universities
AACSB	Association to Advance Collegiate Schools of Business
AAHRPP	Association for Accreditation of Human Research Protection Programs
ABET	Accreditation Board for Engineering and Technology
ACM	Association for Computing Machinery
ACOTE	Accreditation Council for Occupational Therapy Education
ACRL	Association of College and Research Libraries
ACS	American Chemical Society
ADA	Americans with Disability Act
AEC	Autism Education Center
AEM	Awards for Academic Excellence in the Major
AFSCME	American Federation of State, County, and Municipal Employees
AIM	Arizona-Indiana-Michigan Alliance
AP	Administrative Professional
APSC	Academic Policies and Standards Committee
ARSP	Advising Resources and Special Programs
ASP	Application Service Provider
AY	Academic Year
BJA	Bureau of Justice Assistance
CAAHEP	Commission on Accreditation of Allied Health Education Programs
CAATE	Commission on Accreditation of Athletic Training Education
CAE	Council for Aid to Education
CAPTE	Commission on Accreditation in Physical Therapy Education
CCNE	Commission on Collegiate Nursing Education
CCPS	College of Community and Public Service
CFA	Chartered Financial Analysts
CFP	Certified Financial Planner
CHP	College of Health Professions
CIRP	Cooperative Institutional Research Project
CLA	Collegiate Learning Assessment
CLAS	College of Liberal Arts and Sciences
CLE	Claiming a Liberal Education
CMU	Central Michigan University
COE	College of Education
COIS	College of Interdisciplinary Studies
COLES	Commission on Law Enforcement Standards
COPRA	Commission on Peer Review and Accreditation
COT	Clerical, Office, and Technical
COTA	Clerical, Office, and Technical Association
CRI	Community Research Institute
CSLC	Community Service Learning Center
CSO	Charter Schools Office
CSP	Community Sustainability Partnership
CSS	College Student Survey
CSWE	Council on Social Work Education
CUPA-HR	College and University Professional Association for Human Resources
DAC	Diversity Assessment Committee
DOC	Diversity Oversight Committee
DOJ	U.S. Department of Justice
ECS	Executive Committee of the Senate
ECS/P	Excellence in Service to the Community/Profession
EDPAC	Enrollment Development, Planning, and Assessment Committee
EL/SG	Award for Excellence in Leadership/Service to Grand Valley State University

Acronym	Definition
ELL	English Language Learners
ELS	English Language Services, trademarked name i.e. ELS™ Language Centers
EMU	Eastern Michigan University
EOS	Exploratory Operating System
ERP	Enterprise Resource Planning
ESC/P	Award for Excellence in Service to the Community/Profession
ESL	English as a Second Language
EXCEL	An academic support program for Grand Valley's diverse student community
FAR	Faculty Athletic Representative
FE	Fundamentals of Engineering exam
FFF	Future Faculty Fellows
FFPAC	Faculty Facilities Planning Advisory Committee
FOBI	Family Owned Business Institute
FPPC	Faculty Personnel Policy Committee
FRDC	Faculty Research Development Center
FY	Fiscal Year
FSBC	Faculty Salary and Budget Committee
FSSE	Faculty Survey of Student Engagement
FSU	Ferris State University
FTIAC	first time in any college
FTLCAC	Faculty Teaching and Learning Center Advisory Committee
FWA	Federal-wide Assurance
GA	Graduate Assistant
GES	General Education Subcommittee
GIS	Geographic Information System
GPSA	Graduate and Professional Student Association
GRCC	Grand Rapids Community College
GRMERC	Grand Rapids Medical Education and Research Consortium
GSPR	Graduate Student Presidential Research
GSPRG	Graduate Student Presidential Research Grants
GVSU	Grand Valley State University
HEA	Higher Education Act
HEIDI	Higher Education Institutional Data Inventory
HERI	Higher Education Research Institute (Faculty survey)
HLC	Higher Learning Commission
HRRC	Human Research Review Committee
IAAB	Intercollegiate Athletic Advisory Board
IACUC	Institutional Animal Care and Use Committee
IDEA	Individuals with Disabilities Education Act
IPP	Intellectual Property Policy
IRB	Institutional Review Board
JRCDCMS	Joint Review Committee on Education in Diagnostic Medical Sonography
JRCERT	Joint Review Committee on Education in Radiologic Technology
KCON	Kirkhof College of Nursing
KISD	Kent Intermediate School District
KOM	Kent, Ottawa, and Muskegon
LEAP	Liberal Education – America's Promise
LEED	Leadership in Energy and Environmental Design
LGBT	lesbian, gay, bisexual, transgender
LGBTQI	lesbian, gay, bisexual, transgender, questioning, intersexed
LSSU	Lake Superior State University
MA	Multicultural Assistant
MACRAO	Michigan Association of Collegiate Registrars and Admissions Officers
MAREC	Michigan Alternative and Renewable Energy Center
MCC	Muskegon Community College
MCHP	Muskegon Community Health Project

Acronym	Definition
MGS	Maintenance Grounds and Service
MIOSHA	State of Michigan Occupational Safety and Health Administration
MI-SBTDC	Michigan Small Business and Technology Development Center
MSU	Michigan State University
MTTC	Michigan Test for Teacher Certification
MTU	Michigan Technological University
NAACLS	National Accrediting Agency for Clinical Laboratory Sciences
NACADA	National Academic Advising Association
NAGPS	National Association of Graduate and Professional Schools
NASAD	National Association of Schools of Art and Design
NASM	National Association of Schools of Music
NASPA	National Association of Student Personnel Administrators
NASPAA	National Association of Schools of Public Affairs and Administration
NCATE	National Council for Accreditation of Teacher Education
NCA	North Central Association
NCCPA	National Commission on Certification of Physician Assistants
NMU	Northern Michigan University
NSSE	National Survey of Student Engagement
NSF	National Science Foundation ADVANCE program
OFPA	Outstanding Final Project Award
OLAW	Office of Laboratory Animal Welfare
OMA	Office of Multicultural Affairs
OPA	Outstanding Publication Award
OPMA	Outstanding Project in a Major Award
OSHA	Occupational Safety and Health Association
OTMA	Outstanding Thesis in a Major Award
OTOP	Outstanding Thesis and Outstanding Project
OU	Oakland University
OUC	Office of University Counsel
PAID	Partnership for Adaptation, Implementation, and Dissemination
PCEC	Seymour and Esther Padnos College of Engineering and Computing
PDP	Professional Development Partnership
PEAQ	Program to Evaluate and Advance Equity
Pew FTLC	Pew Faculty Teaching and Learning Center
PIC	Padnos International Center
POAM	Police Officers Association of Michigan
PSM	Professional Science Masters
PSN	Project Safe Neighborhoods
RIO	Research Integrity Officer
RSO	Registered Student Organization
SAILS	Standardized Assessment of Information Literacy Skills
SBE	State Board of Education
SCB	Seidman College of Business
SCIS	School of Computing and Information Systems
SCUP	Society of College and University Planning
SEOG	Federal Supplemental Educational Opportunity Grant
SH	Spectrum Health
SLA	Structured Learning Assistance
SLO	student learning outcomes
SME	Society of Manufacturing Engineers
SMT	Senior Management Team
SOC	Student Organization Center
SORB	Student Organization Review Board
SPDL	Students Promoting Diversity Leadership
SSPT	Student Success Planning Team
STARR	Student Teaching and Receiving Rewards

Acronym	Definition
START	Statewide Autism Resources and Training Project
STEM	Science Technology Engineering Mathematics
STEPS	Student Tracking, Evaluation, and Portfolio System
SVSU	Saginaw Valley State University
SWAN	Southwest Area Neighborhood
SWOT	Strengths, Weaknesses, Opportunities, and Threats
SWS	Supplemental Writing Skills
TAB	Team Against Bias
TESOL	Teachers of English to Speakers of Other Languages
TGS	The Grantmaking School
TPF	Teaching Postdoc Fellows
TRIO	A coined word that describes a group of federal programs
UAC	University Assessment Committee
UAS	University Academic Senate
UCC	University Curriculum Committee
UCO	University Counsel Office
ULT	University Leadership Team
UM-AA	University of Michigan – Ann Arbor
UM-D	University of Michigan – Dearborn
UM-F	University of Michigan – Flint
WDMI	Western District of Michigan
WISE	Women in Science and Engineering
WMU	Western Michigan University
WSU	Wayne State University
YFCY	Your First College Year survey

List of Web Sites

Description	Web Site	Page Number
Grand Valley Campus Maps	www.gvsu.edu/maps/	13
HLC/NCA Re-Accreditation Self-Study	www.gvsu.edu/ncaselfstudy/	18
Academic and Student Affairs Reorganization	www.gvsu.edu/reorganization/	22
Strategic Positioning 2010	www.gvsu.edu/strategicplanning/	26
Strategic Positioning 2010	www.gvsu.edu/strategicplanning/	38
Affirmative Action Homepage	www.gvsu.edu/affirmative/	40
Allies and Advocates Program	www.gvsu.edu/allies/	45
Diversity Directory	www.gvsu.edu/diversitydir/	45
LGBT Homepage	www.gvsu.edu/lgbt/	46
Office of Housing and Residence Life	www.gvsu.edu/housing/	46
Office of Disability Support Services	www.gvsu.edu/dss/	46
Office of Multicultural Affairs	www.gvsu.edu/oma/	46
Student Life Homepage	www.gvsu.edu/studentlife/	46
Protocol for Bias Incidents	www.gvsu.edu/protocol/	47
Affirmative Action Homepage	www.gvsu.edu/affirmative/	47
GVSU Women's Center	www.gvsu.edu/women_cen/	47
Faculty Teaching and Learning Center	www.gvsu.edu/ftlc/	51
Administrative Manual	www.gvsu.edu/admin_manual/	53
Strategic Positioning 2010	www.gvsu.edu/strategicplanning/	53
Administrative Professionals Committee	www.gvsu.edu/ap/	57
Human Resources	www.gvsu.edu/hro/	57
Assessment and Grand Valley	www.gvsu.edu/assessment/	59
Lab Safety Homepage	www.gvsu.edu/labsafety/	59
Business and Finance	www.gvsu.edu/busfin/	59
Administrative Manual	www.gvsu.edu/admin_manual/	62
Faculty Handbook	www.gvsu.edu/facultyhandbook/	62
Student Code	www.gvsu.edu/studentcode/	63
Athletic Policies	www.gvsu.edu/lakeracademiccenter/nondiscriminatory/	63
Registered Student Organization Handbook	www.gvsu.edu/rsohandbook/	63
Purchasing Procedures	www.gvsu.edu/forms/busfin/304.pdf	63
Purchasing Services	www.gvsu.edu/purchasing/	63
Planning and Design Standards	www.gvsu.edu/facilitiesplanning/standardsmanual/jan2006.pdf	63
Strategic Positioning 2010	www.gvsu.edu/strategicplanning/	68
Grand Valley State University Accountability Report 2007	www.gvsu.edu/accountability/	70
Office of Institutional Analysis	www.gvsu.edu/ia/	71
Lt. Governor's Commission on Higher Education and Economic Growth	www.cherrycommission.org/	72
National Science Foundation's ADVANCE program	www.gvsu.edu/nsfadvance/	72
US News and World Report	www.usnews.com/	78
Faculty Handbook	www.gvsu.edu/facultyhandbook/	83
Health Insurance Information	www.aaup.org/AAUP/issues/retirement/default/	85
News and Information Services	www.gvsu.edu/nis/	93
Enrolled Senate Bill No. 1088	www.legislature.mi.gov/documents/2005-2006/publicact/pdf/2006-PA-0340.pdf	95
University Assessment Committee	www.gvsu.edu/uac/	99
Assessment and Grand Valley	www.gvsu.edu/assessment/	99
Faculty Teaching and Learning Center	www.gvsu.edu/ftlc/	99
General Education Program Homepage	www.gvsu.edu/gened/	99
Assessment and Grand Valley	www.gvsu.edu/assessment/	99
Faculty Teaching and Learning Center	www.gvsu.edu/ftlc/	99
Office of Institutional Analysis	www.gvsu.edu/ia/	99

Description	Web Site	Page Number
Office of Institutional Analysis	www.gvsu.edu/ia/	100
Human Resources	www.gvsu.edu/hro/	101
Faculty Handbook	www.gvsu.edu/facultyhandbook/	102
Faculty Handbook	www.gvsu.edu/facultyhandbook/	102
Sustainability Initiative	www.gvsu.edu/sustainability/	103
Community Sustainability Partnership	www.grpartners.org/	103
GVSU Bus System	www.gvsu.edu/bus/	103
Michigan Alternative and Renewable Energy Center	www.gvsu.edu/marec/	103
West Michigan Science and Technology Initiative	www.wmsti.org/	103
Annis Water Resources Institute	www.gvsu.edu/wri/	104
Association for the Advancement of Sustainability in Higher Education	www.aashe.org/	104
General Education Program Homepage	www.gvsu.edu/gened/	108
Writing 305 Placement	www.gvsu.edu/testserv/wrt305/	109
Faculty Governance Forms	www.gvsu.edu/facultygov/forms/	109
University Assessment Committee Definitions	www.gvsu.edu/uac/definitions/	109
College of Liberal Arts and Sciences	www.gvsu.edu/clas/	111
University Assessment Committee Reporting Schedule	www.gvsu.edu/uac/schedule/	112
University Assessment Committee Forms	www.gvsu.edu/uac/forms/	112
College of Education Continuing Accreditation Review	www.gvsu.edu/coe/ncate/standard2a/	112
Assessment and Grand Valley	www.gvsu.edu/assessment/	113
Assessment and Grand Valley	www.gvsu.edu/assessment/	114
Assessment and Grand Valley	www.gvsu.edu/assessment/	114
Assessment and Grand Valley	www.gvsu.edu/assessment/	115
Physician Assistant Studies	www.gvsu.edu/pas/	116
Office of Institutional Analysis	www.gvsu.edu/ia/	116
Assessment and Grand Valley	www.gvsu.edu/assessment/	116
College of Education	www.gvsu.edu/coe/	116
Faculty Handbook	www.gvsu.edu/facultyhandbook/	116
Grand Valley State University Accountability Report 2007	www.gvsu.edu/accountability/	117
Claiming a Liberal Education Initiative	www.gvsu.edu/ftlc/cle/	118
University Assessment Committee Forms	www.gvsu.edu/uac/forms/	120
Faculty Teaching and Learning Center	www.gvsu.edu/ftlc/	127
Laker Leadership Programs	www.gvsu.edu/leadership/	136
Computer Technology Academic Brochure	www.gvsu.edu/acadbrosures/computer_tech.pdf	143
Computing and technology Support Academic Experience	www.gvsu.edu/it/services/academic/	143
Women in Science and Engineering	www.gvsu.edu/wise/	143
Career Services Job and Internship Opportunities	www.gvsu.edu/lakerjobs/	143
Career Contact Bank	www.gvsu.edu/careercontact/	143
Family Owned Business Institute	www.gvsu.edu/fobi/	143
Regional Math and Science Center	www.gvsu.edu/rmsc/	144
Laker Leadership Programs	www.gvsu.edu/leadership/	153
Forum- A Newsletter for the Grand Valley State University Community	www.gvsu.edu/forum/	155
Success Stories	www.gvsu.edu/successstory/	155
Virtual Orientation for New Graduate Students	www.gvsu.edu/gsga/virtual/	171
Teaching and Learning With Technology Fair and Symposium Schedule	www.gvsu.edu/it/itech/symposium/	176
Faculty Governance	www.gvsu.edu/facultygov/	178

Description	Web Site	Page Number
West Michigan Science and Technology Initiative	www.wmsti.org/	192
Annis Water Resources Institute	www.gvsu.edu/wri/	192
Integrated Valuation of Ecosystem Services Tool	http://invest.wri.gvsu.edu/	200
West Michigan Strategic Alliance	www.wm-alliance.org/index.php?initiative_id=3/	200
Community Service Learning Center	www.gvsu.edu/service/	201
Hauenstein Center for Presidential Studies Peter Cook Leadership Academy	www.gvsu.edu/hauenstein/leadershipacademy/	201
Hauenstein Center for Presidential Studies	www.allpresidents.org/	201
Undergraduate and Graduate Catalog	www.gvsu.edu/catalog/	212
Grand Valley State University Homepage	www.gvsu.edu	212
Undergraduate and Graduate Catalog	www.gvsu.edu/catalog/	212
Quick Facts About Grand Valley	www.gvsu.edu/quickfacts/	213
Department of Public Safety	www.gvsu.edu/publicsafety/	214
Undergraduate and Graduate Catalog	www.gvsu.edu/catalog/	214
Michigan Public Sex Offender Registry	www.mipsor.state.mi.us/	214
Office of Postsecondary Education	http://ope.ed.gov/security/search.asp	214
Undergraduate and Graduate Catalog	www.gvsu.edu/catalog/	214
National Center for Education Statistics	http://nces.ed.gov/collegenavigator/?id=170082	214
NCAA Graduation Rates	http://web1.ncaa.org/app_data/inst2007Div2/262.pdf	214
College of Education	www.gvsu.edu/coe/	214
Undergraduate and Graduate Catalog	www.gvsu.edu/catalog/	215
HLC/NCA Re-Accreditation Self-Study Assessment and Grand Valley	www.gvsu.edu/ncaselfstudy/	215
Undergraduate and Graduate Catalog	www.gvsu.edu/assessment/	216
Student Code	www.gvsu.edu/catalog/	216
Faculty Handbook	www.gvsu.edu/studentcode/	216
	www.gvsu.edu/facultyhandbook/	217



**GRAND VALLEY
STATE UNIVERSITY**
www.gvsu.edu

**Chapter One
Introduction and Overview of Grand Valley State University**



Accreditation Self-study Report 2008



Introduction

Grand Valley State University welcomes the opportunity to engage in a self-study of the institution. The university recognizes the importance, necessity, and benefits of a process that affords a structure within which the university can reflect on its achievements, identify the challenges ahead, and make realistic plans to guide its future success.

Since Grand Valley's last accreditation review, the institution has matured. It is no longer a "new" university, but a well-established, highly functioning comprehensive regional institution of higher education that has achieved significant recognition for its outstanding accomplishments in and major positive impacts on West Michigan, as well as for significant contributions to the state of Michigan, the nation, and the world.

Institutional History

Grand Valley State University was chartered by the Michigan Legislature in 1960, in response to the need for a public, four-year institution of higher education in the Grand Rapids-Holland-Muskegon Metropolitan Statistical Areas (MSA), the state's second largest metropolitan area. Since 1963, when there were 226 students and 14 faculty members, Grand Valley has grown to become a comprehensive university with more than 23,000 students and more than 700 faculty members.

The community-based effort to create a college in the Grand Rapids area was headed by L. William Seidman, a Grand Rapids civic leader and partner in a large accounting firm. Seidman conceived the institution as an essential element in the region's comprehensive civic philosophy. In recognition of his role in the university's genesis, James H. Zumberge, Ph.D., a famed Antarctic geologist and the first president of Grand Valley State College, acknowledged Seidman in 1964 as, "the man who rightfully deserves the title of Father of Grand Valley State College. . . . Without his dedicated effort and unrelenting drive, [it] would not exist today."

Dr. Zumberge served Grand Valley until 1969, when Arend (Don) D. Lubbers, then-president of Central Iowa University and son of the well-respected president of Hope College in Holland, Michigan, was chosen to head the university. Under Don Lubbers' leadership, Grand Valley State College became Grand Valley State Colleges — a cluster of four distinct institutions — in 1972. Although the institution had one central administration and a centralized services division, each college was granted significant autonomy to implement a distinct educational philosophy. In 1982, following the economic recession of the late 1970s, the administration streamlined Grand Valley under a more traditional organizational structure. It became Grand Valley State University by an act of the Michigan Legislature in 1987. (See Appendix A for Organizational Chart Prior to Reorganization and Appendix B for Current Organizational Charts).

Steady population growth in the region was more than matched by growth within the institution. As the metropolitan area's population reached 850,000 in the early 1980s, representing almost a 26 percent increase, Grand Valley's enrollment topped 6,000 students. By 1992, the university's enrollment doubled to exceed 12,000 students; and between 1992 and 2007, it nearly doubled again, to more than 23,000 students. Don Lubbers retired in 2001 as one of the longest-serving university presidents in the nation. He was replaced by former Michigan State Treasurer Mark A. Murray, who left the university in 2006. Thomas J. Haas, Ph.D., a chemist and former president of the State University of New York at Cobleskill, was chosen to succeed Murray and currently leads the institution.

Today, a strong liberal education serves as the foundation for Grand Valley's wide array of undergraduate and graduate programs, fostering critical thinking, creative problem solving, and cultural understanding. Through personalized learning enhanced by active scholarship, Grand Valley accomplishes its mission of educating students to shape their lives, their

professions, and their societies. This mission attracts students from throughout West Michigan, the state, the nation, and from around the world.

The average class size at Grand Valley is 28, which promotes considerable interaction between professors and students. Faculty members are actively engaged in their disciplines and dedicated to teaching all courses. Students receive the benefit of responsive faculty and the opportunity to develop mentoring relationships with these knowledgeable individuals.

The university offers degrees from campuses in Allendale, Grand Rapids, and Holland and centers in Muskegon and Traverse City. Students pursue majors, minors, and professional credentials and degrees in more than 200 programs, including 69 undergraduate majors and 26 graduate programs. These are delivered in state-of-the-art facilities, ranging from wireless academic buildings to modern living centers to performance and athletic spaces. See Appendix C for campus maps and www.gvsu.edu/maps/ for center maps.

Grand Valley's Meijer Campus in Holland provides students with the opportunity to take select undergraduate and graduate courses or earn a degree in liberal studies. At the Northwestern Michigan College University Center in Traverse City students may earn undergraduate degrees in liberal studies and elementary teacher certification, with majors in language arts or social studies. Advanced degree programs leading to a master's degree in education and social work are also offered there. At the Stevenson Center for Higher Education on the campus of Muskegon Community College, master's degrees in education and social work are offered as well as an undergraduate degree in elementary teacher certification with a major in social studies.

The largely residential Allendale Campus comprises 1,275 acres of beautifully wooded grounds. It incorporates a complete college experience with numerous student organizations, an array of nationally ranked NCAA athletics, and many year-round arts and entertainment events. Nearly 5,300 students live on campus in university living centers and apartments.

The Robert C. Pew Grand Rapids Campus, which includes the L.V. Eberhard Center and the Richard M. DeVos Center as well as the Cook-DeVos Center for Health Sciences, provides an important link to the business, health, and cultural community of Michigan's second largest city. With a focus on graduate and professional studies, the Pew Grand Rapids Campus serves more than 9,000 students.

Both the Allendale and Pew Grand Rapids campuses include well-equipped and modern learning and research centers, as well as some of the newest and most inviting residential amenities available on Michigan campuses. The Cook-DeVos Center for Health Sciences has made Grand Valley a catalyst for unique health care partnerships and joint research ventures that put students in the heart of unique learning experiences in Grand Rapids' prestigious Medical Mile. The Pew Grand Rapids Campus also includes the Seymour and Esther Padnos College of Engineering and Computing, the Fred M. Keller Engineering Laboratories, and the John C. Kennedy Hall of Engineering, all of which put students close to robust and engaging employment, internships, and community outreach opportunities.

Grand Valley is the leader of two economic development Smart Zones — the Michigan Alternative and Renewable Energy Center in Muskegon, a business incubator and research and development center for alternative and renewable energy technologies, and the West Michigan Science and Technology Initiative in Grand Rapids.

Also in Muskegon, the university operates the Robert B. Annis Water Resources Institute, which includes the *W.G. Jackson* and *D.J. Angus* research vessels, as well as Grand Valley Business Connect, an alliance to enhance education through service to business. The institution's ongoing investment in top academic talent and world class facilities, coupled with its commitment to establishing and maintaining meaningful partnerships at all levels — educational, research, governmental, and business — contribute to the continuing success of the region's growth and vibrancy.

In addition, the university provides public services, art, entertainment, sports, and cultural programs that consistently engage, educate, delight, and challenge West Michigan audiences. Grand Valley's School of Communications and its music and dance departments offer regularly scheduled plays and concerts. The university's athletic teams are consistent leaders in the Great Lakes Intercollegiate Athletic Conference in NCAA, Division II. The institution is licensed to operate the region's public television and radio stations, which are affiliated with PBS and NPR, respectively. The WGVU television and AM and FM radio stations provide local and network broadcasts and as well as high quality educational and hands-on learning opportunities for Grand Valley students.

Grand Valley has an endowment of more than \$62 million, due in large part to the support and activity of the Grand Valley University Foundation. Gifts to the foundation from friends, alumni, faculty, and staff help ensure the continuation of Grand Valley as a vital public education resource in West Michigan.

Grand Valley's enrollment and graduation statistics demonstrate the value of public and private investment in the university to the State of Michigan. Some 96.5 percent of Grand Valley's students are Michigan residents, and 88 percent of the university's most recent graduates have remained in Michigan to pursue careers or attend graduate school. Of Grand Valley's 64,000 alumni, more than half live and work in West Michigan. Grand Valley is a top provider of graduates to many regional employers, including Spectrum Health, St. Mary's Health System, Foremost Insurance, and dozens of K-12 school districts.

Grand Valley State University's Distinctiveness

Grand Valley's liberal education curriculum prepares students for life in a fast-changing world. It fosters a commitment to economic, social, and environmental sustainability and an inclusive campus that values diversity. Through involvement in this forward-thinking approach to education, students are empowered to positively affect the global community now and in the future.

The university has created unique learning opportunities that attract top students. The institution's focus on individual student achievement is at the heart of everything it does and is the basis for its key messages of academic excellence, first-rate faculty, and state-of-the-art facilities.

With 69 undergraduate and 26 graduate degree programs, Grand Valley offers personalized programs, such as the Honors College, more common at smaller private colleges, and education resources, including laboratories and internship opportunities typically associated with major universities. All of the university's more than 200 areas of academic study incorporate the skills acquired through its liberal education foundation into the learning process. The result is that graduates are better prepared to meet new challenges with confidence and professional expertise.

With its focus on teaching excellence, Grand Valley faculty come from some of the country's leading institutions because this university encourages them to do what they do best — teach. Classes are taught by faculty members, not graduate assistants, providing opportunities for collaboration between professors and students and creating undergraduate learning experiences often available only to graduate students at other schools. A commitment to scholarship and research both basic and applied gives faculty members opportunities to discover solutions to immediate, practical problems.

Grand Valley also has nearly 300 clubs and organizations that keep students involved and active in social, economic, and political learning. In addition, Grand Valley features the most successful athletic program in Michigan. The university earned the Director's Cup for being the best NCAA Division II athletic program in the nation for the past four years. Grand Valley also offers a diverse array of social, religious, and fine arts activities.

Grand Valley's incoming freshmen hold an average high school grade point average of 3.57 and an average ACT score of 24. These measures have consistently increased over the last ten years. Grand Valley also ranks third among universities in the state, with a retention rate of 84.4 percent for first-year students returning for their sophomore year.

Tuition at Grand Valley places the university 13th lowest among Michigan's 15 state-supported institutions. Its rate of tuition increase in the past six years has been less than the national, Midwest, and state averages — one indication of the university's strong fiscal management and efficiency in use of resources.

Grand Valley is also a significant driver in the West Michigan economy. Its students, faculty, and staff make a collective economic impact of nearly \$560 million in Kent, Ottawa, and Muskegon counties. Nearly 12,000 public and private sector jobs throughout West Michigan exist as a result of Grand Valley's presence, and because of goods and services purchased by the university.

Grand Valley State University's History of Accreditation

Chartered by the Michigan Legislature in 1960, Grand Valley enrolled its first class in 1963 and was accredited by the North Central Association (NCA) for undergraduate programs in 1968, with a renewal date set for 1979. In 1974, the university requested and received approval for the master's degree level with a re-evaluation date set for 1979. Grand Valley underwent comprehensive evaluations and earned NCA accreditation in 1979, 1989, and 1999, with a review date set for 2008–2009.

As part of the 1999 NCA site visit team's findings, Grand Valley was required to submit a two-year progress report to address three areas of concern. On June 1, 2001, Grand Valley submitted its progress report to NCA describing its accomplishments and plans to continue to develop three areas: a succession plan, a transition plan, and institutionalization of strategic planning processes. This report was approved by NCA.

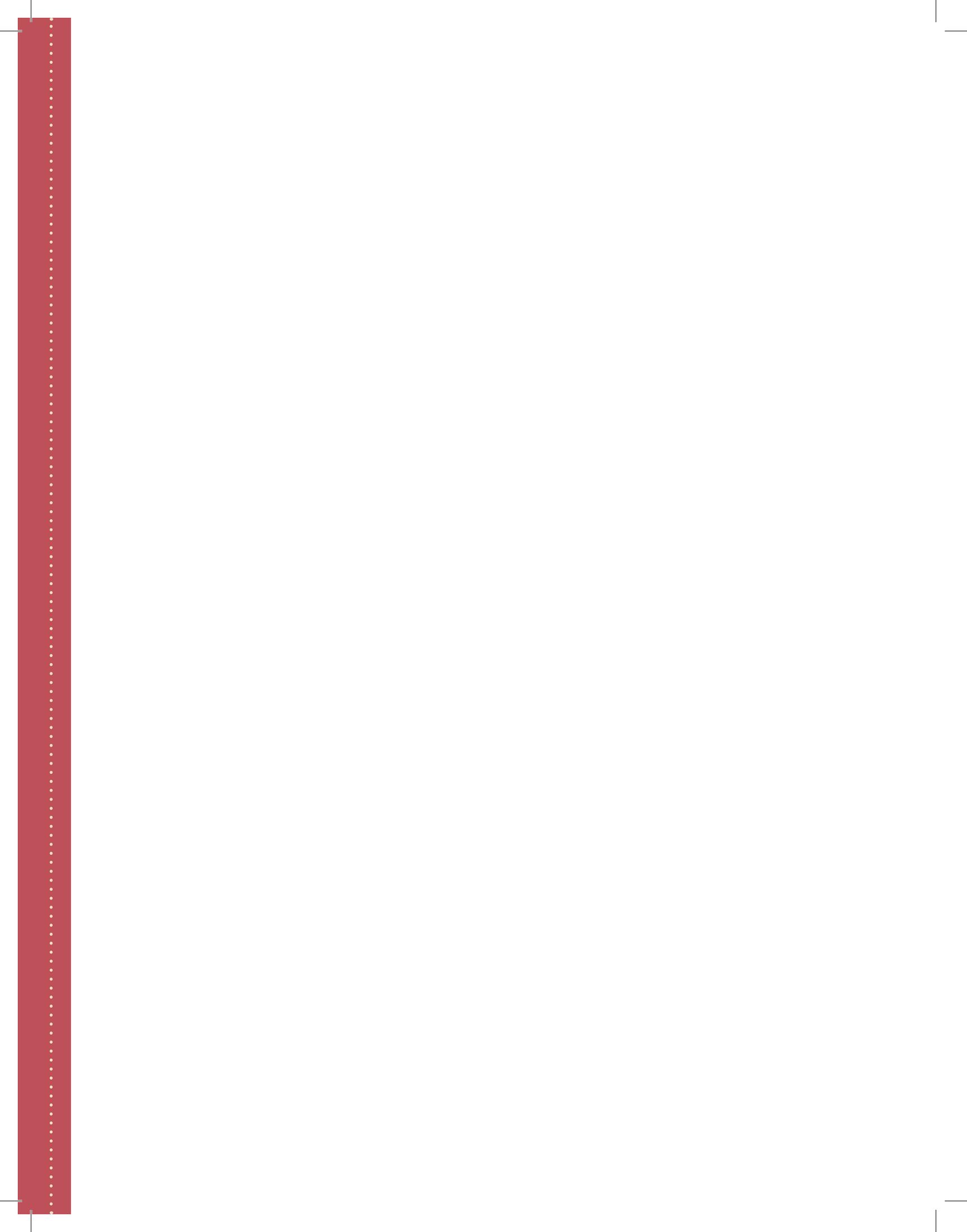
Since its initial accreditation for undergraduate programs in 1968, Grand Valley has received continuous accreditation. It has undergone two subsequent substantive change Focused Visit reviews by NCA:

- Winter 2004: Focused Visit for Doctoral-Level Accreditation for Physical Therapy (Substantive Change). Results: Approved
- October 2006: Focused Visit for Specialist-Level Accreditation for Educational Specialist Degree in Leadership (Substantive Change). Results: Approved

Nearly a Half Century of Excellence in Higher Education

As Grand Valley nears its 50th anniversary, the institution is proud of its past, confident about its present, and well prepared to address the challenges of its future. The self-study process that culminated in this document has provided the university with an opportunity to engage in an open process of examination focused on its internal and external constituencies and relationships, as well as its ongoing maturation as an academic institution.

In the chapter that follows, the university community details its considerable progress toward meeting the challenges identified by the 1999 NCA site visit team. Subsequent chapters detail the alignment of the institution's resources and activities with the five current accreditation criteria. As these materials ably demonstrate, Grand Valley is effectively achieving its mission, even as it launches new initiatives to improve its planning strategies and the implementation of these plans to sustain its forward momentum.





**GRAND VALLEY
STATE UNIVERSITY**

www.gvsu.edu

**Chapter Two
Overview of the Self-study, Significant Changes,
and Responses to the 1999 Challenges**



Accreditation Self-study Report 2008



Introduction

Continued accreditation involves a comprehensive self-study process. At Grand Valley, this process originated in August 2005, with the appointment of the institution's first university assessment and accreditation officer, Julie A. Guevara, Ph.D. The assessment and accreditation officer convened a steering committee to guide the Program to Evaluate and Advance Quality (PEAQ) self-study process. This 12-member committee consists of deans, faculty, and staff, as well as representatives from the faculty governance structure and a member of the Student Senate.

A set of institutional goals for the self-study was drafted in consultation with the provost and the steering committee. The five Criteria for Accreditation were used as a context for evaluation and as a framework for the self-study document:

- Criterion One: Mission and Integrity
- Criterion Two: Preparing for the Future
- Criterion Three: Student Learning and Effective Teaching
- Criterion Four: Acquisition, Discovery, and Application of Knowledge
- Criterion Five: Engagement and Service

The chair of the steering committee and committee members met with constituents of all academic and non-academic divisions of the university to review the criteria for accreditation and their core components. To coordinate the inclusive participation of unit members across the university, members of the steering committee chaired six self-study subcommittees that facilitated the collection of data. These subcommittees engaged in processes that included unit head surveys and surveys of the chairs of personnel committees. Every unit on campus contributed examples and data that corresponded to the five criteria. In collaboration with the steering committee, the subcommittees each drafted materials aligned with the criteria and their core components, including an explication of Grand Valley's strengths and areas for improvement vis-à-vis accreditation requirements. A sixth subcommittee addressed the creation of a report to summarize the university's achievements in meeting the challenges issued to Grand Valley in the 1999 Site Visit Report.

For the past two academic years, the chair and members of the steering committee have provided regular updates on the self-study process — including revision to the self-study document — at meetings for colleges and divisions, and to the Student Senate, Faculty Senate, faculty governance committees, and Board of Trustees. The Grand Valley North Central Association Re-Accreditation self-study Web site was designed to facilitate communication within and among the university community throughout the review process. This online resource provides a means for circulating drafts of the self-study report for review and commentary by members of the university community. The Web site remains accessible at www.gvsu.edu/ncaselfstudy/.

The self-study process' inclusive nature is further exhibited by a series of open meetings on Grand Valley campuses that encouraged broad input from the university community. The depth of engagement by the various constituents has been essential to the comprehensive nature of the self-study process. Efforts to maximize inclusive participation from within the university community yielded a wide range of input that collectively brought the comprehensive self-study to a successful completion.

Goals of the Self-study Process

The self-study process was directed toward four goals:

1. Complete a comprehensive evaluation of the university.
2. Foster and sustain a productive dialogue about the university among all of its constituents.
3. Achieve an honest understanding of the university's strengths and its opportunities for improvement.
4. Secure reaccreditation of the university for the maximum available term of ten years.

Changes at Grand Valley Since the Last Self-study

In the decade since completing its 1999 self-study, the university has experienced many changes including significant growth, leadership shifts, and modifications to its organizational structure. This section summarizes these changes and their impacts on the institution.

Growth

In the past decade, Grand Valley has experienced a period of sustained growth in its student population, the size of its faculty and staff, its physical facilities and geographic presence, its community connections, its sources of support, and its budget. This growth has provided the university with many opportunities to achieve prominence in the region, state, nation, and world, but it has also created a context in which the institution has been challenged to achieve a balance between numerous growth-fueled needs and available resources.

Subsequent sections of this document explain the challenges associated with all aspects of Grand Valley's growth and the extent to which the university has succeeded in surmounting them over the past ten years.

Changes at the Top

In 2001, President Arend D. Lubbers, Provost Glenn Niemeyer, and Vice President for Finance and Administration Ronald Van Steeland retired.

The President's Office. The search for a new president of Grand Valley began in January 2001 and culminated in the hiring of Mark A. Murray in July 2001. During his tenure, he made several changes within his staff: Patricia Oldt, Ph.D., a special assistant to the president, was appointed to fill the new position of vice president for planning and equity, a position she held through 2007. Nanette Reynolds, Ph.D., was appointed as a part-time senior advisor to the president and filled this role from 2004 through 2007. Another special assistant to the president, Jean W. Enright, who had assumed the role in 1987, retired in 2004. The position was restructured as executive assistant to the president and filled by Teri L. Losey. Mr. Murray served until July 2006.

Grand Valley's fourth president, Thomas J. Haas, Ph.D., began his service in August 2006. Under his leadership a new position, vice president for inclusion and equity, was created, and Jeanne Arnold, Ed.D. was hired for the role in January 2008.

The University Provost. John Gracki, Ph.D., long-time associate vice president for academic affairs, served as interim provost for the institution in 2001 – 2002. After a national search, Gayle R. Davis, Ph.D., was hired as provost and vice president for academic and student affairs, beginning in July 2002.

Other Administrators. Shortly after the turn of the century, in response to recommendations from the 1999 accreditation process, an expansion of the Robert C. Pew Grand Rapids Campus, and the imminent retirement of the key leaders of the university, the administration initiated a reorganization of the university, creating four new administrative roles:

- Vice President for Development – Maribeth Wardrop (2000–present)
- Vice Provost for the Pew Campus – James Boelkins, Ph.D., (2000–2003); position eliminated
- Dean of Graduate Studies and Grants Administration – Priscilla J. Kimboko, Ph.D., (2000–present)
- Dean of Continuing Education – Patricia Lipetsky, Ph.D., (2000–2003); Continuing Education has since been shifted to a new college (College of Interdisciplinary Studies)

Timothy Schad, who had served as Grand Valley's vice president for finance and administration from 2001–2006, retired and was replaced by James Bachmeier in January 2007.

Two other Senior Management Team (SMT) members at the university have served throughout the past decade:

- Vice President for University Relations – Matthew E. McLogan (1987-present)
- University Counsel – Thomas Butcher, J.D., (1989-present)

Today, Grand Valley is lead by an eight-member SMT comprised of four males and four females: President Haas, Provost and Vice President of Academic Affairs Davis, Vice President for Finance and Administration Bachmeier, Vice President for University Relations McLogan, Vice President for Development Wardrop, Vice President for Inclusion and Equity Arnold, University Counsel Butcher, and Special Assistant (formally Executive Assistant) to the President and Secretary to the Board of Trustees Losey.

Changes in the Structure of the University

Under the leadership of Provost Davis, the configuration of the academic units at the university was reorganized in 2003 and implemented in July 2004. She initiated this reorganization in response to the strategic plan of the university, which emphasizes the core role of liberal education while acknowledging that the university's mission also includes professional and graduate education. This reconfiguration resulted in the creation of the College of Liberal Arts and Sciences, combining the arts, sciences, social sciences, mathematics, and humanities components of the former divisions of arts and humanities, science and mathematics, and social sciences.

Spun out in this process were several professional schools reconfigured into the following eight colleges:

- College of Community and Public Service
- College of Education
- College of Health Professions
- College of Interdisciplinary Studies
- College of Liberal Arts and Sciences
- Kirkhof College of Nursing
- Seidman College of Business
- Seymour and Esther Padnos College of Engineering and Computing

As a result of this reorganization, numerous changes occurred at the dean's level, culminating in the following roster of new deans:

- College of Community and Public Service – Rodney Mulder, Ph.D., (2004-2008)
- College of Health Professions – Jane Toot, Ph.D., (2004–2008)
- College of Interdisciplinary Studies – Wendy Wenner, Ph.D., (2004-present)
- College of Liberal Arts and Sciences – Fred Antczak, Ph.D., (2004-present)
- Seidman College of Business – H. James Williams, Ph.D., (2004-present)
- Seymour and Esther Padnos College of Engineering and Computing – Paul Plotkowski, Ph.D., (2004-present)

Other units hired new deans as a result of personnel shifts:

- College of Community and Public Service – George Grant, Jr. Ph.D., (2008-present)
- College of Education – Elaine Collins, Ph.D., (2003-present)
- College of Health Professions – Roy Olsson, Ph.D., (2008-present)
- Kirkhof College of Nursing – Cynthia McCurren, Ph.D., (2007-present)

Since Grand Valley's 1999 NCA site visit, the university has replaced all of its academic deans. The university's vice provost and dean of students, H. Bart Merkle, Ed.D., has been in that role for two decades. Several other deans who served during the last reaccreditation visit continue to serve the university in faculty or other administrative roles. Provost Davis also reorganized the internal administrative staff within her division and reconfigured the positions of dean of academic resources and special programs, vice provost for academic services and technology and vice provost for the Pew Campus. During her tenure, she has been supported by the following:

- Associate Vice President for Academic Affairs – Joe Godwin, Ph.D., (2006–present); Sue Martin, Ph.D., (2001–2006)
- Associate Vice President for Academic Affairs – Jon Jellema, Ph.D., (2004–present); Associate Vice President – Wendy Wenner, Ph.D., (1999–2004)
- Assistant Vice President for Academic Affairs – Nancy Giardina, Ph.D., (2005–present)
- Assistant Vice President for Academic Affairs – Jean Nagelkerk, Ph.D., (2005–2007); the responsibilities of this position were reconfigured and moved to Vice Presidents Jon Jellema and Nancy Giardina in 2007, and the position has not been filled.
- Assessment and Accreditation Officer – Julie Guevara, Ph.D., (2005–present)
- Vice Provost for Health – Jean Nagelkerk, Ph.D., (2007–present)
- Vice Provost and Dean, Academic Services and Information Technology – Lynn Blue, M.P.A., (2006–present)
- Director of Libraries was converted to a dean's position and filled by Lee Van Orsdel, M.L.S., M.A., (2005–present)

Reorganization of Academic and Student Affairs

In March 2003, the provost initiated a process to update Grand Valley's academic and student affairs structure known as the "Reorganization Initiative." She convened a task force on reorganization, which included wide representation of faculty, staff, and students in the various academic disciplines and programs of academic and student affairs.

Reorganization was initiated for multiple reasons, which included positioning the university to accomplish the following:

- Advance the newly affirmed mission statement that placed liberal arts and sciences and liberal education at the foundation of all university programs
- Implement academic affairs policies consistently among academically related units and specific disciplines
- Increase financial and operational efficiency and enable initiatives
- Establish support, create information networks, encourage a climate conducive to greater collaborative relationships, and create a sense of intellectual community and synergy among faculty and students within and across disciplines
- Facilitate work with external academic and nonacademic entities

A report from the task force was distributed to the university community, which resulted in numerous campus discussions and meetings and culminated in an interim report in October 2003. In November 2003, the University Academic Senate held further discussions which lead to the Senate's vote to support the proposed reorganization model. The Board of Trustees adopted this model in December 2003.

Implementation of reorganization began July 1, 2004, coinciding with the beginning of the 2004–2005 budget year, as well as with the new academic year. This provided faculty governance with time during Winter 2004 to evaluate personnel policies and consider other governance changes.

The reorganization created several significant changes. One of the major modifications was the creation and implementation of the College of Liberal Arts and Sciences (CLAS). This new college combined all of the departments in the former divisions of arts and humanities,

science and mathematics, and social sciences except for the major professional programs. The reorganization model of CLAS is a nationally recognized model used at many colleges and universities that espouse a liberal education mission.

Another major change was the creation of the College of Interdisciplinary Studies (COIS), a college of university-wide and interdisciplinary initiatives, which include liberal studies, women and gender studies, area studies (African/African American studies, Middle East studies, Latin American studies, and East Asian studies), general education, and the Honors College. COIS also includes services and support of the Pew Faculty Teaching and Learning Center (Pew FTLC), Fred Meijer Center for Writing and Michigan Authors, Supplemental Writing Skills Program, and the Barbara H. Padnos International Center (PIC).

The Academic Advising and Special Programs Division was renamed Advising Resources and Special Programs and is currently under the leadership of the assistant vice president for academic affairs, who reports to the provost. See www.gvsu.edu/reorganization/.

Changes in Curricula

A number of curricular changes have been implemented over the last ten years, including the launch of a new general education program discussed further in Criterion Four; expanded learning communities programs, and new programs at the graduate and undergraduate levels.

Graduate Curriculum Changes. The university has achieved significant recent expansion and reconfiguration of its graduate programs. At the master's level, these changes include the addition of 15 degrees to the institution's existing offerings:

- Accounting (M.S.A.)
- Science in Nursing/Business Administration (M.S.N./M.B.A.)
- Criminal Justice (M.S.)
- Health Administration (M.H.A.)
- School Library Media (M.Ed.)
- Educational Technology Integration (M.Ed.)
- Differentiation (M.Ed.)
- School Counseling (M.Ed.)
- Engineering – Computer (M.S.E.)
- Engineering – Product Design and Manufacturing (M.S.E.)
- Medical and Bioinformatics (M.S.)
- Biology (M.S.)
- Biostatistics (M.S.)
- Cell and Molecular Biology (M.S.)
- English (M.A.)

In addition, the Master of Science in physical therapy was converted to a Doctor of Physical Therapy (D.P.T.) in 2004, Grand Valley's first doctoral level degree. Other health profession graduate degrees, originally configured as 2+3 programs (undergraduate two years, graduate three years), including the occupational therapy and physician assistant studies programs, have also been reconfigured to post-baccalaureate degrees.

Three of the new master's programs received planning and implementation funding under the national Sloan Foundation Professional Science Master's (PSM) initiative, designed to provide advanced preparation in the Science Technology Engineering Mathematics (STEM) disciplines complemented by professional practice skills. These are the biostatistics, cell and molecular biology – biotechnology emphasis, and medical and bioinformatics degrees.

In education, a long-term agreement with Eastern Michigan University engaged many of the faculty in the delivery of the Ed.D. in educational leadership. After extensive study and consideration, and in response to wide interest in the university's regional K-12 education constituency, in 2006, the College of Education faculty developed an innovative post — Master

of Educational Specialist Degree in Leadership (Ed.S.) – to serve the growing need for administrators for central office roles in school districts, building on and complementary to the Master of Educational Leadership that prepares building level administrators.

Another innovation in graduate education degrees has received National Science Foundation (NSF) funding to enhance the research knowledge and skills of secondary teachers of chemistry. The chemical education faculty at Grand Valley initiated this program, which has received both private foundation and federal funding. This initiative fits within the university's commitment to the improvement of the teaching of the STEM disciplines in the K–12 system.

Undergraduate Curriculum Changes. Grand Valley has improved and expanded its undergraduate curriculum through a range of changes that have strengthened its liberal arts focus and increased its academic rigor in the last decade. These changes are detailed in the discussion of how the university achieves the requirements of Criterion Four.

Campus Facilities Growth

Grand Valley has experienced impressive growth in its physical facilities throughout West Michigan. In 1999, at the time of Grand Valley's last comprehensive site visit; the university operated the Allendale campus and the L.V. Eberhard Center in downtown Grand Rapids. Today Grand Valley's footprint and presence in Grand Rapids is much larger.

The Robert C. Pew Campus in downtown Grand Rapids was established in 2000, with the opening of the Richard M. DeVos Center, including the Steelcase Library. In the eight years since, the downtown campus has expanded to include the John C. Kennedy Hall of Engineering Building, the extensive Cook-DeVos Center for Health Sciences on the Medical Mile, the Secchia Hall Apartments, and additional parking facilities for faculty, staff, and students.

On the Allendale Campus, facilities growth has occurred through the expansion and redesign of several existing structures and construction of new buildings. The most recent of these are the Honors College residential facility and the Movement Science and Indoor Recreation facility.

The university's physical expansion has been aligned with its growth in students, faculty and staff. These new structures have helped the institution meet its need for classroom and lab spaces, faculty offices, and student spaces. Facilities growth is discussed in further detail in Criterion Two and Criterion Four.

Athletics

Grand Valley supports 19 varsity teams in a wide range of highly competitive sports, including men's baseball, men's and women's basketball, men's and women's cross country, men's football, men's and women's golf, women's soccer, women's softball, men's and women's swimming and diving, men's and women's tennis, men's and women's indoor and outdoor track, and women's volleyball.

Its teams excel in the Great Lakes Intercollegiate Athletic Conference of NCAA Division II. Since 2001, these teams have won six national championships in three sports and have been national runners-up six times in six sports. The university was awarded the prestigious National Association of Collegiate Directors of Athletics' Directors' Cup in 2004, 2005, 2006, and 2007, after finishing second in cup competitions in 2002 and 2003. This award recognizes the nation's top athletic programs based on their overall national team records. Grand Valley is the first college east of the Mississippi to win the Directors' Cup for NCAA Division II.

The university's athletic program is directed by Tim W. Selgo, its fifth athletic director. Mr. Selgo is recognized as a key figure in the Lakers' rise to national prominence in NCAA

competition and for significant improvement in the scholastic accomplishments of the university's athletes. Between 2001 and 2005, the average GPA of Grand Valley's athletes increased from 2.6 to 3.2, an improvement as treasured by the academic community as any other athletic record in the period.

Diversity Initiatives

As Grand Valley has made strides across its academic enterprise, it has simultaneously devoted significant time and energy in widening and deepening the incorporation of diverse perspectives, diverse individuals, and diverse methods to achieve and sustain excellence. The institution counts the following among its major advances in the area of diversity:

- The articulation and promulgation of a new university value statement asserting respect for diversity
- The creation of a new senior administrative position, the vice president for inclusion and equity, which is responsible for coordinating diversity efforts and creating and implementing a sound and workable diversity plan for the university
- The convening of a Diversity Oversight Committee (DOC) by the provost in response to the passage of the Michigan Civil Rights Initiative, otherwise known as Proposal 2
- The appointment by President Haas of a Diversity Assessment Committee (DAC) that was charged with researching current campus diversity initiatives and recommending ways to comply with Proposal 2 and increasing diverse representation for a rich learning environment
- The launch of an institution-wide People of Color Network, a grassroots organization begun in 2003 to provide a coordinated voice addressing the intercultural concerns of Grand Valley administrators, faculty, and staff; the network serves in part as a support system for employees of color, and as a catalyst in shaping intercultural efforts at the university
- The development and publication of a Grand Valley Diversity Directory in 2006, in the wake of a campus climate study and several bias incidents; the directory provides information about resources for students, such as university offices, student organizations, programs, and courses that focus on diversity, along with a protocol developed for responding to and reporting bias incidents

University Development Division

In 2000, President Lubbers raised the development function to division level, created a new cabinet-level vice president for development position, and charged the division with modernizing the development operation of the university. This was a significant commitment of resources that recognized the increasing intensity of fundraising competition, the diminishing support from state government, and the long-term need for the university to create and grow the culture of “giving back” from alumni and other stakeholders as a means of financial support. These changes are examined in great detail in the discussion of how the university achieves the requirements of Criterion 2b.

Other Significant Changes

The changes at Grand Valley in the past decade extended well beyond those driven by growth and changes in leadership, organizational structure, curriculum, athletics, and diversity. These additional changes extend to such vital areas of institutional functioning as strategic planning, faculty governance, faculty workload initiatives, scholarships and financial aid, and other internal policies. Moreover, the institution has made numerous modifications in response to external forces, including economic conditions in Michigan and related changes in state funding.

The extent and impacts of these changes are explained in detail in this document under the accreditation criteria to which they have the closest relationship and upon which they have had the greatest influence.

Progress on Challenges Issued After the 1999 Site Visit

The 1999 NCA site visit team enumerated six challenges to Grand Valley in its report. The university has made real and sustained progress in addressing each of these in a substantive fashion.

Challenge #1:

The institution has no clear process for developing, disseminating and using a well-articulated strategic plan to implement its stated vision and mission.

In June 2000, former President Lubbers created the new position of special assistant to the president for planning and equity. During 2000–2001, the president, vice president for finance and administration, and provost announced they would be retiring during the academic year. During the transition period spanning 2000 to 2002, several newer units undertook unit-level strategic plans with assistance from the special assistant to the president for planning and equity. For example, a group was convened to develop a strategic plan for health initiatives to parallel the opening of the institution's Cook-DeVos Center for Health Sciences then under construction in downtown Grand Rapids, along the region's Medical Mile.

Also, in Winter 2002, the university's new graduate dean convened representatives from graduate programs to prepare a strategic plan for graduate education, one of the first occasions for these individuals to meet and share their perspectives on the future of graduate education at the institution. These representatives conducted a thorough SWOT analysis and identified three major goals and a series of strategic initiatives to move graduate education forward. Later this strategic plan, along with several others, was folded into the overall university strategic plan.

When President Murray became the university's third president, a new Strategic Planning Committee comprised of many constituent groups was convened in 2002. There followed an intensive effort to draft mission, vision, and values statements for the institution. Through several iterations of planning, the entire institution was engaged in reviewing, revising, and refining the core aspects of the strategic vision for the university that emerged from these efforts. In January 2003, the Strategic Planning Committee approved the final draft of the plan and recommended its adoption by the president. President Murray submitted these statements of vision, mission, and values to the Board of Trustees for approval, which was granted in February 2003.

With the mission, vision, and values in place, the Strategic Planning Committee next developed a draft of proposed university goals. The university community reviewed these goals and submitted suggestions for revision. In March 2003, the revised goals were submitted to the president for approval, which was granted. These goals have provided the blueprint for much of the subsequent university planning for supporting its mission and achieving the vision while upholding its values.

In December 2003, the Board of Trustees voted to support the new reorganization plan for the Academic and Student Affairs Division with an implementation date of July 1, 2004. Colleges and units within the Academic and Student Affairs Division began their individualized strategic planning processes as a part of this reorganization in January 2005. During 2005–2006, each of the colleges and divisions prepared a strategic plan. The following plans were submitted and are available for review in the Resource Room:

Academic and Student Affairs Division

- Academic Services and Information Technology
- College of Community and Public Service
- College of Education

- College of Health Professions
- College of Interdisciplinary Studies
- College of Liberal Arts and Sciences
- Graduate Studies and Grants Administration
- Kirkhof College of Nursing
- Seymour and Esther Padnos College of Engineering and Computing
- Seidman College of Business
- Student Services
- University Libraries

During the same period, with input from faculty and staff, each academic and non-academic unit developed strategic plans into a working document that articulated their missions, visions, values, goals, and objectives. All strategic plans were submitted to the appropriate deans for review and approval by May 1, 2006.

In fall 2006, Grand Valley's newly appointed president, Thomas J. Haas, lead the institution toward the development of an overall strategic plan based on general themes and directions articulated in divisional plans, particularly the Academic and Student Affairs Divisions' plans. In July 2007, the Board of Trustees charged the president and vice president for planning and equity with the task of refreshing the institution's strategic plan.

In August 2007, the Strategic Positioning 2010 Committee was constituted to review and revise the university's strategic plan. Multiple SWOT analyses were conducted in Fall 2007 with various constituent groups, and the newly constituted Strategic Positioning 2010 Committee reviewed and discussed outcomes of the SWOT analysis process. Based on the outcomes of the analysis, the seven existing goals of the university's strategic plan were refined, an additional goal was added, and more specific objectives and strategies to achieve those objectives were developed. The refreshed strategic plan was approved by the Strategic Positioning 2010 Committee in January 2008 and approved by the Board of Trustees in February 2008. See www.gvsu.edu/strategicplanning/.

The institution is confident that these activities address the challenge of creating and implementing a strategic planning process.

Challenge #2: Once GVSU's strategic plan is completed, there should be permanent, regular and ongoing processes for reviewing and updating this strategic plan.

The ongoing strategic planning processes currently in place address the "paucity of data" and the "internal set of processes that do not change and are highly connected to personalities, unwritten procedures, and decisions with no record of rationale" that were identified as problematic in the previous reaccreditation process.

To demonstrate the institution's commitment to permanent and ongoing review and updating of its strategic plan, the Strategic Positioning 2010 Committee, a standing committee of the university, was created. The 2010 Committee is comprised of representatives from the university's constituent groups, was initially co-chaired by the president and vice president for planning and equity, and now is co-chaired by the president and provost.

The president has recently derived and disseminated a set of five imperatives integral to the success of the university's mission and essential to the accomplishments of its strategic goals and objectives. The president intends to direct resources to translate these imperatives into activities and events that bring the university closer to goal attainment. On an annual basis, the president will outline new imperatives as a means of maintaining the academic community's focus on moving forward in strategic ways.

The president and provost continue to work with the Strategic Positioning 2010 Committee and the Board of Trustees to review, refine, and revise the university's plan. All components of the institution continuously seek data to assess their progress in meeting strategic and operational goals. This is clearly a departure from Grand Valley's previous inspirational and personality-driven approach to institutional planning, and it is an approach that is well on its way to being a fully institutionalized enterprise to achieve the permanency and regularity effective and efficient strategic planning requires.

Challenge #3: GVSU needs an institution-wide policy for evaluation of teaching, scholarship and service, including what constitutes scholarly "product."

Considerable work has been achieved by the provost, the Executive Committee of the Academic Senate, and other standing committees of the University Academic Senate (UAS) to identify and resolve policy differences affecting faculty evaluation practices across the institution's academic units. After significant discussions, including university-wide open faculty forums, the provost implemented a UAS approved institution-wide workload planning process that included a broad benchmarking initiative which focused attention on many aspects of faculty evaluation practices and review of tenure and promotion criteria at the department level.

The university continues to give further organizational attention to establishing procedures and process for monitoring faculty workload, particularly during periods of growth in student enrollment. Additionally, the university administration is working with faculty governance committees to put into place organizational structures that institutionalize its commitment to differentiating the roles of graduate and undergraduate faculty, including distinct but equally rigorous expectations for scholarship, teaching, and service for each. The Office of the Provost and UAS recognize the importance of developing fair and equitable faculty workload plans. College deans and unit heads receive ongoing training to facilitate consistent implementation of the workload planning process. The university continues to monitor the effects of this new policy.

Grand Valley has developed university-wide personnel policies addressing (1) College Personnel Committee responsibilities, (2) faculty workload equity, and (3) faculty personnel actions. The university seeks to ensure fair, consistent, and equitable development, implementation, and enforcement of these policies through several channels, including the following:

Personnel Policy Development through Shared Governance: Personnel policy development involves the provost; faculty governance, including the University Academic Senate (UAS), the Executive Committee of the Senate (ECS), and the Faculty Personnel Policy Committee (FPPC); the Dean's Council; college and unit/program administrative and faculty governance counterparts; and faculty at large. Ideally, this dynamic model of shared governance produces policies as institutionalized values reflecting mutual (administrative and faculty) interests; jointly developed and realistically implemented both from the top down and the bottom up; and grounded in transparency, collaboration, mutual respect, and shared responsibility. Responses to Challenge #3 reflect this dynamic, albeit sometimes strained, joint governance process. Personnel policies were jointly developed and implemented after intense scrutiny, negotiation, training, and shared governance oversight.

College Personnel Committee (CPC) Policy: Grand Valley has developed a personnel review process consistent with its reorganized institutional infrastructure. The CPC policy, UAS-approved in April 2005 (UAS, 4/1/05, p. 1), permits all regular faculty to vote for CPC members; limits CPC membership to tenured faculty; addresses the size, composition, and diversity of CPC; excludes the dean from CPC membership but permits attendance by invitation; and requires CPC meetings with the dean to discuss committee recommendations.

Surveys of CPC chairs indicate effective implementation of this policy. All chairs identified appropriate roles and responsibilities for the dean and CPC members, as well as supporting criteria for personnel actions.

The CPC chairs generally reported fair, consistent faculty evaluation processes. The chairs appear to be meeting assigned administrative and leadership responsibilities, with some chairs also providing advice to candidates preparing personnel review packages. Overall CPC chairs seemed satisfied with their dean's role in CPC reviews. Remaining issues include appropriate use of student teaching evaluations, peer reviews of candidates, whether critical feedback obtained during salary reviews should affect other personnel processes, preserving departmental autonomy, and congruence/articulation of college and unit standards.

Faculty Workload Equity Policy: The faculty workload equity policy reflects faculty members' governance concerns, the provost's desire for an "evidence-based model of success within the units" (FPPC 11/15/05, p. 1), and the influence of practical economic constraints. Development discussions recognized the interconnectedness of salient faculty personnel issues, including contact/credit hours, appropriate products of scholarship, service and advising responsibilities, accountability, release time, workload configuration models, activities reports, salary reviews, and departmental and disciplinary diversity (FPPC 2/16/05, p. 1; FPPC 12/5/05, p. 1).

The FPPC concluded that no single policy fits the university's diverse faculty. Rather, units should determine best practices appropriate to their discipline. For this reason, the workload policy provides a "university-wide framework for the three foundational expectations across which faculty members' proportion of time and effort may vary and [establishes] a guide for performance evaluations of faculty contributions" (FPPC, 3/21/06, p. 1). This policy links individualized workload plans to units' needs, goals, and objectives, with the unit head responsible for equalizing workload across the unit and "keep[ing] faculty accountable" (FPPC, 2/15/06, p. 1).

Goal achievement is tied into the salary review process "looking at productivity" (p. 1); the ultimate goal is to "develop, mentor, reward... [to] foster a culture of faculty success" (p. 1). Following several faculty forums, UAS/ECS and provost reviews, and extended negotiations over various drafts, UAS, the administration, and the Board of Trustees approved the current workload equity policy in April 2007 (see, Evaluation Criteria for Renewal of Probationary Appointments, Promotion, Tenure, and Periodic Performance Reviews, Faculty Role, and Faculty Workload Procedures; ECS, 2/9/07, p. 1).

University-wide Tenure Criteria: Discussions addressed tenure philosophy; criteria, including unit criteria; tenure expectations; career patterns; tenure status at various department levels; and national tenure standards. The FPPC articulated Grand Valley's tenure philosophy as linked to job retention, which is that "tenure implies academic freedom, not economic security. From an employment standpoint, before tenure the burden of proof is on the individual; after tenure, the burden of proof is on the university. Tenure is a shift in status, not a guarantee of lifetime employment" (FPPC 10/17/06, p. 1).

The tenure policy, UAS-approved in January 2008, requires each college to establish its own standards and criteria for evaluation at each rank and tenure stage. College standards and criteria may be more specific than university standards and criteria, but may not contradict or conflict with them. After approval by the dean, these standards and criteria must be submitted to the provost for approval.

Each unit establishes its own standards and criteria for evaluation at each rank and tenure stage. These standards and criteria must be submitted to each unit's dean for approval. Each candidate for a personnel action must include a copy of these unit guidelines in his or her portfolio. Unit standards and criteria may be more specific than college standards and criteria, but may not contradict or conflict with them or the university standards and criteria. This policy is fully explicated in section 2.8–2.9 of the Faculty Handbook.

Professional Responsibility – Training Administrators, Faculty, and Staff: Grand Valley is a complex and dynamic institution with diverse intersecting spheres of influence and levels of decision making. Personnel policies are implemented at the university, college, divisional, and unit levels within parallel administrative and faculty governance hierarchies. As the 1999 NCA report noted, without a university-wide faculty personnel committee, deans retain the burden of ensuring equitable processes and outcomes within their respective colleges, with similar and no less important responsibilities held by the unit heads to ensure fairness at the unit level. University administrators and faculty governance executives and representatives recognize the potential for unfair and/or inequitable implementation of these policies and procedures at the college and unit levels. Remaining challenges include, among others, maintaining fair collective decision-making processes at these levels, maintaining university-wide consistency at the college level, supporting faculty development through equitable workload plans, and making sure that decentralizing faculty personnel issues does not simply displace, and ultimately bury, the potential for inequities in workload, personnel actions, and rewards.

The Provost's Office, recognizing the importance of both the deans and unit heads in maintaining fairness, consistency, and equity, has held ongoing training and informational sessions with them since 2005. Existing faculty, new faculty, college personnel committee members, and administrative assistants with a role in processing personnel action forms and materials also have received training. The university provides diverse institutional support for faculty professional development and success, including university-wide programs through the Pew FTLC, graduate studies and grants administration, and information technology.

Grand Valley has implemented university-wide personnel policies, coordinated through nested administrative practices, that seek to provide equitable treatment of faculty university-wide without sacrificing the unique needs and interests of colleges, units, disciplines, and individual faculty. Faculty workload plans, as approved by the unit head and college dean, provide the foundation for personnel actions to follow, whether retention, promotion, or rewards. Discipline-specific benchmarks provide threshold measures of acceptable performance. While this approach still is too new to assess, its eventual success depends on the degree to which organizational and individual values coalesce into shared goals, objectives, and activities. This approach requires a strong commitment to fairness, consistency, transparency, and equity that the university seeks to engender through administrator, faculty and staff education, training, and oversight.

Challenge #4: GVSU needs appropriate high level, campus-wide structures for graduate programs and for grants and other sponsored programs.

The university's efforts toward meeting this challenge include hiring a dean of graduate studies and grants administration in July 2000. Under this dean's leadership, an advisory council of graduate program directors was convened to initiate a university-wide cross-unit dialogue on graduate education issues. Working together they developed a strategic plan for graduate education, mapping out strategic initiatives envisioned for graduate education at Grand Valley. This activity led to the proposal for a faculty governance committee for graduate education. This initiative proceeded with a final plan commissioned by the provost. The graduate council final plan was approved by the University Academic Senate in April 2004, and the new Graduate Council (GC) began its work in Fall 2004.

The GC divides its work between two subcommittees, Graduate Curriculum Committee (GCC) and Graduate Policy Committee (GPC). The GCC white paper on "Curriculum Standards for Ensuring Quality" reflects the subcommittees' frameworks, guides their reviews, and communicates expectations to those preparing graduate curriculum and program proposals. The GPC has developed new policy proposals in two areas, drawing on Council of Graduate School policy guidelines and peer benchmarking to support the policy recommendations. The GPC has formulated policies to standardize graduate assistantship policies and procedures,

to establish standard qualifications for faculty who serve in graduate education, and a graduate certificate policy. Within the governance process the GC has set a standard for excellence that is now highly respected by other governance units.

In 2007, President Haas called for the creation of a university-wide strategic enrollment development, planning, and assessment committee, which included attention to graduate enrollment issues in its purview. Subsequently a graduate enrollment development subcommittee was formed to identify issues and propose improvements to university practices within the context of enrollment management at this level. Its initial priorities are to improve communication with the graduate constituents including the Web and print materials. Another commitment is that units will designate key staff to work on graduate level responsibilities such as admissions and student services.

Approaches growing out of the Graduate Council include a move to give graduate students more voice within the university. Two graduate students are now voting members on the GC. A new Graduate and Professional Student Association (GPSA) was formed by interested students and has regular meetings and some limited funds from the student organizations' funding to support its efforts. At the end of each semester prior to commencement, a combined graduate student celebration is held to recognize academic and leadership accomplishments of graduating students.

The second domain addressed by this challenge — and a major accomplishment at Grand Valley in the area of grants administration — is the creation of the central office of Grants Development and Administration (GDA), under the leadership of the dean of graduate studies and grants administration. This was followed more recently by creation and filling of the position of Director of Grants Development and Administration. This office was non-existent in 1998, and had to be developed from the ground up, creating appropriate services and linkages throughout the University for the entire grants process: grant development (offering services related to grant-writing, searching for grant funding, and budget development), building awareness and access to information related to the internal procedures, regularizing the proposal submission process, attending to compliance issues and oversight, post-award monitoring of grant award terms and conditions, developing standard best practices for grants project and financial management, educating and encouraging grant administrative staff in best practices, developing coordinated and integrated approaches, and clarifying, publicizing, and streamlining grants-related activities.

Grant funding has grown significantly, from about \$3 million a year in 1999 to more than \$14 million in 2007. The number and size of grants has also increased, and the range of funding sources has widened. Major multi-year grants have been awarded. Staffing for grants administration and grants accounting has also grown, albeit slowly: A full-time grants accountant was added in 2002, the new director of grants development and administration and a senior grants accountant in 2006, a grants office coordinator in 2007, and a grants specialist in 2008. Currently the GDA office plays the lead role in grant development, submission, and post-award technical monitoring, while the grants accounting office handles the financial aspects of grants.

In January 2007, under the direction of President Haas, the GDA was recognized as the central grants administration office.

Since 2000, improvement in compliance has grown, such as human research protections, animal care and use oversight, research integrity, and research misconduct procedures. Compliance matters are embedded in the grant submission process and throughout the life of any grant award. The university counsel's office has led changes and updates in compliance areas such as chemical safety, conflict of interest, and intellectual property. The level of integration and coordination of grants functions across the university has taken major strides: streamlining the grants submission and grant award processes, developing policies to guide grants decisions (e.g., a "bridge fund" policy to handle untimely award notices), assisting with compliance matters, negotiation of terms and conditions of awards, transfers, budget

revisions, and other similar matters. The increased organization, completeness, and reliability of the grants office records are underway, and the grants Web site is being updated. GDA continues to work with university development staff for the targeted support they provide to academic departments seeking corporate and foundation grant funding.

Grand Valley recognizes that, like nearly all institutions of higher education, it is likely to experience continued challenges and opportunities in its approach to graduate education and grants administration. Structures are now in place to improve the university's response to these challenges and opportunities, including the presence of strategic plans to establish priorities, guide change, and build a more robust infrastructure. The level of understanding, cooperation, coordination, and integration of graduate studies and grants management units into the university culture continues to grow. Ongoing support from the president and Senior Management Team in difficult financial times has also demonstrated that the leadership of the university is committed to this growth.

The university recognizes that support for these structures serves the dual purpose of helping Grand Valley manage the rapid growth in graduate programs that might otherwise create divisions within our academic community. Continued development of organizational structures, policies, and procedures and their timely implementation will further demonstrate an institutional commitment to graduate education.

**Challenge #5:
Rapid growth of the campus has led to continuing problems,
including space, staffing, funding, and organizational issues.
The institution must continue to address these, while also
remembering that current growth will not always continue.**

Grand Valley has addressed the concern regarding problems associated with its range of organizational issues through reorganization of academic units and the establishment of new colleges and realignment of existing colleges. Reorganization is explained in greater detail earlier in this chapter and throughout this document.

The university's response to concerns regarding space, staffing, and funding have also been effective. The university has achieved a significant maturity since the 1999 visit. After more than 20 years of steady and significant growth, the university recently undertook significant efforts to stabilize enrollments to an enrollment level of 24,000 to 25,000 students. In Fall 2007, the student body included 23,464 graduate and undergraduate students. The leveling was achieved in a careful and consistent manner by limiting the size of the freshmen class to approximately 3,400 new students and 2,000 transfer students. Based on current levels of retention, time to graduation, and size of graduate classes, this strategy will yield the enrollment targets desired.

In subsequent years, the numbers of freshmen and transfer student admits will be adjusted nominally upward or downward to maintain the enrollment targets. These targets have been in place, though adjusted nominally, for the past five years. The impact on enrollments has been to slow growth from 5 percent to 6 percent annually, to less than 1 percent in 2007–2008, with the projection of a similar 1 percent increase for 2008 – 2009.

In response to the enrollment growth that occurred between 1998 and 2007, the university's general fund budget grew from \$96 million to \$241 million. Total permanent staff grew from 1,144 to 2,023. These increases were for the most part directed to address the issues raised in the 1999 accreditation process regarding shortages in space, staffing, and funding in the institution, which merely kept pace with enrollment increases. The next few years will be different because as the university adds resources, future increases will be for the benefit of a more stable student population. The expectation is that in these circumstances, increases in resources will have a very different impact.

Some of these expected gains should be felt immediately. Enrollments in 2007–2008 grew by 0.7 percent and 2008–2009 enrollments are projected to grow at approximately 1 percent. In 2007 the university opened an engineering building addition of 53,005 square feet, and a classroom facility of 83,000 square feet. In 2008 the university will complete increases to the Kirkhof Center (the student union) of 30,000 square feet, a major teaching and movement science building of 138,000 square feet, and additional housing and honors classroom facilities of 228,000 square feet. Additional facilities, including a library, are being considered and would open as soon as Fall 2010 or 2011.

The 2007–2008 budget also included the addition of 46 new faculty lines and 25.5 non-faculty lines. It is the institution's plan to achieve similar staffing increases in 2008–2009. Although questions remain about the university budget's ability to sustain such increases in staff and facilities, the 2007–2008 staffing increases and the building additions have already been base funded.

In addition, the university has responded to its rapid growth with a range of resources and events that mitigate its most deleterious effects, including the establishment of a dependable bus system linking its campuses in Allendale and Grand Rapids; the implementation of a rotation schedule for governance meetings that utilizes the Allendale and Pew campus facilities; the scheduling of dean's council meetings, commencement ceremonies, Board of Trustees meetings and other administrative meetings on multiple campuses; and the support of faculty forums, student newspapers and other publications, and electronic connections linking the university's multiple constituents.

The challenge for the future is to create sustainable funding that allows the university to achieve its mission-focused goals and objectives for a student body of a stable, but substantial size. Additional funding is needed to address the new emphasis on graduate programs and the scholarship components in faculty workload. This evolution will require larger numbers of faculty, support staff, and additional facilities, even though the number of students does not increase. The university understands the resource requirements of this evolution and is committed to moving in careful and measured steps as it attempts first to catch up and surmount the challenges that remain from the enrollment increases of the past decade.

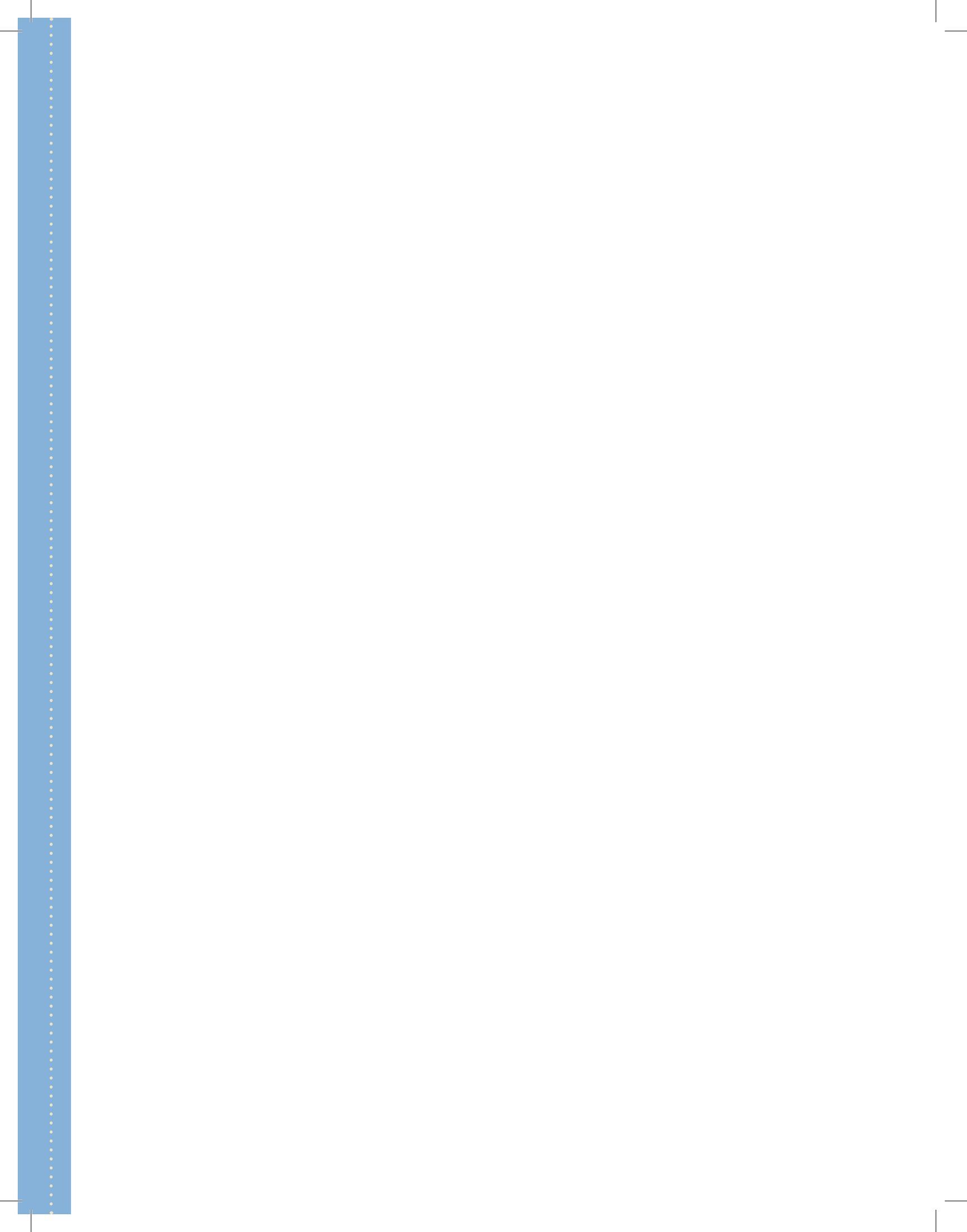
Challenge #6: GVSU specifically needs to address issues related to the shortage of space for student life and student organizations.

Between 1998 and 2008, Grand Valley constructed more than 2.89 million square feet and acquired another 277,000 square feet of space for its campuses. Of this, some 185,000 new square feet have been added for student life and student organizations, comprising some 10 percent of the total added space.

Student life spaces are currently under construction in the Kirkhof Center and Mackinac Hall, as well as in the Honors College complex. The new Movement Science building will add additional space for student intramural competition.

Because Grand Valley has required significant growth on all campuses to support its teaching mission, it has not been able in the last decade to add all of the space for student life and student organizations that it recognizes as optimal. Although the institution has made a range of responses at a rate that is commensurate with its ongoing growth — including expanding instructional and residential facilities, instructional staff, and funding at a moderate, but steady pace — space challenges remain, particularly in the laboratory and research areas that support teaching and research, in faculty offices, and in administration, as well as in student life and student organizations.

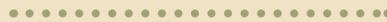
The university recently began work on a comprehensive facilities master plan that is expected to improve its ability to create and sustain additional non-academic space for students. These planning activities have already investigated the current space needs, utility needs, growth patterns, student needs, and land use characteristics that must drive the development of these spaces. The construction of specific projects will be dependent upon the university's ability to acquire the funds it requires to launch and complete them. In the interim, the university will continue to preserve existing spaces for student life and student organizations, and to expand those spaces in new building and other facilities on all campuses to the maximum extent possible within its fiscal capabilities.





**GRAND VALLEY
STATE UNIVERSITY**
www.gvsu.edu

**Chapter Three
Criterion One: Mission and Integrity**



Accreditation Self-study Report 2008



Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Grand Valley has a long tradition of service offering liberal and professional education; contributing to the creation and application of knowledge; fostering the academic and economic aspirations of individuals, organizations, and communities; and enriching the cultural and social life of West Michigan and the state of Michigan. Its mission focuses on preparing its graduates and supporting all members of its academic community to be responsible, contributing global citizens.

Because of this strong and clearly defined mission, Grand Valley has thrived over the past decade during a period of changes — population growth, erosion in state support, and leadership shifts — that have affected not only the university, but also the West Michigan region, the state, the nation, and the world. Chapter Three describes Grand Valley’s mission and the translation of this mission into every aspect of its institutional existence with fidelity and integrity. The university’s mission is not an abstract statement of intention; rather, it provides the framework upon which all structures and functions of this institution are built.

Core Component 1a:

The organization’s mission documents are clear and articulate publicly its commitments.

Three documents adopted by Grand Valley’s Board of Trustees in February 2003 comprise the primary mission documents of this university – the mission statement, the vision statement, and the core values statement. All three documents are affirmed and echoed throughout this university’s current strategic plan and they inform the individual strategic and operational plans of all colleges and units, whether academic or service in character.

The Grand Valley mission statement is straightforward and reflects a focus on the single most important group of individuals in the academic community — the students.

Statement of Mission

Grand Valley State University educates 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.

In the first of these two sentences, the university clearly communicates its commitment to educate its students broadly — in the time-honored liberal education tradition — to play an active role in shaping their individual destinies, as well as its commitment to preparing students to play vital roles in the world of work and in their communities, nations, and within the wider geographic and social contexts in which they live. In the second sentence, the university expresses its commitment to broader improvements in society that can be achieved through excellent instructional services, active scholarship, and the delivery of effective public service by all members of the academic community.

Paired, the two sentences of the university’s mission statement deliver the clear message that the priorities of this institution lie in its unwavering commitment to the educational preparation of students and in its intention to achieve a number of significant social outcomes well aligned with preparing students to shape their lives, professions, and societies.

Statement of Vision

Grand Valley State University is a public institution with a local, regional, and state commitment, and a global perspective. We are dedicated to providing our students with the highest quality undergraduate and graduate education.

Teaching in the liberal tradition, whether in general arts and sciences or the professional degree programs, has always been at the heart of Grand Valley's educational mission. A liberal education acquaints students with the tradition of humane values and the heritage, problems, and perspectives of their own and other cultures. It transcends the acquisition of information and rests on scholarship and the open exchange of ideas. Students learn to think for themselves as they develop the skills of inquiry, reflection, critical analysis, dialogue, and expression. At Grand Valley State University, the values of liberal education permeate all programs and areas of study.

A broad education rooted in the arts and sciences provides students with the general knowledge and skills necessary to participate intelligently in public discourse. Grand Valley State University is also dedicated to educating students to become competent professionals in their chosen fields. These ideals co-exist within our institution, and together they inspire graduates not only to pursue their own success and well-being but also to positively influence their communities, their professions, and their world.

Grand Valley State University is characterized by and known for superior student-centered teaching and learning. Our diverse environment promotes the development of intellect and creativity through teaching, scholarship, service, and a vibrant campus culture. Realizing this vision will result in a broad national reputation for excellence.

Grand Valley's clear statement of vision offers further insight into what this university hopes to accomplish through the achievement of its mission. This vision reflects the university's liberal education tradition, challenges professionals to be top performers in their disciplines, and emphasizes student-centered teaching and lifelong learning.

Values Statements

Effective Teaching

Our highest priority is to offer outstanding teaching in all of our undergraduate and graduate programs. The teaching culture of Grand Valley State University is characterized by the continual development of excellence in the classroom, the recognition of multiple ways of learning, and the accessibility of faculty to students. In order to nurture the habits of intellectual growth, we seek to instill in our students curiosity as well as the love of learning. Students acquire new knowledge and explore its application through research, artistic expression, and scholarly activity. We value the vigorous engagement of students in the classroom and other learning environments.

Liberal Education

Grand Valley State University is committed to providing each student a broad educational experience that integrates liberal learning with preparation for career or profession. Liberal education begins with encountering the great ideas of diverse traditions in the humanities, the creative and performing arts, the natural and social sciences, and mathematics, and is an essential part of all of our professional programs. We value the liberal ideals of critical thinking and preparing students for lifelong learning. The practice of liberal learning develops the skills of inquiry and reflection, which guide students to think for themselves, gain self-knowledge, and make ethical judgments. Such learning can inform individual and collective actions and prepare students for the responsibility of local, national, and global citizenship.

Scholarship

Scholarship is an essential component of the university's mission as an institution of higher learning and community service. Excellence in teaching at the University level depends upon active scholarship by faculty members. Through basic and applied research, artistic expression and performance, and other forms of scholarship, faculty members contribute to the development and application

of knowledge, and create a dynamic environment for learning. Active scholarship may include collaboration of faculty and staff with students, business and labor, government, and community organizations. In this way, the benefits of a liberal education can extend beyond classroom walls to lifelong learning and partnerships between the university and its diverse communities.

Diversity and Community

A range of thoughtful perspectives is necessary for open inquiry, liberal education, and a healthy community. Recognizing this, we seek and welcome a diverse group of students, faculty, and staff. We value a multiplicity of opinions and backgrounds and seek ways to incorporate the voices and experiences of all into our university. We value our local community and embrace the participation of individuals and groups from Michigan, the nation, and the world. We also encourage participation in educational opportunities abroad. In order to foster a healthy and diverse environment, we will act with integrity, communicate respectfully, and accept responsibility for our words and actions.

Service

We at Grand Valley State University value the collaboration of faculty, staff, and students with external partners in addressing mutual interests and regional needs. The university offers the communities it serves resources and inspiration in their own lifelong pursuit of knowledge. Faculty and staff are encouraged to contribute their expertise and service to the university, their disciplines' professional organizations, and the community. Students are encouraged to be active citizens, to become active service providers, and to take part in various service learning and volunteer opportunities in the community and abroad.

Values play an important role in the achievement of the university's mission and the realization of its vision of achieving educational preeminence. They comprise an institutional DNA, providing the building blocks for everything the institution has already achieved and all that it has the potential to one day be and do in the world.

Availability of Grand Valley's Mission Statement

The university is proud of its mission statement and for what this mission statement stands for in the region, state, and nation. Accordingly, the statement is widely available to every constituency of the university community, and all others who partner with or have an opportunity to interact with Grand Valley.

The mission statement is featured prominently at the beginning of the 2007–2008 Grand Valley general catalog; on the home page of the university's Web site; on the president's and provost's Web sites; in the Faculty and Student Handbooks; and on all documents published for graduation each year. An abbreviated version of the mission statement appears on the business cards of university personnel, building banners, and student senate materials.

This mission statement also appears on the opening page as every computer "boots up" in computer laboratories operated by the university, and it appears in its entirety on the Web site and policy manual of the Grand Valley Board of Trustees; and the "Quick Facts About Grand Valley" Web site. The mission statement is found, too, on the university's strategic planning Web site: www.gvsu.edu/strategicplanning/, to which more than 50 other university-related sites are linked.

In addition to enjoying a full existence in multiple print and electronic formats, the mission statement also has a wide exposure to the public in speeches and presentations made by the university's administrative team and members of the Board of Trustees. A verbal introduction to, and explanation of, the mission statement, vision statement, and statement of values is an integral part of the orientation process for new students, faculty, and trustees.

Each academic and nonacademic unit of the university is expected to base its mission on the university's mission statement and to explicitly reference it in their individual strategic planning processes and documents.

It is the intention of the university that this mission be widely known and understood by all institutional stakeholders, including the public who support the university with their tax dollars as well as foundations, corporations, and other donors who support Grand Valley through personal contributions. There can be little question that Grand Valley promotes the widest possible access to and availability of its mission statement. In July 2007, the Board of Trustees reaffirmed the university's mission, vision, and values as well as approved goals, strategies, and objectives strategically linked through rigorous planning to these statements, solidifying the university's commitment to the current mission documents.

At that time, the Board of Trustees tasked the administration with refreshing the mission documents for relevance and currency as well as with implementing an ongoing process of regular review. The "refreshed" mission documents and the review process were approved by the Board of Trustees at its February 2008 meeting.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

At Grand Valley, Diversity Is More Than a Value

In the decade since its last accreditation review, Grand Valley has worked to become a university which promotes diversity — in perspectives, backgrounds, and people — at the forefront of everything it does.

Although a relatively recent arrival on the higher education scene, Grand Valley has increased its commitment to a diverse student body and diverse workforce each year since receiving its initial charter from the Michigan Legislature in 1960.

As the mission, vision, and values statements detailed in the previous section make clear, Grand Valley is no longer a small college struggling to establish an academic foothold in the agricultural fields adjoining Michigan's second largest city. Now a thriving public university serving some 24,000 students each year, it has diversified not only along the demographic traits such as race, ethnicity, gender, gender identity, gender expression, sexual orientation, disability, religion, and national origin, but also by welcoming and incorporating a wide range of political, social, and economic perspectives in its student body, faculty ranks, and staff positions.

The statement of values, included in the mission document, reflects this university's commitment to diversity. Indeed, diversity is one of the six core values to which Grand Valley is dedicated. On this topic, the statement reads:

Diversity — Grand Valley values the range of thoughtful perspectives that is necessary to create and sustain open inquiry, a liberal education, and healthy communities. We reach out to secure and welcome a diverse group of students, faculty, and staff. We value a multiplicity of opinions and backgrounds and seek ways to incorporate their many voices and experiences into every aspect of our institution's life.

Examples of institutional policies which affirm the emphasis on diversity that emanates from this mission document include the following:

The Anti-Harassment Policies in the Faculty Handbook and Student Code of Conduct, for example, read, in part:

The university, consistent with its policies and procedures, promotes institutional diversity by embracing such concepts as “affirmative action” and “equal opportunity” as a campus-wide strategy to provide equal access to opportunity. The university’s commitment to non-discrimination is the foundation for such efforts. . . .

Article II: Prohibited Conduct

Harassment is unprofessional conduct that could reasonably be understood as (1) having the purpose or effect of creating an intimidating, hostile, or offensive environment, (2) having the purpose of unreasonably interfering with an individual’s work performance or access to educational activities or programs, (3) otherwise adversely affecting an individual’s employment opportunities or access to educational activities and programs.

Harassment on the basis of age, color, disability, familial status, height, marital status, national origin, veteran status, or weight is considered a violation of university policy.

Sexual harassment is a violation of Title VII and Title IX of the Civil Rights Act and of the Elliot-Larsen Civil Rights Act.

The Equal Opportunity/Affirmative Action policy is approved by the Board of Trustees and is found in the first chapter of the University Administrative Manual, along with the university’s mission, vision, and values statements.

The institution’s Affirmative Action Web site also affords wide exposure to Grand Valley’s Statement of Values specifically regarding diversity, as well as provides public access to information about the university’s People of Color Network, Proposal 2 (a November 2006 civil rights initiative further defined in the following paragraph), the Charge to the Diversity Assessment Committee and the university’s Protocol for Bias Incidents found at: <http://www.gvsu.edu/affirmative/>. Report Bias Incidents information is printed on business size cards and distributed to students and faculty.

Grand Valley Responds to Changes in State Law Affecting Diversity

Otherwise known as the Michigan Civil Rights Initiative, Proposal 2 prohibited the state from granting preferential treatment based on race and gender in areas of public employment, public contracting, and public education. Passage of Proposal 2 in the November 2006 elections placed limitations on the affirmative action activities of public entities, including universities. Grand Valley’s President Haas responded by creating an adhoc committee, Diversity Oversight Committee (DOC), whose charge was to review all of the university’s existing diversity initiatives that would be affected by Proposal 2. The DOC is chaired by the provost. Members of the committee included the provost, the former vice president for planning and equity, university council, former senior advisor to the president, and the dean of multicultural affairs. The university’s strategic plan provided the context for the DOC’s charge to accomplish the following:

- Research the university’s diversity initiatives in the light of Proposal 2’s language and limitations
- Identify and describe a desired future for a diverse learning community within the university, given the legal requirements of Proposal 2
- Articulate recommendations in compliance with Proposal 2 that will promote the university’s continued achievement of a maximally diverse learning community

The anticipated outcomes of the review were the following: a) the university will be in compliance with Proposal 2; b) the university will sustain and enhance its commitment to diversity; c) the university will increase diverse representation of people, ideas, and perspectives to achieve a rich learning environment; d) the university’s learning community will be inclusive; and e) formal and informal data will be collected to document the university’s diverse culture and climate and the extent to which these reflect its mission, vision, values, and goals.

Six subcommittees were formed to achieve this review — Support Services, Donors and Scholarship, Enrollment Development, Teaching and Learning, Purchasing and Contracts, and Employment. By April 2007, each subcommittee had reported its findings and recommendations to the DOC. The vice president for inclusion and equity who took office in January 2008 will review and implement the DOC's recommendations.

Diversity: From Mission Document to Strategic Plan

Diversity is the focus of the fourth goal in Grand Valley's most recent strategic plan. This plan is provided in its entirety and discussed in detail as a part of the discussion of Criterion Two. In summary, this goal is to promote and integrate diversity in all aspects of university life.

The strategy selected to achieve this goal is the creation of a comprehensive, systemic framework for both curricular and co-curricular educational excellence that incorporates diversity at its core.

The specific objectives to which this strategy is directed include the following:

- To develop a common understanding of the definition and importance of diversity
- To provide access by enrolling, supporting, retaining, and graduating all students, including economically disadvantaged students, first generation students, students of color, international students, and any other underrepresented population and by recruiting and retaining diverse faculty and staff who foster an intellectual, supportive, and nurturing environment for educational excellence
- To create and provide interculturally inclusive content in the courses, programs, and experiences across all academic offerings and in the social dimensions of the campus environment
- To develop an inclusive community that promotes intercultural learning that engages all of its diversity in the service of student growth and organizational development
- To undertake initiatives in intentional ways that enhance intercultural competence, cognitive complexity, and the ability to work in and bring leadership to diverse groups

The achievement of each of these objectives is expected to further expand the key role of diversity in achieving Grand Valley's institutional mission and to realize its shared vision of the future. There is evidence that diversity continues to gain traction in the university, and in fact inclusion and equity comprise one of the president's five institutional imperatives. For instance, considerable attention has been paid to incorporating diversity goals and strategies into the strategic and operational plans of virtually all units of the university. In addition, for the past several years, inclusion/diversity training has been part of new faculty orientation. These efforts afford a high profile for diversity efforts on all campuses and across all departmental, college, school, and functional areas of the university.

Diversity by the Numbers

As the tables that follow illustrate, in the recent past Grand Valley has maintained or increased the representation of ethnic and racial minority group members and females within its most important stakeholder groups, including university personnel and students.

The gains and the overall positive direction of these recent inclusion efforts for race, ethnicity, and gender provide an excellent foundation for future inclusion efforts in these and other important areas where the institution is committed to achieve broad and deep representation for diverse individuals and groups.

Table 3-1: 2007 Grand Valley Workforce by Race and Ethnicity, and with Several Comparison Groups 2000-2004

Labor Force Stats	Total Workforce	Total Minorities	Black	Hispanic	Asian American	Native American	Non-resident Aliens
Total GVSU 8/31/07	1,811	14%	6.6%	3.1%	4.1%	0.5%	
GR MSA (Kent, Muskegon, Ottawa counties) (2000 Census)	566,389	14%	6.0%	5.0%	2.0%	1.0%	
US 4-yr Public Universities- Fall 2004 (US Dept of Education)	*	28%	9.5%	5.5%	6.3%	0.6%	6.4%
Michigan 4-yr Public Univ-2005 (IPEDS)	*	25%	8.5%	2.3%	5.1%	0.5%	9.0%
* Total Minorities includes non-resident aliens							

The proportion of minority employees at Grand Valley (14 percent) generally reflects the proportion of minority group members within the population in the surrounding three counties of Kent, Muskegon, and Ottawa. However, slight variations occur within each category of minority group.

Table 3-2: Grand Valley Workforce Changes by Race & Gender 2001-2007

Date	Total	Minorities		Females	
		#	%	#	%
Fall, 2001	1370	168	12%	746	54%
Fall, 2002	1448	189	13%	792	55%
Fall, 2003	1543	202	13%	842	55%
Fall, 2004	1623	216	13%	877	54%
Fall, 2005	1668	224	13%	907	54%
Fall, 2006	1746	252	14%	956	55%
Fall, 2007	1811	259	14%	985	54%
Note: Regular, full & part time; not seasonal or temporary					

Six year changes

Total employees = +441, +32%

Minorities: +91 minority employees, +2% of total employees

Females: +239 female employees; no change in % of total employees

In the past six years as the total university workforce grew by 32 percent, the number of minorities increased by 54 percent. Minority employees now account for 14 percent of the total workforce — a 2 percent increase from 2001. In the same period, the number of female employees increased 32 percent, keeping up with the overall growth of the university, with females' proportion remaining steady at about 55 percent of the total workforce.

Table 3-3: Grand Valley Faculty Workforce by Race & Gender 2007

Date	Total	Minorities		Females	
		#	%	#	%
Fall, 2001	569	80	14%	245	43%
Fall, 2002	595	82	14%	259	44%
Fall, 2003	654	96	15%	284	43%
Fall, 2004	689	102	15%	295	43%
Fall, 2005	693	104	15%	300	43%
Fall, 2006	733	119	16%	320	44%
Fall, 2007	751	123	16%	325	43%

Note: Tenured & Tenure Track; not affiliate or visiting

Six Year Change
 Total faculty = +182, +32%
 Minority +2%
 Female no % change

In the past six years the number of university faculty has increased 32%, and the number of minority faculty has increased 54%. Minority employees now account for 16% of the total faculty – an increase from 14% in 2001. Over the past five years, the number of female faculty has increased 33%, keeping up with the overall growth of the university and remaining a steady 43-44% of the total workforce.

Table 3-4: Grand Valley Promotion Trends by Minority & Gender 9/1/2006 – 8/31/2007

Numbers	Total		Minorities		Females	
	Promotions	Employed*	Promotions	Employed*	Promotions	Employed*
Faculty	28	734	5	119	16	320
Execs & Admin	28	505	3	75	11	274
Support	35	514	2	59	30	365
Total	91	1753	10	253	57	959

Promotion rate (based on total employment) = 5.2%

Numbers	Total		Minorities		Females	
	Promotions	Employed*	Promotions	Employed*	Promotions	Employed*
Faculty	28	734	18%	16%	57%	44%
Execs & Admin	28	505	11%	15%	39%	54%
Support	35	514	6%	11%	86%	71%
Total	91	1753	11%	14%	63%	55%

Note: Total employed at beginning of reporting period: 8/31/2006
 Promotion rates based on beginning workforce

Table 3-4 illustrates the percentage of minorities and females at the beginning of the year, with the percentage of promotions given to minorities and females. In total, the percentage of promotions for minorities is less than the percentage of employment. For example, 11 percent of the promotions during the year were given to minorities, while minorities make up 14 percent of total employees at the beginning of the year. This table also shows that the rate of promotions varies by employee group.

Diversity in Enrollment

Grand Valley's admissions process involves students, faculty, and staff in the recruitment of a diverse student body. Students of color represented 11.9 percent of all new first time in any college (FTIAC) students in the fall of 2007, which is the highest percentage the university has achieved.

The proportion of students of color is slightly lower when compared to the ethnic/racial proportion in the university's three-county regional service region: The 2005 American Community Survey provided by the U.S. Bureau of the Census shows that the Kent–Ottawa–Muskegon region had an estimated population of 998,582 individuals, of whom 19.4 percent were individuals of color, primarily comprising Hispanics and African-Americans.

Additionally, 281 international students were enrolled at Grand Valley in Fall 2007, many of whom were also members of racial, ethnic, or other minority groups.

Figure 3-1: Grand Valley Student Trends by Race & Ethnicity 1999-2007

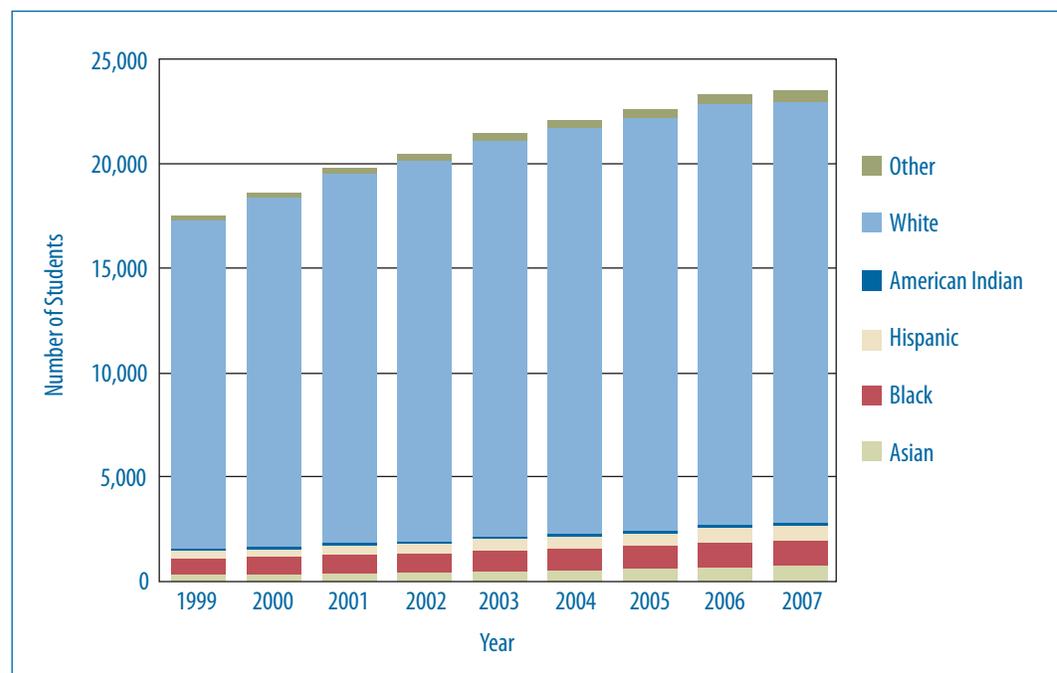


Figure 3-1 provides an overview of student enrollment trends at the university by race and ethnicity from 1999 through 2007.

While Grand Valley has been successful in the past decade in improving its racial and ethnic diversity through the recruitment and enrollment of students of color, the university recognizes that improving racial and ethnic diversity in its student body and workforce, as well as achieving and sustaining gains in other diversity initiatives, are institutional challenges that will require the ongoing commitment and collaboration of many stakeholders in the years ahead.

Diversity Initiatives Across the University

Grand Valley has translated the value it places on diversity into its curriculum, as well as into its institution-wide services, supports, and co-curricular resources, including sponsorship of

numerous programs, activities, and events that promote and celebrate diversity. The following examples further demonstrate the institution's commitment to the diversity ideals that infuse its mission documents.

In terms of curricula, since its last accreditation site visit the university has introduced two categories of diversity studies in its general education program. All students — whether they enter as freshmen or as transfer students — complete at least one course in U.S. diversity and another in world perspectives as an integral part of their undergraduate preparation. One of the expected outcomes of the general education program is that learners develop an understanding of their own culture and the culture of others, so that they can knowledgeably participate in public discourse and decision making in a pluralistic society.

In addition, about a decade ago the university internationalized its curriculum. Especially in the humanities, social sciences, and professional schools, changes were made to incorporate international topics into many disciplines. These include opportunities for students to gain an understanding of the cultures and events shaping the Middle East, Asia, and Africa, as well as the contributions of these regions to today's global economy and social opportunities. In 2006–2007, more than 650 students participated in some form of study abroad.

Also since its last accreditation site visit, the university's curriculum expanded to include an increased depth and breadth of content about race, gender, sexual orientation, urban experiences, and international education through such courses of study as women's and gender studies, African-African/American studies, Latin American studies, Middle East studies, and East Asian studies. The university is moving toward integrating the perspective that diversity is healthy and valuable for all members of the academic community. Its policies, practices, and campus environments are beginning to reflect the importance of diversity to the creation and sustenance of lifelong learning. To foster and promote such learning by students, faculty, staff, and other stakeholders, Grand Valley sponsors a wide variety of initiatives, offices, programs, activities, events, and services that promote and celebrate diversity, including the following:

- The goal of **Allies and Advocates** is to develop and maintain a network of informed faculty and staff visibly supportive of students who identify as lesbian, gay, bisexual, or transgender (LGBT) and who work to foster a campus climate in which all students, regardless of sexual orientation or identity, may feel safe, supported, respected, and affirmed. Allies & Advocates provides training and support services to gay-affirmative faculty and staff members who, in turn, provide support and resources for LGBT students at GVSU. See www.gvsu.edu/allies/.
- The **College of Health Professions (CHP)** partners with the Kent Intermediate School District (KISD) and Spectrum Health (SH) to bring to the university's Center for Health Sciences building 40 students, 20 of whom are from an inner city high school. The students are taught in the university building by an intermediate school district teacher and then work as interns in the hospital. The university has recently admitted the first students from those groups through the usual admissions process. Other "graduates" have either taken jobs at the hospital or gone on to the local community college for further academic courses and training.
- The university developed a **Diversity Directory** in 2005 to provide information that helps all members of the university community locate resources and achieve access, acceptance, and intercultural inclusion. This directory was updated in Fall 2007. See www.gvsu.edu/diversitydir/.
- The university sponsors a **Freshmen Academy** for 40 students who would otherwise not be eligible for admission to Grand Valley as a result of low ACT scores. Upon successful completion of the academy, these students are admitted to the university. Most participants are students of color who are high achievers based on their high school grade point averages but who did poorly on standardized tests. Students participate in an intense six-week, residential summer program to learn academic survival skills, receive academic

and career advising, and learn about living on a college campus. Participants take a writing course and a mathematics course that prepare them for the required courses they will take when they matriculate.

The Freshman Academy will change its programming in 2008–2009, although its goals will remain the same. The summer program for 40 students will be replaced by a newly formatted program that will be offered during the normal academic year for 60 students. This shift to a fall and winter cohort program will enable academy participants to connect with peers, academic courses, co-curricular activities, and faculty during the normal functioning of the university rather than during the more isolated, limited offerings of summer term. Additionally, the program can grow over time, as desired.

- Grand Valley's **Lesbian, Gay, Bisexual, and Transgendered (LGBT) Resource Center** collaborates with Out 'N' About, a student organization to promote awareness of lesbian, gay, bisexual, transgender, questioning, and intersexed (LGBTQI) issues on campus. The university offers full support to many LGBTQI events and programs, including but not limited to National Coming Out Day, Transgender Day of Remembrance, Day of Silence, the "Gay Fine by Me" T-shirt campaign, and participation in the Midwest Bisexual, Lesbian, Gay, Transgender and Allies College Conference. See www.gvsu.edu/lgbt/. The LGBT Resource Center is discussed further in Criterion 3c.
- **Multicultural Assistants (MAs)** in the Office of Housing and Residence Life sponsor programs that provide opportunities for resident students to learn about and support diversity. MAs sponsor large group programs such as Tunnel of Oppression, as well as dinners and discussions related to programs sponsored by the Office of Multicultural Affairs — including the Professional of Color Lecture series and Women's Center My HAIRitage program — and other campus speakers and events that are diversity-themed. See www.gvsu.edu/housing/.
- The **Office of Disability Support Services** provides advising and support for Grand Valley's students with chronic and long-term disabilities and those who have temporary needs for accommodations of all types, including academic and physical. Its staff works with faculty throughout the university to identify and implement appropriate accommodations for all students with special needs. The office also serves faculty and staff who have special needs. See www.gvsu.edu/dss/.
- The **Office of Multicultural Affairs** promotes diversity awareness and celebrates cultural pluralism by hosting academic, social, cultural, and professional development activities and events throughout the academic year. Events sponsored by this office engage the university community in learning about different cultures and life experiences. Programs and speakers sponsored or co-sponsored by the office include Black History Month activities, Hispanic Heritage Month activities, Martin Luther King Jr. Day March and Celebration, Asian Pacific American History Month activities, and speakers such as Judy Shepard, Jehmu Greene, Jean Doss, Linda Chavez, Mark Fancher, Carlos Munoz, Jr., and Lani Guinier.

This office also works with high school and middle school students of color in the region to help them aspire to a college education, visit the university, and interact with current students and faculty. These experiences are intended to motivate students to explore their potential and to see higher education as a way to open doors of opportunity for themselves and their families in the future. See www.gvsu.edu/oma/.

- The **Office of Student Life** assists a wide range of minority student-focused organizations — such as the Black Student Union, Native American Student Association, Asian Student Association, and Latino Student Association — in planning and implementing educational and social programs for the university community. Grand Valley devotes curricular and co-curricular attention year-round to observances of holidays and special recognition opportunities, such as Black History Month, Hispanic Heritage Month, and Asian American Heritage Month. See www.gvsu.edu/studentlife/.

- Grand Valley developed a **Protocol for Biased Incidents** in 2006 to encourage students, faculty, and staff to report incidents of discrimination, prejudice, or bias they have experienced or observed. All incidents are investigated, follow-up assistance is provided to victims, and appropriate actions are taken with victims and perpetrators. At the end of each semester, a summary of reported incidents is made to the university's leaders and the broader institutional community via the university Web site. While the university does not experience large numbers of bias incidents each year, even a few incidents damage an atmosphere of civility, respect, and courtesy – and are too many. See www.gvsu.edu/protocol/.
- The **Team Against Bias (TAB)** is an initiative created in 2006 to review information about bias incidents and implement strategies to educate and/or engage the campus community as appropriate. The work of the TAB group is preventative and responsive. The TAB consists of a core of members from many areas. See www.gvsu.edu/affirmative/.
- The **Women's Center**, established in 2002, promotes and supports the success of women students — although its programs are open to all, irrespective of gender. It creates a place for women to achieve their full educational, personal, and career potential in a safe and supportive environment. This begins with recognition of the diversity among women (e.g., ethnicity, race, religion, disability, sexual orientation, age, and socio-economic status) and the need for communication, learning, and equality among them. With an activist orientation that is reflected in educational activities for women and men to raise consciousness and engage participants in conversation, reflection, and service, the Women's Center develops learning experiences that enhance personal growth on gender issues and promotes institutional and societal change where inequity exists. The Center connects individuals, departments, and organizations for action on issues of mutual interest to women. Collaboration is the cornerstone of its current and future successes. See www.gvsu.edu/women_cen/. The Women's Center also is discussed further in Criterion 3c.

Grand Valley is also dedicated to ensuring that the geographic region benefits from its diversity efforts and initiatives. Services provided to nonprofit organizations, governmental entities, and businesses in the region are rooted in and informed by the university's mission, vision, and values statement, all of which promote the incorporation of diverse ideas, people, and perspectives.

Assessing Institutional Progress in Recognizing and Affirming Diversity

Each college and division institution-wide has a strategic plan that addresses how it currently works toward increasing the diversity of their students, faculty, and staff. In addition, each plan addresses how the college or division can diffuse diversity more effectively throughout all curricular and co-curricular activities in the years ahead.

Over a span of 16 years, Grand Valley has completed three diversity climate studies. Two of these focused on assessing perceptions of the university's commitment to women; the most recent survey focused on perceptions of the climate for lesbian, gay, bisexual, transgender, questioning, and intersexed (LGBTQI) individuals and people of color. Collectively these studies provide a gauge of change in the university's awareness of and response to gender issues, as well as a baseline for how LGBTQI individuals and people of color perceive several elements of the university, from the curriculum, to their treatment by others within the university system.

The 2005 baseline diversity study revealed that 10 percent of all students, 16 percent of all faculty, and 13 percent of all staff felt harassed at Grand Valley. Other troubling findings regarding the diversity climate were reported by people of color. According to the survey, 58 percent of African American students, 42 percent of African American faculty, and 49 percent of African American staff reported feeling unwelcome at one or more university events because of their race/ethnicity compared to 10 percent of Caucasian students; 4 percent of Caucasian faculty and 4 percent of Caucasian staff.

In a similar vein, of the respondents to the survey, 59 percent of LGBTQI students, 50 percent of LGBTQI faculty, and 53 percent of LGBTQI staff reported feeling unwelcome at one or more university events because of their sexual orientation, compared to 3 percent of heterosexual students; 3 percent of heterosexual faculty, and 2 percent of heterosexual staff.

The Diversity Oversight Committee had the results of the 2005 study in hand when it accepted the presidential charge in 2007 to improve the university's performance with respect to diversity and to align its approaches with the newly enacted Proposal 2.

In April 2007, this committee recommended the creation of a new position at the vice presidential level to coordinate and improve diversity efforts on all Grand Valley campuses. The addition of this senior leadership position and its launch in January 2008 conveys an important commitment to diversity that will enable the university to expand faculty and staff intercultural competency training, to improve communication between various units regarding diversity issues, and to forge new collaborative efforts to sponsor diversity programs within the university community. In response to this recommendation, the university hired a search firm and launched a national search for the position of vice president for inclusion and equity.

The passage of Proposal 2 in Michigan necessitated a rethinking of the ways the university implements its mission of a diverse workforce. A second recommendation by the committee, endorsed by the University Academic Senate (UAS) and championed to the faculty by the provost in mid-2007, resulted in the implementation of the "Inclusion Advocates" approach to the recruitment of minority and women faculty and staff at Grand Valley. More than 160 faculty and staff members volunteered to be trained and serve as inclusion advocates on search committees. The university trained an initial group of 90 inclusion advocates in Fall 2007 for service on all search committees and has conducted additional training sessions in Winter 2008.

There have been significant demographic changes within the leadership of the university since the last comprehensive visit. Four of the eight current officers of the university are women and one is a person of color; moreover, ten of the 19 members of the Deans Council are women and five are people of color. These demographic changes illustrate another way that the university has translated its rhetoric regarding diversity into action.

Grand Valley's President Haas was recognized by the mayor of Grand Rapids as a leader of racial equity and was named a Champion of Diversity during the mayor's State of the City address in January 2008.

Core Component 1c: Understanding of and support for its mission pervade the organization.

Mission Documents Are Understood and Supported by Stakeholders

Grand Valley's statements of institutional mission, vision, and values have been the subject of discussion and comment by its students, faculty, staff, and Board of Trustees. While it would be a stretch to assert that all members of the university community can recite these important documents verbatim, it is not unrealistic to suggest that these documents are widely understood and supported by all stakeholder groups.

The university strives to share its institutional mission, vision, and values beyond the university's campuses and centers through numerous connections with external constituents. Some examples of ways that Grand Valley shares its mission and direction with people outside of the university include the following: the use of community advisory committees (e.g., College of Education, Career Services, School of Social Work, etc.); the sharing of speeches delivered by President Haas in various settings (e.g., Rotary Clubs, Economic Club, Legislative committees, etc.) via the university Web page; interactions that President Haas has

had with the governor, legislators, parents, alumni, and community members; communications and partnerships with many in the local community who support the university through the Grand Valley Foundation; and the extensive collaborations and communications with alumni.

Furthermore, understanding of and support for the university's mission, extend beyond the campus boundaries and into Michigan communities in which the university is located. Regional corporations, public educators at all levels, nonprofit and for-profit organizations, and members of the general public are aware of the purposes to which Grand Valley has dedicated itself and the means it employs to achieve these outcomes. There is widespread knowledge and support for the values that underlie the institution's educational approach, including its emphases on involving the community, promoting diversity, and acting with integrity at all times.

Strategic Planning Is Guided by the Institutional Mission

The university mission, vision, values, and goals were integral to the development of Grand Valley's institution-wide strategic plan, as well as to the development of the strategic plans of all academic and service units. The university's executive offices launched their strategic planning activities in 2003; college and academic units launched theirs in 2005, following the most recent institutional reorganization. In February 2008, the Board of Trustees approved the "refreshed" strategic plan for the university.

Each college and department aligned its strategic plan to reflect and incorporate the core aspects of the university's mission documents. For example, the mission for the College of Liberal Arts and Sciences is to be a "student-centered and diverse learning community that engages in critical inquiry extending knowledge to enrich and enliven individual and public life." The Department of Writing's plan asserts that its "students will develop the ability to write well by analyzing and understanding rhetorical situations and by learning to respond to particular situations with appropriate kinds of discourse." And the Career Services Office's plan articulates a "commitment to support and expand student participation in career-related experiences such as internships, cooperative education, and practica so that students acquire useful professional skills."

Every strategic plan in the university today demonstrates many linkages to its institutional mission by articulating how faculty and other staff will help students acquire the skills that contribute to their being successful in shaping their lives, their professions, and their societies. In 2008–2009 college and unit strategic plans will be reviewed and revised for consistency with the university's plan.

The Mission Guides Workload and Reward Discussions

Grand Valley completed strategic plans for all colleges, divisions, and units at the university in alignment with the mission documents. Ensuring that scarce resources are used wisely emerged as a top priority. Since one of the most important resources at the university is faculty time, the administration recognized the need to improve a number of important practices related to the use of its faculty.

These practices included planning, fairness and transparency in workload determination, equitable support for faculty development, appropriate and consistent rewards for effective work through salary adjustments and personnel reviews, contract renewal, tenure, and promotion through the ranks. While all of these issues were important, perceptions among faculty about inequities in teaching loads caused the administration and faculty governance to focus discussion on the issue of faculty workloads as an area where its mission documents could provide useful guidance and structure.

The Faculty Personnel Policy Committee (FPPC) of the University Academic Senate (UAS) was charged with examining corrective actions in 2005. While these discussions were underway, FPPC effectively summarized the challenges it faced in the following excerpt from a February 2006 document:

What started out as a task to develop a policy for equity in teaching loads across the university, developed into a much bigger issue in that there was no single solution that fit all faculty in all disciplines. Disciplines can be very different from each other. Faculty are different in their strengths, interests, goals, and career stages within the university. So, how can one policy fit the diverse faculty of this university?

What emerged was not only a focus on equity and fairness with “credit hours,” but how faculty members fulfill their responsibilities to the university while also developing themselves in areas which would allow unique contributions to their unit, college, and university. Because of the differences among disciplines and faculty, it was felt by FPPC that units need to determine best practices for their disciplines and their unit, and to work individually with faculty to meet unit, college, and university goals, as well as to provide guidance and resources for faculty development.

This committee started with a number of value-based workload principles as its guide, including flexibility, equity, variability in faculty contributions to the institutional mission, individuality of workload assignments tied to demonstrable activities, and rewards based on assessment of differential responsibilities. Early on, it achieved shared agreement that “individualized” workloads for faculty can help focus individual effort on areas in which they are most interested, as well as on their strengths and their ability to meet the needs of their units.

The process for achieving equitable individualization required considered discussion by the administration and faculty governance structures. Arriving at a consensus about how to allocate individual workloads fairly and effectively and then fully implementing an equitable plan enables faculty members to maximize their contributions to teaching, scholarship, and service, while enabling the university to provide better support for faculty development and rewards.

Moreover, the university believes that effective implementation of individualized workloads for faculty will improve the administration’s ability to identify areas where new faculty are needed, and to secure the necessary resources to expand the faculty in ways that address these needs. The UAS approved a faculty workload individualization process on February 2, 2007, and the provost, deans, department chairs, and faculty initiated this process in AY 2007–2008. It is expected that this process will result in further clarity about the appropriate product of various types of faculty scholarship, including but not limited to the scholarships of teaching, application, integration, and discovery.

Teaching Priorities Reflect the Core Mission

The core mission of Grand Valley is student learning. According to the 2006 Alumni Survey, 91 percent of its graduates rated the quality of instruction at Grand Valley as excellent or good. A major theme that emerged in a 2004 series of faculty focus groups is the university’s value which supports effective teaching.

Because teaching is a primary responsibility of all faculty at Grand Valley, the university also provides extensive opportunities for the enhancement of teaching effectiveness through formal workshops, faculty discussion groups, mentor programs, teaching circles, consultations, classroom visits, competitive and non-competitive grants, and various awards which are presented at major university gatherings. Many of these instructional improvement offerings are coordinated by the Pew Faculty Teaching and Learning Center (Pew FTLC), which was established in 1995 with

a generous endowment from Mary and Robert Pew. More detailed information about the Pew FTLC is provided in the discussion of Criterion 3 and on the Web at www.gvsu.edu/ftlc/.

Yet another initiative to focus teaching and learning at the university with its mission, vision, and values is the Claiming a Liberal Education (CLE) initiative. This began in the winter of 2003 with informal discussions among students and faculty about gaps in expectations between students and faculty. These informal discussions resulted in the formation of a CLE Advisory Committee that secured funding from the provost to complete various projects and research designed to align student and faculty expectations with the objectives of a liberal education.

As a result of the CLE initiative, the university has conducted faculty and student focus groups and participates in the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and the Collegiate Learning Assessment (CLA). Each of these research projects provides valuable information and feedback that is used to enhance the university's teaching and learning opportunities. Further discussion of these assessments is provided in Chapter Five: Criterion Three and Chapter Six: Criterion Four.

The Mission Guides Faculty and Student Scholarship

Grand Valley was established as a teaching institution committed to the tradition of liberal learning in 1960. In its early years, the founding faculty focused institutional efforts on fulfilling the teaching and learning mission of the fledgling university and at the same time, created academic policies, systems, and structures, which emphasized their position as one of teaching and service. Of necessity the faculty's commitment to research and creative practice was not a high priority in terms of allocation of resources, capital and time during the earliest period.

As the university began to grow in the mid-1980s, its administrative and faculty leadership discussed the role of research in the institution. The prominence of this issue was noted by the 1989 NCA visitation team when it cited "limited and uneven scholarly activity by faculty" as among its concerns in the 1989 Site Visit Report. Thereafter, the discussion about research continued, until the institution's Long Range Planning Task Force asserted in 1997 that "...excellent teaching enhanced by active scholarship is at the heart of everything [Grand Valley] undertakes, and it is incumbent on the institution to foster, value, and recognize it."

The university's current strategic plan clearly articulates the centrality of scholarship within the university mission. Scholarship is an essential component of the university's mission as an institution of higher learning and community service. Excellence in teaching at the university level depends upon active scholarship by faculty members. Through basic and applied research, artistic expression and performance, and other forms of scholarship, faculty members contribute to the development and application of knowledge, and create a dynamic environment for learning. Active scholarship may include collaboration of faculty and staff with students, business and labor, government, and community organizations. In this way, the benefits of a liberal education are extended beyond classroom walls to lifelong learning and partnerships between the university and its diverse communities.

Grand Valley encourages faculty and student research and creative works in a number of ways. The Faculty Research and Development (R&D) Center provides funds for faculty research grants-in-aid, scholarly travel, and summer research stipends. The Center was established in the mid-1980s when the university first began its serious move to enhance faculty scholarship. Over the years the level of funding has increased, as has the number of faculty receiving support. Since 1998–1999, there has been an increase in each of these funding types of support for faculty: travel grants numbers annually increased by 68 percent and the annual funding by 124 percent; faculty research grants increased by 30 percent and the funding by 28 percent; faculty research stipends increased by 120 percent and the funding amount by 104 percent. The scholarly travel grants from the R&D Center are matched by funding from the faculty member's department, and such awards assist faculty

with the expenses of presenting papers at professional meetings, discharging duties of office in a professional organization, and chairing sessions. Faculty research grants enable the individual to pursue research or creative activities and cover up to \$3,000 of the expenses for such work. They do not cover faculty salaries. Faculty summer research stipends enable faculty members to devote their summer to the conduct or completion of research or creative projects. The research grants and research stipends are competitively awarded under the review of the Research and Development Committee.

During the past decade, funding was added to the R&D Center base for student scholarly travel grants. The number of students receiving grants has more than doubled since the first year (2002–2003) and the dollar amount increased by 186 percent. A one-time allocation of annual funds was also given to the R&D Center to support graduate student research. This one-time fund of \$12,000 was awarded to graduate students needing some support for the conduct of thesis research or similar program required research. These funds served 26 graduate students. In 2007–2008, a working budget of \$12,000 was added to the R&D budget to meet the research needs of graduate students. While the number of students is still small, the funding support encourages increased quality of thesis research. Faculty and student scholarship is discussed in greater detail in Chapter Six: Criterion Four.

Faculty, Student, and Staff Service Reflect the Core Mission

Grand Valley encourages students, faculty, and staff to participate in community service as an important part of being a good university citizen. Students have many opportunities to engage in community service to local and regional organizations and institutions through the Community Service Learning Center in the Office of Student Life. Each year nearly 100 student organizations are active in community service projects on campus, in regional locations, or nationwide.

Many faculty members encourage students to participate in service activities through the use of service-learning pedagogy. Service-learning pedagogy is employed regularly in curricular and/or co-curricular endeavors in 11 departments, two academic programs, two schools, and three colleges at the university. Examples of service activities that faculty and students have completed include tutoring elementary and middle school students, refurbishing bikes for children, construction of a “green” house, completing repairs at a food pantry, raising money for cancer research, sponsoring social events for senior citizens, and leading alternative spring break trips.

Faculty and staff members also serve the university and local communities in ways that are interesting to them and important to the institutions they serve, including leadership on boards of area non-profit organizations, local school districts, and local, state, regional, and national professional organizations. Such service commitments are developed by staff in conjunction with their supervisors and by faculty when they complete their individual work plans in conjunction with their unit head and dean. Along with teaching and scholarship activities, faculty contributions to the university and local communities are assessed during contract renewal, tenure, and promotion reviews.

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative practices that enable the organization to fulfill its mission.

The Board Is Organized to Achieve the Institutional Mission

The eight members of the Board of Trustees are appointed by the Governor of Michigan. Each member serves an eight-year term, not more than two of which expire in the same year. The bylaws and policies of the Board of Trustees are available at www.gvsu.edu/admin_manual/.

The Board of Trustees typically meets five times each year, alternating meeting places between the Allendale, Pew, and Meijer Campuses. These formal meetings are open to the public. On at least three occasions since the last accreditation site visit, the board has reviewed and adopted mission or other strategic planning documents. The first was on February 13, 2003, when the board approved the university's current mission, vision, and statement of values. The second was on July 13, 2007, when it reaffirmed the mission, vision, and values and approved the university's goals, strategies, and objectives aligned with the mission documents. On February 29, 2008 the Board of Trustees approved the "refreshed" strategic plan.

The board has two subcommittees: the Academic Affairs Committee and the Finance and Audit Committee. Subcommittees are appointed for special purposes such as presidential searches or nominations for board officers. The role of the Academic Affairs Committee is to review all policies and proposed policies that have a significant impact on institutional programs and activities, to recommend appropriate action to the board, and to monitor results. The Finance and Audit Committee reviews proposed policies and board actions that have significant financial impact, to recommend appropriate action to the board and to monitor results.

Examples of decisions reviewed and approved by the board include mission, vision, and value statements; personnel appointments; institutional policies; new academic degree programs; setting tuition and housing rates; capital construction; bond issues; endowment and investment spending; annual appointment of external auditors; and information and reports that reflect the university's progress in achieving its mission.

The Board Delegates Responsibilities to Administrative Personnel and Individuals in the Top Governance Roles Who Are Qualified to Carry Out Their Responsibilities

President. The president of Grand Valley, appointed by the Board of Trustees, is the chief executive officer of the university with duties and authority determined by the board. As provided for in the bylaws, this delegation provides the president with the authority to manage day-to-day operations of the university.

The president utilizes this authority to plan and implement strategies to achieve the goals and objectives of the institution's strategic plan, to approve organizational structures, and to carry out the university's mission. Strategic planning documents are available for review at www.gvsu.edu/strategicplanning/.

In advancing the strategic planning process, President Haas enacted the following endeavors: established an annual address to faculty/staff in the fall to communicate his priorities and imperatives (e.g., in Fall 2007 these imperatives were diversity, broadening the financial base, strategic enrollment planning, facilities master planning, and human resources planning); provided leadership to refresh the university's strategic plan; established virtual office hours to enable students to ask the president questions and receive answers via the Internet each

semester; established six diversity assessment committees to develop recommendations to improve the university; created a new vice president for inclusion and equity position to provide additional support and direction for improving diversity on campus; continued hosting parent dinners in selected geographic areas of the state to enhance families' understanding of the mission and achievements of the university; and continued to be actively involved in development work for the university's foundation and in legislative presentations.

The president is assisted by the Senior Management Team (SMT). The SMT consists of the provost and vice president for academic affairs, vice president for finance and administration, vice president for university relations, vice president for development, vice president for inclusion and equity, university counsel, special assistant to the president, and Board of Trustees secretary.

Provost and Vice President for Academic Affairs. The provost is the chief academic officer of the university, responsible for providing leadership for all academic and student affairs programs and serving as acting president in the president's absence. During the one-month transition period between President Murray and President Haas, the provost served as acting president of the university.

The new faculty workload policy which was implemented in Fall 2007 and the reorganization of academic affairs are examples of other effective leadership by the provost. Academic programs were reorganized into eight colleges in 2003: Seidman College of Business, College of Community and Public Service, College of Education, College of Liberal Arts and Sciences, Seymour and Esther Padnos College of Engineering and Computing, College of Health Professions, Kirkhof College of Nursing, and the College of Interdisciplinary Studies.

The chief leadership position in the academic colleges is the dean, a position that directly reports to the provost and vice president for academic affairs. This is also true for the university libraries, graduate studies, and grants administration. The dean works closely with unit heads and the faculty to promote and advance the mission of the university.

The Academic Services and Information Technology Division and the Student Services Division are headed by vice provosts. They report directly to the provost and vice president for academic affairs. The organization of support services for students under the provost is a very effective administrative structure for the university that encourages strong collaboration between academic administrators, faculty, and student affairs staff. Examples of collaborations include inter-group dialogues, the Greater Expectations project, the LIB 100 co-curricular project, the learning outcomes assessment pilot project, new faculty orientation, the Freshman Academy, and expansion of internship and service learning opportunities.

Colleges and divisions are allowed significant autonomy to pursue the university's mission, with special attention to the unique qualities of their disciplines and professions. The level of autonomy afforded each college facilitates academic freedom and intellectual creativity.

The staff for the provost and vice president for academic affairs includes two associate vice presidents for academic affairs, two assistant vice presidents for academic affairs, and the assessment and accreditation officer. This organizational structure ensures that the wide array of intellectual and technical resources represented by these units is appropriately directed toward advancing learning and discovery at the university. Appendix B provides an overview of how major administrative divisions are aligned.

The University Achieves Significant Progress Toward Its Mission Through the Work of Committees Appointed by Its Executive Officers

Grand Valley has a robust committee structure through which it accomplishes significant amounts of work that advance progress toward the achievement of its mission and specific objectives. These include the following:

- The **Senior Management Team (SMT)**, chaired by the president, meets regularly to advise the president and facilitate communications with the Board of Trustees regarding strategic directions and policy for the university. The SMT is comprised of those individuals listed on page 54 under the subhead “President.”
- The **University Leadership Team (ULT)**, chaired by the provost, consists of SMT members as well as other key leaders who are centrally involved with the operations of the university, including the president of the Student Senate, chair of the UAS, vice provost/dean of academic services and information technology, vice provost/dean of students, chair of the Administrative/Professional Committee, dean of the College of Education, assessment and accreditation officer, associate vice president for academic affairs, assistant vice president for institutional marketing, assistant vice president for news and information services, assistant vice president for facilities and planning, associate vice president for business and finance, director of corporations and foundations, associate vice president for human resources, and director of alumni relations. This committee considers the operational details of university initiatives that emanate from the SMT and provides input to the SMT. The ULT serves as a conduit for information from the campus community as well as for information to the campus about various initiatives.
- The **Dean’s Council** meets regularly with the provost. Membership includes the associate and assistant vice presidents for academic affairs, the vice provosts, the deans, and the assessment and accreditation officer. The council serves as an advisory group to the provost regarding issues and policies related to academic and student affairs as well as issues related to broader institutional matters.
- The **Budget Committee** comprises the provost (who serves as its chair), vice president for finance and administration, vice president for university relations, vice president for university development, vice president for inclusion and equity, assistant vice president for facilities planning, assistant vice president for university budgets, associate vice president for academic affairs, the director of academic resource management, and university counsel. The budget committee meets regularly to discuss and make decisions and recommendations regarding budgetary issues based upon the priorities outlined in the strategic plan.

The University Achieves Significant Progress Toward Its Mission Through the Work of the University Academic Senate

Fundamental to the operation of the university is the principle of shared governance. Faculty-led committees are therefore essential to Grand Valley’s operations and progress. To ensure that professional academic standards guide institutional development, many of these committees develop policies and review and implement plans. While each college has its own internal governance structure, these committees serve the entire university and report to the University Academic Senate (UAS).

The UAS is the highest faculty governance body at Grand Valley. It has authority to deal with any academic issue or faculty concern. It makes recommendations to the provost and/or president regarding such matters as curriculum, the academic organization of the university, faculty personnel policy, the budget, and other issues considered relevant to academic affairs. Its committees include the following:

- The **Executive Committee of the Senate (ECS)** serves as the clearinghouse for matters to be presented to the UAS. Such matters are discussed by ECS before its recommendations are made to the UAS. Its powers and duties include preparing the agenda for UAS, acting for UAS, receiving reports from the standing committees of UAS, nominating members for all committees, task forces, and boards created by UAS, determining the number and distribution of UAS members, providing advice and counsel to the administration, arranging faculty forums, and deciding the matters that should be reviewed by the various committees of faculty governance.

The ECS collaborates with Grand Valley's administration to address significant issues including: reorganization of academic affairs into eight colleges from four divisions, exploration of a viable way to implement a faculty individualized workload planning process, and examination of ways to reduce the cost of medical benefits. On this latter issue, the administration began discussions with the Faculty Salary and Budget Committee (FSBC) to identify reasonable ways to contain costs. Together, the committee and the administration were able to identify an acceptable change in cost-sharing of medical benefit plans. The change increased the employee cost share for medical benefits to 10 percent, although each employee received a one-time salary increase of \$450 to help cover the cost. FSBC forwarded the proposal to the ECS and UAS for approval and the plan was implemented by the university.

- The **University Curriculum Committee (UCC)** is responsible for a wide range of curriculum matters at the university. Whether it is a significant modification to an existing course, the introduction of a new course or program, or a change in requirements to a major or minor, the proposal must be reviewed by UCC. When it comes to single courses, the committee recommends actions to the provost; regarding larger matters, such as establishing new programs or departments, the committee makes recommendations to the UAS, which then makes a recommendation to the provost.

Following review, UCC makes recommendations on all course proposals, degree requirements, program proposals, General Education and Basic Skills program changes, Honors courses, Continuing Education curricula, off-campus and summer programs, and accreditation processes. It conducts all periodic evaluations of curriculum and makes recommendations regarding any changes.

- The **General Education Subcommittee (GES)** is a subcommittee of UCC with the unique responsibility of reviewing, assessing, and making recommendations on all matters related to the general education program at the university. The GES is also charged with calling meetings of the faculty to discuss the aims, philosophy and challenges of the general education program. The subcommittee works closely with the general education director.
- **Academic Policies and Standards Committee (APSC)** responsibilities include studying, reviewing, and making pertinent recommendations on academic policies and procedures. Its duties include composing policies relevant to admission, retention and dismissal, repeat grades, withdrawal, the academic calendar, and library privileges. This committee reports to the UAS via the ECS.
- The **Faculty Facilities Planning Advisory Committee (FFPAC)**, established in January 2004, coordinates, facilitates, and provides faculty input during the design and construction of new buildings.

- The **Faculty Personnel Policy Committee (FPPC)** has the responsibility to review faculty personnel policy matters that extend beyond the colleges and make appropriate recommendations to the ECS and UAS.
- The **Faculty Salary and Budget Committee (FSBC)** studies data and makes recommendations on the allocation of funds within the university budget as a whole as well as within budgets of the administrative divisions. It also makes recommendations regarding other budgetary items including compensation, benefits, and accreditation processes.
- The **Faculty Teaching and Learning Center Advisory Committee (FTLCAC)** provides advice on the policies, direction, and performance of the Faculty Teaching and Learning Center. It serves as liaison between the campus community and the center's director, establishes grant funding priorities, and reviews applications for teaching renewal and development grants. Among other responsibilities, the committee annually evaluates the effectiveness of the director and the center's activities.
- The **Graduate Council (GC)**, established in Fall 2004, is responsible for review of graduate curriculum, including new or revised graduate courses and new or revised graduate programs. It also makes recommendations for changes in academic policies and standards relevant to any aspect of graduate education. As a new committee within the faculty governance process, it has established guidance for faculty submitting graduate proposals. It has two working subcommittees, the Graduate Curriculum Subcommittee and the Graduate Policy Subcommittee. The Graduate Council works closely with the graduate dean, Graduate Directors Advisory Council (also a new committee), and other key administrators, faculty, and staff engaged in graduate education. The GC is comprised of elected faculty representatives, two graduate students, and a number of ex-officio administrative professionals. The GC receives staff support from the Office of Graduate Studies.
- The **University Assessment Committee (UAC)** became a faculty governance committee in April 2003. Its members include representatives from each college and ex officio representatives, including the assessment and accreditation officer, from the Office of the Provost, and the Pew FTLC. Its primary responsibility is to oversee the process of assessing student learning outcomes. It does so by reviewing assessment plans, progress reports, and self studies for all academic majors and support service units at the university.

Two additional committees play important roles at the university. The Administrative/Professional Committee and the Clerical Office and Technical (COT) Development Committee provide professional development opportunities for staff to share their perceptions with the leadership of the university regarding institutional issues.

- The **Administrative Professional (AP) Committee** acts as a representative body for administrative and professional staff. This committee reviews and makes recommendations regarding personnel policies and decisions affecting the AP staff. Information about the AP Committee is available at www.gvsu.edu/ap/.
- The **Clerical Office and Technical (COT) Development Committee** creates workshops and seminars for COT staff to enhance professional development and personal growth and to promote collegiality among staff.

Three groups of Grand Valley staff are covered by union contracts. These include the Clerical Office and Technical (COT) staff, the Maintenance Grounds and Service (MGS) staff, and the Public Safety staff. Employment handbooks are made available by the university to these groups which delineate policies, procedures, and benefits. Contracts and handbooks are found on the Web at www.gvsu.edu/hro/.

Advisory Committees

Numerous advisory committees contribute to the university's operations:

Academic Computing Advisory Committee
Academic Review Committee
Administrative Computing Advisory Counsel
Administrative Professional Committee
Campus Life Committee
Chemical Safety Committee
Computing Policy and Planning Committee
Enrollment Development, Planning, and Assessment Committee
Faculty Grievance Committee
Graduate Enrollment Management Committee
Graduate Leadership Advisory (GLAD) Team
Graduate Program Directors Advisory Committee
Human Research Review Committee
Institutional Animal Care and Use Committee
Intercollegiate Athletic Advisory Board
Intercultural Advisory Council
International Education Committee
Newspaper Advisory Board
Outstanding Service Award Committee
Provost's Advisory Committee
Research and Development Committee
Scholarship Committee
University Judiciary Committee
University Library Advisory Committee
Women's Commission
Writing Skills Committee

In addition, each college within the institution has a curriculum committee and a personnel committee.

Core Component 1e: The organization upholds and protects its integrity.

University-Wide Policies and Procedures

Grand Valley has policies in place to promote ethical behavior by its students, faculty, and staff and to preserve the integrity of its community. The university demonstrates its commitment to its mission of educating students by charging the UAS with reviewing and acting on all proposals regarding graduation requirements or new programs and majors, including any initiative emerging from a nonacademic unit that involves academic credit. Proposals regarding addition or elimination of colleges, divisions, schools, departments, institutes, centers, libraries, or academic service units also must be acted upon by the UAS.

Consistent with the enhancement of scholarly activities, the university approved a complete rewrite of its intellectual property policy since the last NCA site visit. This rewrite was followed by the development of a new research integrity policy, which is discussed further in this section. A set of procedures designed to implement the research integrity policy were adopted by the university to assure compliance to ethical research behavior and to be consistent with the university's mission.

More than 20 programs of the university are accredited by nationally recognized accreditation agencies, in addition to the Higher Learning Commission of the North Central Association of Colleges and Schools' accreditation of the university as a whole. Program accreditation is based on rigorous peer review and offers evidence to students, families, clinical placements, government officials, and the general public that programs are of high academic quality and have integrity. The university's college and program accreditation information is available for review at www.gvsu.edu/assessment/.

Grand Valley's policies regarding the rights and responsibilities of its internal constituents are fair and clear. Section 504 of the Rehabilitation Act of 1973 states, "No otherwise qualified person with a disability in the United States...shall, solely by reason of...disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance." Section 504 is dealt with by the Disability Support Services Office in the Division of Inclusion and Equity of the university.

The University Counsel Office (UCO) investigates and coordinates institutional responses to complaints filed with the Office of Civil Rights.

Grand Valley's Equal Opportunity/Affirmative Action policy and its anti-harassment policies are posted on the university's Web site and available in the offices of the dean of students and university counsel. Formal complaints related to discrimination and sexual harassment are investigated by the Division of Inclusion and Equity. A final report is shared with appropriate administrators at the university and actions are taken.

Grand Valley is committed to providing a safe work environment for the health and well being of its employees and students. The Lab Safety and Chemical Hygiene Plan reflects and supports that commitment. The plan includes the policies and procedures, prepared in accordance with the State of Michigan Occupational Safety and Health Administration (MIOSHA) requirements for the safety and health of faculty, students, and staff while working in laboratories owned or operated by the university. See www.gvsu.edu/labsafety/. The university employs a full-time staff member in the Facilities Services Department who is devoted to safety and the continual examination of the learning and working environment.

Grand Valley abides by all pertinent local, state, and federal laws as well as generally accepted accounting procedures regarding its financial system. Its annual financial report is audited by an independent CPA firm, Plante & Moran, PLLC. The firm also audits federal awards in compliance with OMB Circular A-133. Both the annual financial report and the A-133 reports are published on the university's Web site each year; visit www.gvsu.edu/busfin/ and click on Financial Reports.

Update on Policies

The primary objective of the review and publication of policies at Grand Valley, initiated by the president, is to provide the university community access to clearly stated university-wide administrative policies such that they are:

1. Formally approved and kept current
2. Accessible to all parties in a centralized Grand Valley Manual
3. Communicated to all operating units in a timely manner

The project has resulted in the development of a policy hierarchy illustrating the strategic relevance of the Grand Valley Manual relative to the Administrative Manual, academic and student affairs policies, and non-university-wide policies.

Phase one of this project began during 2007-08. Definitions of policies, procedures, practices and protocols were developed within the context of the Grand Valley Manual. During this process, a policy on policies was created containing a policy statement,

definition of a university policy and a process whereby all future policy additions, changes and deletions will be approved. Within this framework, all existing and written policies were collected and evaluated to determine whether or not they met the criteria established for administrative policies.

Another major objective was to provide access to the policies included in the Grand Valley Manual. To accomplish this objective a Web site was created and is scheduled to go live in Fall 2008, www.gvsu.edu/gvmanual/.

The completion of the Web site and inclusion of all collected policies concluded phase one of this initiative. Phase two began with a review and implementation of a management system designed to provide assurance that the Grand Valley Manual is updated in a timely and consistent manner. In addition, a gap analysis, whereby Grand Valley examines other universities published policies for inclusion in the Grand Valley Manual, is underway.

Research Integrity Policies and Procedures

With collaboration by the Executive Committee of the Senate appointees and representation from all colleges, university counsel, members of the provost's and graduate dean's staff, the university crafted a new research integrity policy, which was fully supported by the senate, the executive officers, and the Board of Trustees. This policy states the following: research, scholarship, and creative activities are central to fulfilling the mission of the university. It is policy of the university that all employees, students, partners, and affiliates always perform their roles related to research, scholarship, and creative activity with ethical integrity. This requirement reflects a culture publicly committed to developing and fostering the highest standards of professional ethics.

This broad research integrity policy is supported by newly revised procedures for responding to allegations of research misconduct — falsification or fabrication of data and plagiarism — by members of the faculty and staff. These new procedures designate the dean of graduate studies and grants administration as the university's research integrity officer, with responsibility for oversight of the investigation and response to allegations of misconduct.

The university maintains and supports compliance committees to review and uphold ethical practices in research involving human subjects, research and care of animals used in research and teaching, and safety in handling of chemicals and hazardous materials. In the past decade, two of the federally mandated committees (IRB, known as Human Research Review Committee (HRRC) at Grand Valley, and the Institutional Animal Care and Use Committee (IACUC)) have received federal approvals for the assurances, development funds for faculty and others who assume these responsibilities, and funding to increase training of faculty and students in compliance and ethical practices. In addition, the university has invested in staff support for these functions.

The HRRC is charged with ensuring the protection of human subjects in research conducted by faculty, students, and staff. The HRRC operates under the Grand Valley Federal-Wide Assurance (FWA). In addition to reviewing and approving research protocols so that all research meets high ethical standards, the HRRC also identifies and/or delivers educational offerings, Web site information, with links to resources, and maintains a database of protocols. Since 2004 all members of the HRRC have been required to undergo ongoing education and development to maintain their currency and depth of knowledge regarding protection of humans in research. The HRRC complies with federal standards for membership; includes a non-scientist member, a community member, and a prisoner representative; and has broad membership from across the units of the university that typically engage in human research. All members have been provided with access to nationally delivered IRB 101 workshops or more advanced workshops. The HRRC has updated and codified its policies and procedures, initiated three-year revolving membership appointments, instituted monthly full board reviews, and offered dialogue sessions for faculty

and students to discuss aspects of the HRRC standards and procedures. The Grand Valley Federal-Wide Assurance was renewed and updated twice during the last decade.

The IACUC oversees the use of vertebrate animals in teaching and research at Grand Valley. The IACUC is composed of faculty, community representatives, a contract veterinarian, and consultants and works to maintain the federal assurances that govern the use of vertebrate animal subjects in teaching and research conducted by the university's investigators and students. The university contracts with a veterinarian, who is also a member of the IACUC, for animal care issues. The function of the IACUC is to ensure that animals are cared for properly when used for research and that procedures are in compliance with university guidelines, state and federal law, and the standards in the Guide for the Care and Use of Laboratory Animals, NRC 1996. The university has an Animal Welfare Assurance approved by the Office of Laboratory Animal Welfare (OLAW) of National Institute of Health (NIH). The program of animal care and animal facilities at Grand Valley are reviewed semiannually by the IACUC. Semiannual reports about reviews of the animal care program and inspections of the animal facilities are submitted to the provost. Annual reports of animal care and use at the university are submitted to the OLAW and the United States Department of Agriculture.

Sponsored Programs, Compliance Policies and Procedures

With the establishment of the Grant Development and Administration Office, the university established provisions to ensure that all faculty, staff, and affiliates involved in grant-funded activities comply with the sponsor terms and conditions, as well as university policies and procedures for fiscal management, purchasing, hiring, and so on. Compliance matters are, in effect, matters of ethical behavior, as participating in the grant submission process or accepting a grant award involves commitments to follow the regulations and procedures and terms imposed by the sponsor. As such, there are ethical issues involved throughout the life of any grant award.

In support of this increased attention to compliance, the director of grants development and administration is developing a compliance matrix to help all parties involved with grants clarify and highlight the federal and state regulations for which the university is accountable. Many of the major compliance domains have been added to the university's grant review and approval form, and require appropriate signatures for those domains applicable to a specific grant proposal. The university counsel's office has been instrumental in updating several policies and procedures, working with the appropriate parties. Among the areas that office has addressed are chemical safety, conflict of interest, and intellectual property.

Discussion in Criterion 4d provides additional information about research policies and practices at Grand Valley.

Office of Institutional Analysis

The Office of Institutional Analysis gathers data and conducts research about the university's resources, processes, and outcomes. Staff provides data and analysis to further data-based decision making by the provost and the broader university community. The office serves as a clearinghouse of data about the university and its students, faculty, and staff. Surveys administered by Institutional Analysis that provide evidence of the quality of academic programs include Grand Valley's biennial survey of graduates, the Your First College Year survey (YFCY), the College Student Survey (CSS), and the National Survey of Student Engagement (NSSE). The YFCY survey is conducted annually and the CSS and NSSE are conducted intermittently.

Evidence of the quality of the general education program comes from the same instruments mentioned above, plus two cognitive assessments: the Collegiate Learning Assessment (CLA) and the Standardized Assessment of Information Literacy Skills (SAILS). In addition, each

academic department has an assessment plan, many of which involve surveys of students in the majors. Further discussion is provided in greater detail as part of Criterion Four.

To verify the data collected as evidence of its academic quality, Institutional Analysis checks to assure that the data collected matches that reported by the registrar and uses a similar process to verify personnel data against reports generated in human resources. Data that is reported to the state through Higher Education Institutional Data Inventory (HEIDI) are subject to audits by the Office of the Auditor General. Grand Valley has been subject to one such audit in the last three years and found to be fully in compliance with the all reporting requirements.

Faculty Handbook and Administrative Manual

Grand Valley implements clear and fair policies regarding the rights and responsibilities of its constituencies. The university publishes an Administrative Manual (portions of which are reproduced in sections 4.01, 4.02, and 4.03 of the Faculty Handbook) that communicates the general philosophies and policies of the university and provides guidance to the administration of the university in development of operating policies and procedures. Included in the Administrative Manual is a clear and in-depth description of the university's grievance procedure and complaint procedure. The authority for the policies is based on the constitution of the State of Michigan, statutes of the State of Michigan, and bylaws of the Grand Valley State University Board of Trustees. The Administrative Manual is distributed to all members of the Board of Trustees and executive and administrative officers of the university. At least one copy is made available in the university library and the manual is available on the university's Web site at www.gvsu.edu/admin_manual/.

The Grand Valley Faculty Handbook is a compilation of procedures and policies for faculty members of the university. The sections on General Personnel Policies, Faculty Personnel, and Faculty Salary Administration and Benefits have been approved by the university Board of Trustees and are part of the Administrative Manual; see www.gvsu.edu/facultyhandbook/.

Student Policies and Procedures

The rights and responsibilities of the students, student conduct, rules and regulations, the judicial process, and the student grievance procedures are published in the Student Code. This code promotes student integrity in academic and social contexts. For example, it prohibits cheating and all other forms of academic dishonesty. In terms of plagiarism, for example, it details the university's clear expectations of academic integrity:

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

The judicial system explained in the Student Code is designed from a student development perspective to allow active participation by learners in the examination of their behaviors. The system is concordant with due process and other constitutional guarantees. Students going through the judicial process are notified of their rights and a range of possible sanctions they may receive. Students may use the Student Grievance Procedure or the Academic Grievance Procedure to resolve their complaints without fear of retribution. The dean of students and vice president for academic affairs keep records of each written student complaint received as well as the resolution of the complaint.

The institution's Student Code is updated annually and updates are provided online at www.gvsu.edu/studentcode/.

Grand Valley's policies and procedures ensure the integrity of its co-curricular and auxiliary activities. For example, the Athletic Department posts its nondiscriminatory policy and code of ethics online at www.gvsu.edu/lakeracademiccenter/nondiscriminatory/. The department produces a compliance brochure, which is given to supporters and explains the regulations of their involvement with current student-athletes and recruits. In addition, the compliance coordinator has developed a compliance manual for coaches that includes recruiting paperwork coaches need to complete to be in compliance with the NCAA.

The university's athletic department meets quarterly, at which time the compliance coordinator discusses any new NCAA legislation that has been passed or is being considered. The compliance coordinator addresses any policies that need further explanation at the quarterly meeting or via email to all head and full-time assistant coaches. Also, if the compliance coordinator discovers a violation of a policy, the violation is communicated to all head and full-time assistant coaches. Additionally, the Grand Valley faculty athletic representative meets regularly with the athletic staff and compliance coordinator to address issues that may arise.

The Office of Student Life encourages students to participate in other organized co-curricular and auxiliary activities. This office publishes the university's policies and procedures regarding student organizations in the Registered Student Organization (RSO) Handbook. The Student Organization Review Board (SORB) meets monthly to review new student organizations. As a condition of university recognition, new student organizations are required to have a constitution with a nondiscrimination clause, four officers, and a faculty/staff advisor. The purpose of the new organization is also reviewed to ensure that it is not a duplicate organization and that it upholds the values of the university represented at www.gvsu.edu/rsohandbook/.

External Constituencies

Grand Valley deals fairly with its external constituencies. For example, the Office of Purchasing Services oversees and is responsible for the procurement of all goods and services for the university, as well as disposal of university property. Efforts are made to use inclusive supplier sourcing practices and to increase the number of minority and women owned suppliers providing goods and services to the university. Purchasing services observes and enforces Board of Trustees policies regarding quotation and bid requirements for purchases based on dollar amounts and can be viewed at www.gvsu.edu/forms/busfin/304.pdf. In addition, purchasing services posts its Conflict of Interest Statement and Ethical Guidelines at www.gvsu.edu/purchasing/.

Grand Valley also demonstrates its integrity in dealing with the public with regard to building construction and professional services. The Facilities Planning Department is a member of the Finance and Administration Division of the university. Facilities Planning posts guidelines related to construction and professional service contracts. These contracts describe what is required of each party contracting with Grand Valley. The contracts clearly state how each contracting party is expected to perform and what will happen if a party does not do so. The contracts were developed to promote compliance with pertinent building codes, including ADA regulations. In addition to the contracts, the university's planning and design standards are found at www.gvsu.edu/facilitiesplanning/standardsmanual/jan2006.pdf.

New construction projects at Grand Valley are designed for sustainability and include a number of environmentally friendly features, including but not limited to waterless urinals, reduced flow showerheads, low flush toilets, and other water conservation efforts; porous pavement in parking lots; rain gardens around new buildings; efficient use of daylight; and low emitting flooring materials. All new buildings must be Leadership in Energy and Environmental Design (LEED) certified.

Grand Valley presents itself accurately and honestly to the public. Institutional Marketing bases its marketing messages on extensive internal and external research and works closely with the Admissions Office to develop recruitment communications. All communications are checked annually for accuracy by Institutional Marketing.

The material presented to the public from the Development Office — for example, the Foundation’s Annual Report on Giving and the Voluntary Support of Education report submitted to the Council for Aid to Education — are reconciled to the university’s financial system by the university’s Accounting Department to ensure that these reports are accurate.

Conclusion

This chapter defines the mission, vision, and values of Grand Valley . A more complete discussion of the university’s strategic plan, including institutional goals, is part of the next chapter, which addresses Criterion Two. An important goal at Grand Valley is to promote and integrate diversity; examples of ways the university strives to achieve this goal were discussed in this chapter. Grand Valley prides itself in having a lean administrative structure that functions efficiently, collaboratively, and effectively — but more importantly; the university operates with integrity as it educates students to shape their lives, their professions, and their societies.

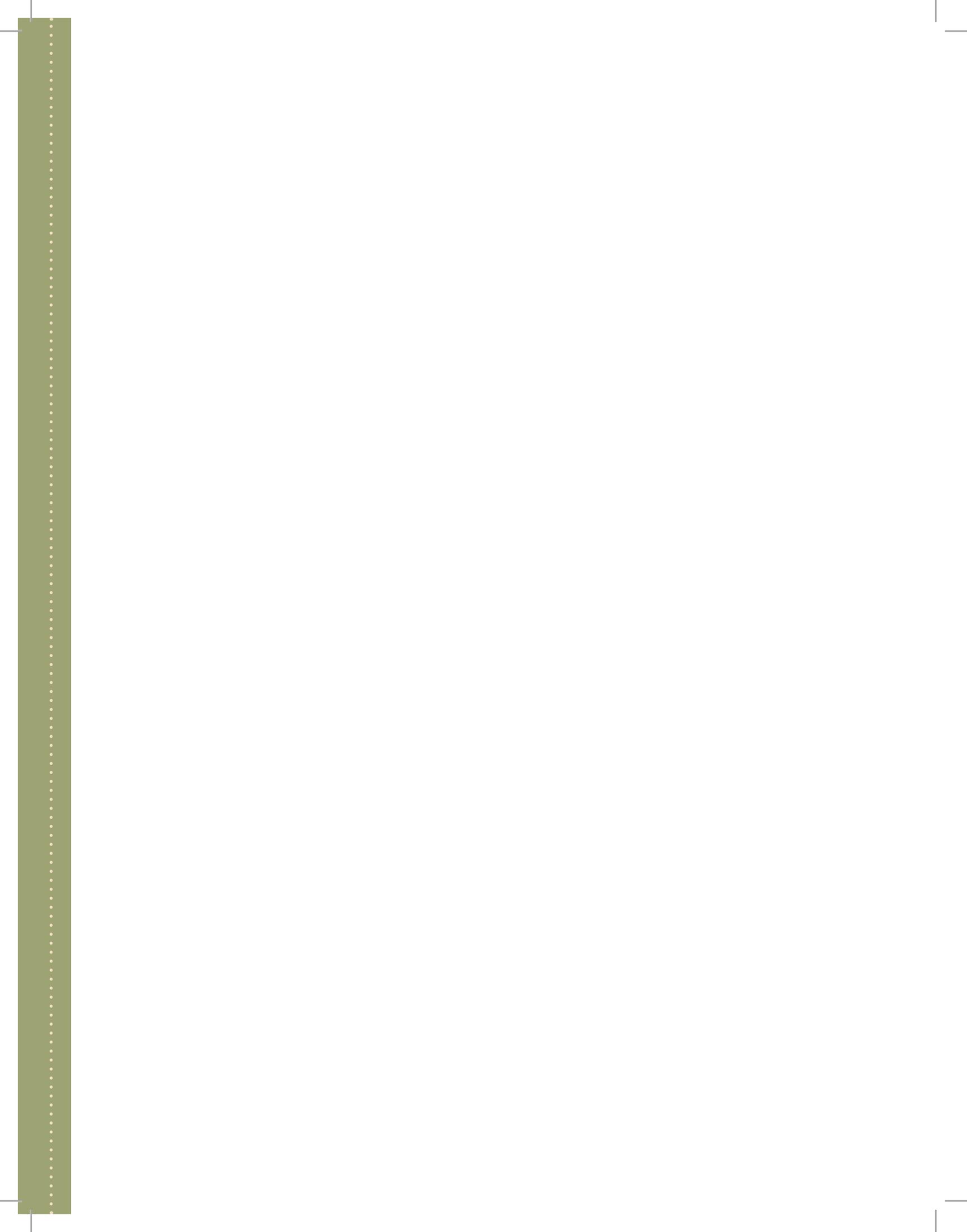
Strengths

1. The university has a clearly articulated and understood mission and values statement that guides planning and decision making.
2. There is a growing institutional commitment to promote and integrate diversity into the fabric of the institutional culture.
3. The university has talented, caring faculty and staff who are extremely committed to achieving the institutional mission and to making Grand Valley a better place.
4. The university values and benefits from strong support in the local and statewide communities as well as from its board and foundation.
5. The university exhibits integrity in all of its operations.

Opportunities for Improvement

1. The essence of Grand Valley State University is a combination of many people in many roles — students, faculty, staff, board members, alumni, donors, business people, and government officials — who give their time and energy. The mission, vision, and values are what tie all of the diverse pieces together. The university continues to take steps to infuse the entire organization with policies, principles, and procedures aligned and consistent with the mission and strategic plan.
2. The university is not yet where it wants to be in terms of its social climate for its stakeholders of color or those who are lesbian, gay, bisexual, transgendered, questioning, and intersexed. Surveys show that far too many individuals perceive they are not welcome in this academic community. Grand Valley is committed to continue its examination of the root causes of discrimination, prejudice, and intolerance as manifested in racism, homophobia, and other inappropriate responses to interpersonal differences, as well as to addressing and eliminating these behaviors from its campuses and online communities.

3. The passage of Proposal 2 in Michigan sent shock waves through the state's higher education community. Grand Valley responded by assembling a Diversity Assessment Committee (DAC) made up of a diverse group of faculty and staff, to re-examine all facets of the university. Consistent with the university's liberal education core values, diversity continues to be a part of its mission. The DAC has submitted a list of recommendations to the university for advancing diversity and improving the climate through expanded intercultural learning and outreach.
4. The integrity of Grand Valley's sponsored program administration can be enhanced by the expansion of training and grants specialist support to faculty and staff investigators and project directors so that their ability to meet the terms and conditions of an award's sponsor are increased. This is a shared responsibility, and Grant Development Administration is a service unit, challenged by its role of enabling the university to respond more robustly and confidently in its sponsored programs' oversight. The strategic plan for the grants office lays out a path to achieve a higher level of performance. Additional attention to the full scope of external sponsors' requirements will require a higher level of institutional support.
5. In light of the passage of Proposal 2, the university's ability to recruit an ethnically and racially diverse student body has been adversely affected. In keeping with its core value of diversity the university will develop creative strategies to maintain its emphasis on recruiting a diverse student body.
6. When the Michigan Constitution was amended in 2004 by voters to state that "...the union of one man and one woman in marriage shall be the only agreement recognized as marriage or similar union for any purpose," the state attorney general interpreted this to mean that public universities can no longer provide health insurance or other benefits to LGBT couples. The Michigan trial court disagreed with the attorney general's interpretation of the amendment; however, the Michigan Court of Appeals overturned the trial court's decision. The matter has already been argued before the Michigan Supreme Court, and a decision was issued in May 2008. Grand Valley will move forward with an open and honest discussion of domestic partner benefits, which has garnered the support of many of the university's constituencies, including its faculty. The Academic Senate passed continuing resolutions in 2001, 2002, 2003, 2004, and 2008 in support of domestic partner benefits; however, such benefits remain contentious at other levels of the institutional hierarchy. Resolving these differences continues to present a challenge to this university.





**GRAND VALLEY
STATE UNIVERSITY**
www.gvsu.edu

**Chapter Four
Criterion Two: Preparing for the Future**



Accreditation Self-study Report 2008



Criterion Two: Preparing For The Future

The organization's allocation of resources and its process for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

In an effort to encourage and sustain the pursuit of excellence institution-wide, Grand Valley has established numerous processes for planning its future, allocating its resources, and evaluating its progress. Changing social, technological, economic, and political environments have influenced the organization of the human, financial, and physical resources dedicated to advancing the university's mission, vision, and values. In this chapter the university discusses its preparation for the future.

Core Component 2a:

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Since its last accreditation self-study in 1999, the university has engaged in evaluation and planning processes that position it for continued success in a future shaped by multiple and diverse societal and economic opportunities and challenges.

In their March 2001 Revisit Report, NCA site visitors observed that Grand Valley did not “have a clear process for developing, disseminating, and using a well-articulated strategic plan that can act as a guide for implementing the stated campus vision and mission” (pp. 56-57). The evaluation and planning activities undertaken by the university in the seven years since to remedy this deficiency reflect Grand Valley's concern with and interest in addressing and resolving this serious challenge.

In 2001, early in his tenure as Grand Valley's president, Mark Murray created the position of vice president for planning and equity, solid evidence of the university's commitment to improve its evaluation and planning processes and outcomes. Since 2001, an open strategic planning communication system has been used to inform and provide opportunities for the university community to engage in an institution-wide strategic planning process.

Under the leadership of President Haas, the Strategic Positioning 2010 Committee was constituted and the 2010 Strategic Positioning Web site (www.gvsu.edu/strategicplanning/) was created in Fall 2007. The Web site provides an overview of the university's strategic planning system, a source book with information about the university's planning efforts, and links to strategic planning information about the university.

A report to the university Board of Trustees in the summer of 2007 summarized the chronology of strategic planning activities (Appendix D) that culminated in the development of the university's current strategic plan, which was approved by its board in February 2008.

Grand Valley is proud of its current strategic plan. The first seven of its goals to be articulated are listed below:

1. Offer high quality undergraduate and graduate education provided by student-focused faculty who are dedicated to excellent teaching, scholarship, and professional service in a wide array of liberal arts and sciences and professional academic areas
2. Create a broad educational experience guided by a philosophy supporting liberal education in all academic programs

3. Contribute to the enrichment of society by building collaborations within the university as well as those among the university, its family of alumni and retirees, and external entities
4. Promote inclusion, equity, and intercultural learning in all aspects of university life
5. Create a vibrant university culture that fosters an atmosphere of inquiry and learning in all university and community settings
6. Effectively allocate financial resources to respond to change and emerging opportunities
7. Effectively present the university's image and advance its reputation

Following a round of strategic planning experiences in 2007 that included some 30 sessions devoted to identifying the university's current strengths, weaknesses, opportunities, and threats (SWOT), an eighth goal was recently added:

8. Develop and expand relationships with current and new constituencies that lead to involvement, participation, and financial resources

After achieving ratification of these broad institutional goals, a comprehensive strategic plan was developed, using these statements as its foundation. This plan includes specific strategies and objectives by which Grand Valley intends to achieve its mission, realize its goals, and translate its statement of values into action. The full strategic plan is available in Appendix E.

The university's strategic plan is well-aligned with the strategic plans of its academic colleges, nonacademic divisions, and other units. By the time the university's strategic plan was finalized, all other units of the university — both academic or service in character — had completed strategic planning processes and were implementing operational plans aligned with and based on their newly identified strategic approaches.

Many of these unit plans are exemplary. Key elements of the strategic plans of the English Department within the College of Liberal Arts and Sciences and the Academic Services and Information Technology Division (a high-profile service unit) are provided in the resource room to demonstrate how numerous parts of the institution moved beyond a simple explication of goals and objectives to identify assessment strategies, designate parties responsible for their implementation, determine how the resources of the unit will be distributed, and align department objectives with those of the university, the college or division, and NCA criteria. All academic and service unit strategic plans are posted at these entities' Web sites and are available for review.

In October 2007, the president announced the founding of a new structure that positions the university for ongoing planning success in the years ahead. The Strategic Positioning 2010 Committee — a standing committee comprised of representatives from the university's constituent groups — was convened and remains at the center of the institution's strategic planning system.

This committee is co-chaired by the president and the provost. Its responsibilities include periodically reviewing the university's strategic plan for relevance and appropriateness. The committee also engages the broader academic community in strategic conversations to assess the university's SWOT. Through its work, the Strategic Positioning 2010 Committee addresses issues, identifies gaps, and recommends adjustments to the university strategic plan.

Following his first year as institutional leader, President Haas addressed the faculty and staff in August 2007, marking the opening of the academic year. In this address, he shared his belief in a university's accountability to all its constituents — students, their families, alumni, the donor community, and taxpayers. In this conception, a critical component of that responsibility is providing a "report card" at regular intervals to maintain the trust of these stakeholder groups.

Under the direction of President Haas, the university issued its first annual accountability report titled 2007 Accountability Report to the Board of Trustees at its October 2007 meeting. The report provides a review of the university's academic and economic performances, including the proper use of resources, and it demonstrates the university's ability to educate successful students in the state of Michigan.

The 2007 Accountability Report is available for public review at www.gvsu.edu/accountability/. It is the institution's plan that the president will provide an annual report on the institution's outcomes to the Board of Trustees each October.

In addition, President Haas outlined five imperatives, derived from the university strategic plan, on which the community is immediately focusing:

1. Strategic enrollment management
2. Facilities master planning
3. Human resources planning
4. Inclusion and equity
5. Building the base

Significant progress already has been made in these areas. Details about inclusion and equity are discussed in Criterion One; the other four imperatives are discussed later in this chapter.

The University's Marketing Plan

In 2002, Grand Valley created and implemented integrated, campus-wide marketing. The purpose of the integrated marketing initiative was to achieve goal number seven of the strategic plan — to enhance the image and visibility of Grand Valley by presenting consistent, research-based messages reflective of the mission, vision, values, and strategic goals of the university. Key objectives of the plan are to increase the academic quality of the Grand Valley student body, attract a more demographically and geographically diverse group of students, and continue to attract outstanding faculty and staff.

A baseline image study was conducted in West Michigan, Detroit, and Chicago in 2002 for the university's marketing plan. Information was gathered from prospective students and the general public regarding the image of Grand Valley. Results showed that students in these markets either had a nebulous image or no opinion of Grand Valley. While it was encouraging that there was no negative opinion, it meant that the university needed to effectively convey its qualities.

The integrated marketing plan involves five core messages: academic excellence, first-rate faculty, great return on investment, state-of-the-art facilities, and outstanding locations. These messages are articulated through stories of faculty, students, and alumni who personify these messages. The messages are disseminated through advertising, on the university's Web site, in admissions marketing materials, and in other communications to all of the university's constituent groups. After implementing the integrated marketing plan, follow-up research was conducted in 2005 and in 2007 in the West Michigan and Detroit markets. The follow-up studies showed prospective students in both markets demonstrating an awareness of the key messages Grand Valley was communicating in these markets.

The 2007 research indicates that the needle continues to move in both West Michigan and the Detroit area, with Grand Valley gaining stature when compared to other state institutions on a number of characteristics, including quality of undergraduate education, total cost per year, and campus safety. In addition, Grand Valley widened the gap of the percentage of prospective students in West Michigan who would choose or recommend Grand Valley over many of the older state institutions and was rated behind only one prominent state university in the Detroit area. The results are similar for the general populations of both markets, confirming an increasing awareness of Grand Valley and a heightened image across the state.

Members of the Board of Trustees have been kept apprised and were supportive of the institutional marketing planning as it was developed and have been given updates on marketing messages over the entire period.

Best Practices and Current Technology Use in Assessment

Grand Valley utilizes three Internet-based assessment management systems: WEAVEonline[®], created by Virginia Commonwealth University; Chalk and Wire assessment management system, created by Chalk & Wire Learning Assessment, Inc.; and Student Tracking, Evaluation, and Portfolio System (STEPS), created by California State University, Chico. Most units and departments at the university use the WEAVEonline assessment management system.

The university began using the WEAVEonline system in Fall 2006. WEAVEonline uses the convenience and efficiency of the Internet to support institution-wide planning, assessment, and improvement processes. It also affords the university a means of streamlining planning and assessment management tasks. Because WEAVEonline offers easy accessibility to anyone in any unit at any time from any location, faculty and other stakeholders can review their assessment plans, monitor progress toward achieving the goals and objectives of the plan, examine and analyze assessment results, and participate in the analysis and decision-making processes linked to improving learning and teaching. WEAVE Online also provides an historical record (archive) of a unit's past planning and assessment activities.

The university implemented the Chalk and Wire management assessment system in Fall 2007, which is utilized by the general education program. Through the aggregation and disaggregation of data, the general education program is able to track course outcomes as part of its overall assessment plan.

In Fall 2007, the Seidman College of Business began using STEPS, an assessment management system designed specifically for business schools to meet the accreditation standards of the Association to Advance Collegiate Schools of Business (AACSB).

Grand Valley is committed to identifying and using best practices and cutting edge technologies to improve its planning processes and link them to assessment strategies that have been effective in monitoring and improving student learning outcomes.

The university also employs a Web-based dashboard posted and regularly updated on the institutional analysis Web site to provide ongoing feedback to all stakeholders on progress toward achieving strategic objectives. The dashboard includes data points in nine key areas of institutional performance: student body, graduation and retention, admissions, development, facilities, general satisfaction (student, faculty, and staff), finances, general academics, and faculty (demographics). A copy of the Fall 2007 dashboard is provided in Appendix F and is also available at www.gvsu.edu/ia/.

Planning Efforts Align to Meet Constituents Needs

Grand Valley plans to meet the economic needs of Michigan by providing its students with preparation for the jobs of the future. This will be achieved through current course offerings and new minors and majors implemented by academic units.

Future employment preparation will also be achieved through Grand Valley's professional programs and the liberal education approach that is a hallmark of the university. This aspiration is grounded by solid evidence. Ninety-seven percent of Grand Valley's most recent graduates are employed or are in graduate school. Of those employed, 88 percent are working in Michigan, which represents a solid contribution to the economic necessity of an educated work force within the state.

In her 2004 “State of the State” address, Michigan Governor Jennifer Granholm announced the establishment of the Lt. Governor’s Commission on Higher Education and Economic Growth (Cherry Commission) and issued a charge to double the number of Michigan residents with a college degree or other valuable credential by 2014. See <http://www.cherrycommission.org/>.

Such bold growth is substantiated by national reports that have described the need for increases in the number of American students pursuing science, technology, and engineering studies in higher education (e.g., “Rising Above the Gathering Storm”, 2005), including reaching a goal to “double the number of science, technology, engineering, and mathematics graduates by 2015” (“Tapping America’s Potential”, 2005, p. 1).

The National Science Foundation (NSF) awarded Grand Valley a \$500,000 Advance Grant for a period of two years (October 2006 to October 2008) to increase the representation and advancement of women in academic science and engineering careers. The NSF Advance program includes support for the Partnerships for Adaptation, Implementation, and Dissemination (PAID) award. Grand Valley’s project partner is the University of Michigan. The collaboration consists of Teaching Postdoc Fellows (TPF), Future Faculty Fellows (FFF), and professional development activities (research, mentoring, and networking) for the female faculty supported by the grant and the Robert and Mary Pew Faculty Teaching and Learning Center (FTLC) at Grand Valley. The program communicates its activities and opportunities at <http://www.gvsu.edu/nsfadvance/>.

Grand Valley participated in the national effort, initiated by the Sloan Foundation and managed by the Council of Graduate Schools, to develop innovative master’s degrees in the sciences that combine advanced science preparation with an overlay of professional practice skills such as team work, project management, communication, and so on. Sloan refers to these degrees as Professional Science Masters (PSM). Grand Valley was successful in garnering Sloan Foundation grants for the planning and development of three such degrees, carefully selected to support the university’s commitment to the health care and life sciences initiatives in the region.

These three programs, still in their initial phase, will prepare talented STEM students for positions in biostatistics, medical and bioinformatics, and biotechnology (cell and molecular biology). The programs meet both students’ and employers’ needs in this region and have also attracted students from around the region and the world. PSM programs are viewed nationally as a key to America’s competitiveness, and congressional legislation has authorized support for them from NSF. As these programs develop, new possibilities for future PSM programs continue to emerge.

At the groundbreaking for the Kennedy Hall of Engineering in October 2005, Governor Granholm noted that the United States will be able to compete only if it creates “a workforce of workers who love to learn, a workforce of knowledge workers — and that’s what engineers are” (“GVnow”, 17 Oct. 2005). Grand Valley articulated similar goals in its campaign to raise the requisite private funds to match the \$12 million in state funds allocated for the construction of the John C. Kennedy Hall of Engineering. Demonstrating the level of regional support for engineering at Grand Valley, the campaign secured the \$4 million private match required and topped that with another \$1.3 million committed by private funders for engineering scholarships, equipment, and program support.

Curricular Planning at Grand Valley

Grand Valley’s engineering program provides one example of its vision for growth in academic programs intended to boost Michigan’s economy. Several commissioned reports examined economic and employment needs across all disciplines and professional programs. A study on the national level conducted by the Brookings Institution titled “The Vital Center: A Federal-State Compact to Renew the Great Lakes Region” (2006), along with

the Final Report of the [Michigan] Lt. Governor's Commission on Higher Education and Economic Growth (Dec. 2004), and the West Michigan Strategic Alliance's "Common Framework: West Michigan — A Region in Transition" all agree that Michigan needs more citizens with advanced college degrees if it is to succeed economically in the coming decades. Grand Valley has responded to this need through new curricular offerings of the following programs: the doctorate of physical therapy offered in the College of Health Professions, the educational specialist degree in leadership in the College of Education, and the proposed doctorate of nurse practitioner.

Professional programs such as nursing and engineering are directly connected to meeting specific employment needs in the region. The new master's degree programs in bioinformatics, biotechnology (cell and molecular), and biostatistics were initiated to meet employers' needs by training qualified graduates in those areas. (The final plans for M.A. programs in bioinformatics and biostatistics are available in the resource room.) Grand Valley's leadership understands that it will be expected to meet this need and is planning accordingly.

The institution has experienced a decades-long pattern of enrollment growth. Following the passage of Proposal 2, the 2006 amendment to the Michigan constitution calling for a cessation of race or gender preferences, the university established task groups to review policies and procedures for compliance with the new law. One of the task groups concerned itself with enrollment management and its congruity with the university mission. The task force completed its work and recommended to the president that a permanent committee be formed to continue the work related to enrollment, mission, and vision.

In early spring of 2007, Grand Valley senior management approved a recommendation that a strategic enrollment management plan be developed. This resulted in the appointment of the Enrollment Development, Planning, and Assessment Committee (EDPAC), which was charged with developing a comprehensive process that would help Grand Valley achieve and maintain its enrollment objectives. This critical planning and assessment work aligns directly with one of the five presidential strategic imperatives.

The EDPAC began its work in August 2007. The EDPAC researches best practices, obtains input from the entire university community, and analyzes institutional data and that of its peers, while considering all aspects of the university and its culture to formulate recommendations and strategies to be considered by the president and his senior leadership team. EDPAC membership is comprised of senior staff from enrollment areas including admissions, registrar, and financial aid, as well as student life, housing and residence life, graduate studies, academic and student support, advising, faculty, multicultural affairs, and information technology. The EDPAC will present an enrollment plan to the Senior Management Team in Summer 2008.

Technological Support for Academic and Administrative Units

The deployment of cutting-edge technologies has been a core strategy for the university, both in the classroom and within the administrative units. The university has been reliant upon contemporary software as a tactical tool to process the thousands of transactions required to recruit, enroll, and grade students; recruit, hire, and pay faculty and staff; administer its finances; and comply with compulsory reporting. Effective technology in the hands of properly trained students, faculty, and staff is a hallmark of the university's efficiency of operation.

In 2003, the university began a process to replace its then 16-year-old administrative data systems. At the time these systems were running on IBM hardware and SunGard/SCT IDMS software, both of which would not be supported after 2007. Grand Valley also needed to realign itself with the ever-changing industry standards for hardware and software applications, and 24/7 access to Web services, as well as position the university for future strategic opportunities that are difficult to implement with outdated technology.

A thorough review of available packages and the university's needs followed. Demonstrations by qualified vendors were held in February 2004, as well as additional sessions with individual functional units in September 2004. In October 2004, Grand Valley successfully negotiated the contract with SunGard/SCT for an upgrade to Banner Administrative Suite™. Grand Valley determined an aggressive three-year implementation schedule. Internal committees were appointed to work on the upgrade project and provide progress reports to the community. In November 2004, the project, led by the Business and Finance Division, began implementing the finance module to have it functional by the following July for the beginning of the new fiscal year. Human resources followed with a January 2006 launch. Admissions and recruitment launched for the Fall 2006 cycle, with student records, history, registration, grading, degree completion, and financial aid in production for the opening of Fall 2007. The project and its many sub-systems were completed on deadline and within budget.

Phase two of the project will provide the university community with a Web-based portal to services and additional self-service applications for users. Additionally, a review of software packages to improve facility scheduling, section management improvements (e.g., prerequisite and co-requisite checking), eProcurement, and eEvaluation began in late Fall 2007 and is guided by the sixth goal of the university's strategic plan, which addresses allocation of resources that respond to changes and take advantage of emerging technologies.

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Recognized by the Michigan State Legislature as an efficient university, Grand Valley's efforts to provide a high-quality educational experience that achieves consistent improvement in all academic and support services are constrained by limited resources and the innumerable demands for those resources. Through comprehensive planning, responsible management, and vigilant attendance to institutional values, the university is piloting a course that allows it to balance resource demands with its constantly changing and often challenging revenue realities.

Benchmarking and Peer Comparisons

One of the tools Grand Valley uses to manage resources is comparison to peer institutions. Various peer groupings have proved valuable in this capacity, but two groups are most frequently referenced for institution-level comparisons.

The first group was selected by the provost and the provost's staff after research and consultation with deans, faculty, administrators, and staff. The institutions were chosen to include universities with at least 10,000 students that offer graduate programs, but without extensive investment in doctoral education. In addition, they are similar to Grand Valley in their range of offerings and faculty size, and most show similarities to Grand Valley in their focus on teaching and scholarship, emphasis on liberal education, or academic reputation. The institutions are as follows:

- Appalachian State University
- Boise State University
- CUNY – Hunter College
- James Madison University
- Montclair State University
- Portland State University
- Towson University

- University of Nebraska – Omaha
- University of Northern Iowa
- Western Washington University
- Youngstown State University

A second common reference group comprises the 15 public four-year universities in Michigan. This group is a heterogeneous cohort, with schools ranging in student body size from under 3,000 students to more than 45,000 students. In Carnegie classification this cohort ranges from baccalaureate college to research university. However, the institutions share several important characteristics with Grand Valley, including Michigan's economic and fiscal conditions, mandatory and voluntary data reporting requirements, constitutionally created legal status, and overlapping student enrollment pools. Ten of the state universities have eight-member boards appointed by the governor. These are schools with which Grand Valley often collaborates, against whom Grand Valley often competes, and to whom the university is most often compared in the popular press and by the Michigan State Legislature.

Both peer groups are valuable resources for benchmarking data and for service as exemplars of good practice. Using publicly reported data from the Integrated Postsecondary Education Data System (IPEDS), Michigan's Higher Education Institutional Data Inventory (HEIDI), and information provided to voluntary consortia, including College and University Professional Association for Human Resources (CUPA-HR), the National Study of Instructional Costs and Productivity (also known as the Delaware Study), and others, Grand Valley's administrators compare indicators of performance and resource utilization to the achievements and indicators of these institutions.

The second use of peer data — the quest for best practices that can be adapted to this university — reflects Grand Valley's dedication to continuous improvement. The university's Academic and Student Affairs Division, under the leadership of the provost, has been active in its efforts to monitor the higher education landscape for effective practices that improve students' learning experiences and outcomes.

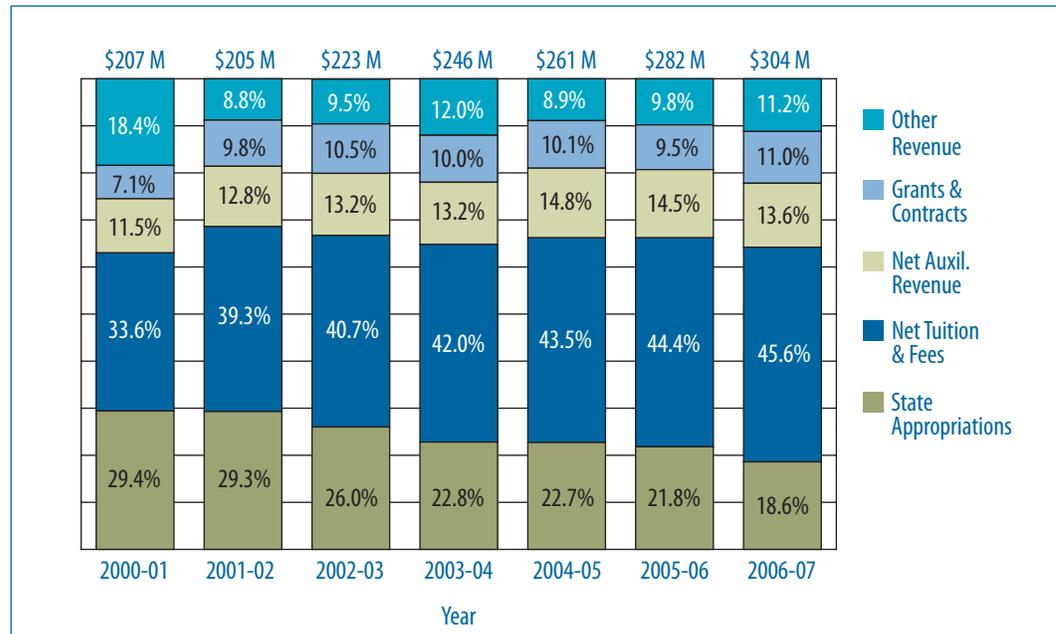
Each college, department, and school identified peer units at institutions nationwide that serve as sources of inspiration and practical experience. Other units such as the Graduate Council (GC) benchmarked most of its policy initiatives, relying on the Council of Graduate Schools policy guidelines and model policies as well as peer benchmark institutions such as Appalachian State, Towson University, James Madison University, Northern Iowa University, Boise State University, and Portland State University, among others. These peer institutions were chosen based on Carnegie classification as a public, Masters I institution, with enrollments comparable to Grand Valley.

The Academic and Students Affairs Division as a whole also made use of information from institutional peers in recent major projects, including the reorganization of the division and the reformulation of faculty workload policy. Nonacademic units at Grand Valley also identified benchmark institutions. Examples of the Academic and Student Affairs Division's and other divisions' benchmark institutions are available for review in the resource room.

Revenues

Like most public postsecondary institutions, Grand Valley has experienced a shift in the sources of its revenue in recent decades. Appropriations from the State of Michigan have failed to keep up with costs, forcing the institution to increase its reliance on other revenue sources. For the most part, this has meant an increasing dependence on student tuition, as shown in Figure 4-1. This creates an ongoing challenge for the university to continually improve and evolve in the context of unpredictable funding, without placing undue tuition demands on its students. To address this challenge, the president and his SMT have identified broadening Grand Valley's revenue base as one of the five strategic planning imperatives for 2007–2010.

Figure 4-1: Total Revenue by Source



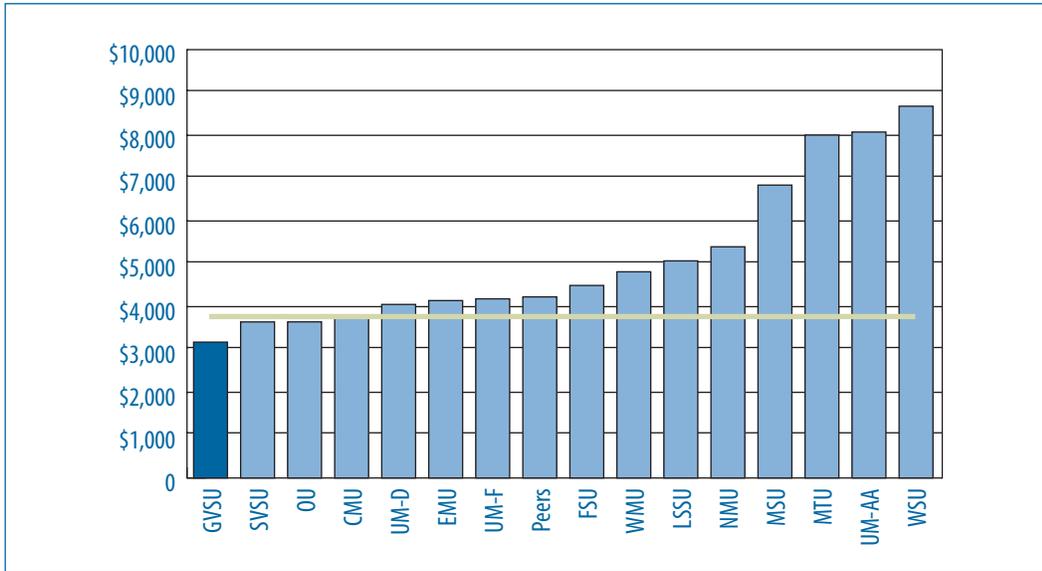
* Capital grants and appropriations are excluded.

State Appropriation

The Michigan Constitution specifically provides for individual autonomy and separate funding for Michigan’s public universities, which has contributed to persistent imbalances in funding across the state. Each institution must lobby independently and competitively for scarce fiscal resources. Grand Valley has historically been (and continues to be) the lowest-funded of the 15 institutions on a per-student basis.

Figure 4-2 shows each Michigan institution’s 2007–2008 appropriation per fiscal year equivalent student (FYES), as well as the comparable data for Grand Valley’s most commonly referenced group of institutional peers. Recent appropriations have included increases intended to lessen statewide disparities, but Grand Valley’s per-student appropriation continues to fall short of the state legislature’s minimum level of \$3,775. In addition, the timing of state budgetary decisions causes the legislature to base funding decisions on enrollment figures that lag two years behind. For a rapidly growing university like Grand Valley, this has caused additional budgetary strain. With slower growth anticipated, and more comprehensive enrollment management as one of the president’s strategic planning imperatives, this budgetary lag should become less detrimental to Grand Valley in future budget cycles.

Figure 4-2: State Appropriation Per FYES



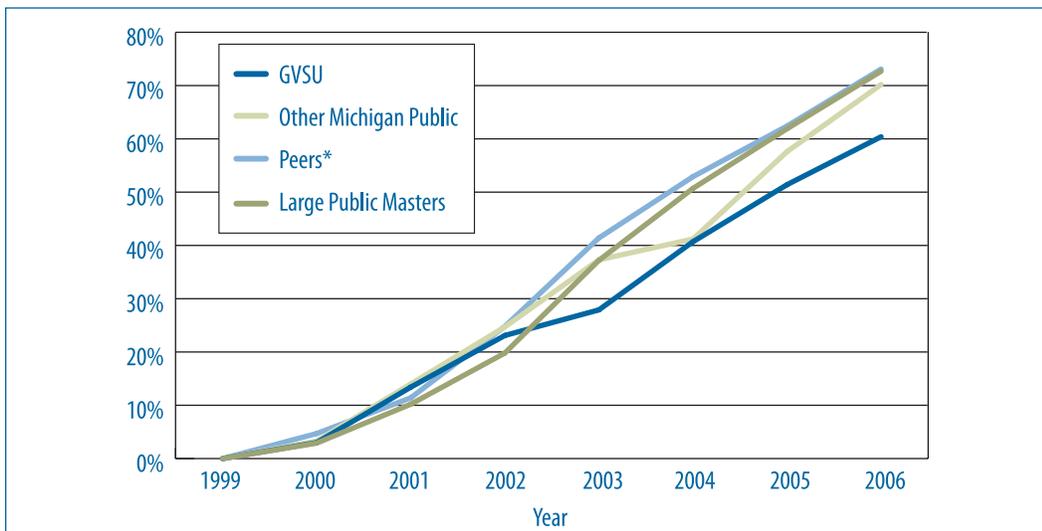
* Yellow line designates the \$3,775 per-student minimum funding floor established by the state legislature (MI HB 4350 – P.A. 136 of 2007).

The outlook for state funding is not expected to improve significantly in the foreseeable future. Michigan’s recent history of tax cuts has meant that its revenues continue to fall short of projections, and an upcoming restructuring of the state’s business tax code leaves future state revenues in question.

Tuition

Of necessity, Grand Valley has turned to students for an increasing share of the cost of their education. In 1999, tuition for a full-time undergraduate student was \$4,108. In Fall 2007, it was \$7,240, an increase of 76 percent. Over that same time period, the average full-time undergraduate tuition for all large (>10,000 students) public master’s-level universities in the U.S. increased by 83 percent. At the 14 other Michigan public universities, tuition increased by 92 percent over the same period, from \$4,218 to \$8,083. Figure 4-3 shows that tuition and fee growth at the university has been relatively low over the past decade, compared to tuition growth at peer institutions.

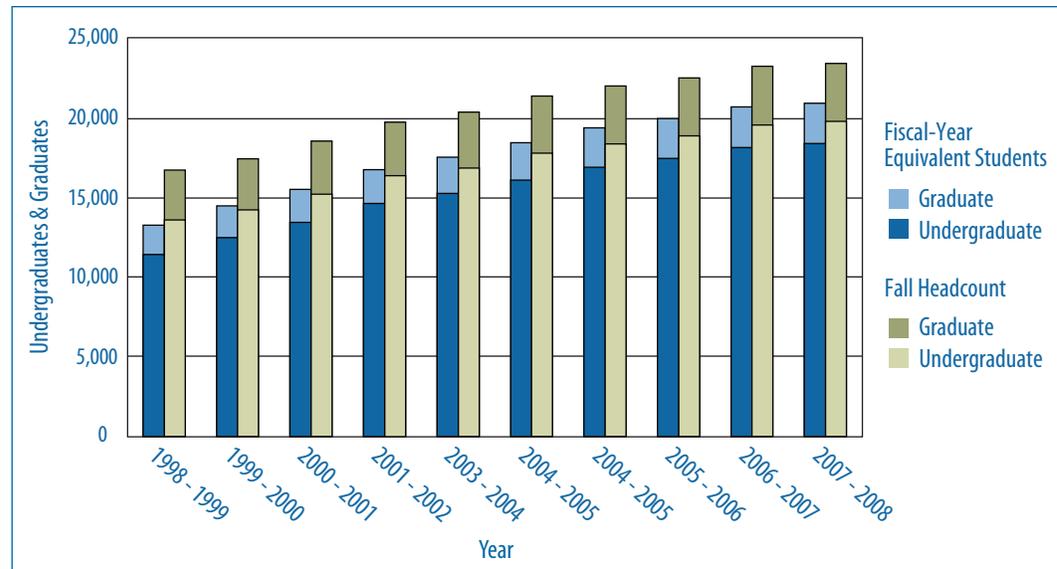
Figure 4-3: In-State Undergraduate Tuition and Fees



* Peers as listed on pages 74 and 75.

Enrollment growth at Grand Valley has been very strong, with an increase of 40 percent from 1998 to 2007 (Figure 4-4), indicating that incoming students continue to perceive Grand Valley as a good value; in fact, in each of the last 12 years, it has been cited as one of “America’s 100 Best College Buys.” See <http://www.usnews.com>.

Figure 4-4: Trend in Enrollment



At the same time, the academic profile of Grand Valley students has continued to improve. First-time degree-seeking freshmen who entered in 1998 had an average high school GPA of 3.32 and an average ACT composite score of 23.0. The average GPA for the Fall 2007 entering class was 3.57 and students’ ACT scores averaged 24.2. The qualifications of transfer students have also improved slightly. The average GPA for prior higher education coursework increased from 2.82 in 1998 to 3.18 in 2007. The minimum GPA for transfer admission was increased from 2.00 to 2.50 beginning Fall 2005. On the other hand, the average undergraduate GPA of new graduate students has held steady over time — it was 3.29 in 1998 and 3.27 in 2007.

The ethnic and geographic diversity of the student body has also increased. The percentage of students who are persons of color grew from 8.9 percent in 1998 to 11.9 percent in 2007. The percentage of students from outside Kent, Muskegon, and Ottawa counties increased from 46.9 percent to 55.6 percent, indicating that increasing diversity may be at least partly associated with the general enrollment increase.

Student persistence has improved as well. The first-year retention rate for new degree-seeking freshmen increased from 76 percent for the 1997 cohort to 84 percent in 2006. The four-year graduation rate improved from 17 percent for the 1993 cohort to 22 percent for those who started in 2002, and the six-year rate rose from 43 percent to 51 percent between the 1991 and 2000 cohorts.

Grand Valley has seen more modest improvements in the persistence of transfer students — the four-year graduation rate for transfer students who entered in 1993–1994 was 33 percent. For students who transferred in 2002–2003, the four-year completion rate was 35 percent. The university anticipates continued improvement in student persistence from recent retention efforts. In the summer of 2007, significant structural changes were made to the transfer student orientation program by incorporating elements of the student success model — academic challenge, student engagement, and support — that have proven effective in the freshman orientation program. A cadre of well-trained professional advisors and faculty members replaced the previous transfer orientation group, which consisted of graduate assistants and peer advisors.

In Fall 2007, the pre-major advising program, a program targeting undecided students, began to include transfer students and students who plan to change their major. The goal is to help students assess their education and career goals and identify a major as soon as possible. The program is a collaborative venture developed and implemented by the staff of the Advising Resource Center and the Counseling and Career Services Center. Additionally, considerable improvements have been made to the Grand Valley Web site to assist and guide potential transfer students with their academic program choices and career goals.

The prospects for continued strong enrollment are positive. The university's reputation and the work of its admissions office have resulted in a steady expansion of the geographic area from which students are drawn. While demographic forecasts for the state show an impending decline in the college-eligible population, Grand Valley has some advantages over other institutions in the state — notably a location in the state's fastest-growing metropolitan area, the very strong applicant pools from both within and outside the region, and the institution's growing reputation as an excellent university.

Demographic factors, coupled with the university's plans to exercise more intentional control over enrollment increases, make it unlikely that the university will continue the rapid growth characterizing much of its recent history. The president and his SMT have included enrollment management among their five strategic planning imperatives in the years leading up to Grand Valley's 50th anniversary in 2010. To this end, the university has convened the Enrollment Development, Planning, and Assessment Committee and charged its members with building a comprehensive and coordinated understanding of the factors that affect student recruitment, enrollment, and retention.

This knowledge will be the basis for improved enrollment management, which will reduce revenue uncertainty and lead to better student outcomes, such as satisfaction and graduation rates.

Grants and Contracts

Grand Valley supplements its state- and tuition-based funding with a wide range of grants and contracts that contribute to its educational programs and the achievement of the institutional mission of service to the broader community.

As in most U.S. institutions of higher education, the university receives federal financial aid funding (Pell grant and SEOG) that serves students in need. In addition, the university has been successful in obtaining a range of grants to provide students with traineeships, such as Health Resources and Services Administration (HRSA) funding for nurse traineeships at the graduate level and scholarships for disadvantaged nursing students at the undergraduate level, and NSF scholarships for science, technology, engineering, and mathematics students.

Grand Valley also has been quite successful in obtaining TRIO grants to serve first-generation and disadvantaged students. Two such major TRIO programs (Educational Support Program and McNair Scholars) target undergraduates at Grand Valley for intensive advising and support, and, in the case of McNair, for doctoral study. Three other programs target secondary school age students for college — the Upward Bound and Upward Bound Math and Science programs, and the Talent Search program.

The university has also received a number of grants that enhance teacher preparation. These include U.S. Department of Education grants for urban education and the teacher academy. Grants such as the Statewide Autism Resources and Training, provide support to K-12 teachers and school districts.

NSF grants for curriculum improvement have also been valuable to the computer sciences, chemical education, and mathematics; NASA grants support faculty research and faculty development related to the Geographic Information System (GIS); and Kellogg grants have enabled the public and nonprofit administration programs to achieve national recognition

for their focus on developing philanthropy leaders and grant giving skills. In each of these instances, Grand Valley students and programs are the primary beneficiaries of these external funding successes.

The Michigan Small Business and Technology Development Center (MI-SBTDC™) headquarters and MI-SBTDC Region 8 are both housed in the Seidman College of Business and offer students in the business programs at Grand Valley educationally enriching opportunities. Other grant funding has provided support for entrepreneurship, business ethics, family-owned businesses, and global trade within the college, engaging faculty and students in research in these areas.

The Robert B. Annis Water Resources Institute (AWRI) relies heavily on external support for its research and education endeavors. Students benefit from the opportunities to participate in the educational offerings of AWRI and engage in real-world basic and applied research related to water and environmental quality.

In response to the nursing shortage, the Kirkhof College of Nursing (KCON) has partnered with Spectrum Health — through an Accelerated Health Care Training Grant of \$1,450,000 from the State of Michigan — to offer an accelerated bachelor’s of science degree in nursing (B.S.N.) and to prepare nurses for master’s level nursing education degrees. A grant from the John A. Hartford Foundation, awarded through the American Association of Critical-Care Nurses (AACN), enabled KCON to create a model program for integrating gerontology content into the B.S.N. These funding and programmatic models received national recognition in 2005 when they earned the Annual Award for Baccalaureate Education in Geriatric Nursing: “Clinical Settings in Geriatric Nursing” by the American Association of Colleges of Nursing and the John A. Hartford Foundation.

As demonstrated in these examples, the university draws on external support as often as possible to extend and improve its educational offerings and to serve the wider community.

Private Gifts

Private giving is a vital component of the university’s resource base. Although Grand Valley is a public university, private giving is increasingly important in maintaining and strengthening its quality. Private funding has also been critical for leveraging additional state funding for university capital projects benefiting the region. Public and private partnerships have been a cornerstone of institutional growth in the most recent decade. In particular, they have supported areas of growth for the university, as shown in Table 4-1.

Table 4-1: Public/Private Partnerships

Project and Year	Public	Private	Total
DeVos Center 1997-2000	\$37.5 million	\$15 million	\$52.5 million
Keller Engineering Labs 1999-2000	\$1 million	\$6 million	\$7 million
Lake Michigan Center 1998-2001	0	\$5 million	\$5 million
Cook-DeVos Center for Health Sciences 2001-2003	\$37 million	\$20 million	\$57 million
WGVU Public Broadcasting – Digital Conversion 2002-2004	\$4.5 million	\$2.5 million	\$7 million
Kennedy Hall of Engineering 2005-2006	\$12 million	\$4.5 million	\$16.5 million

The importance of private money far exceeds its dollar value, not only because of the state’s matching capital outlay for certain projects, but because these financial matches position the university to engage in construction of physical projects at opportune times. Private gifts also enhance and sustain the maturing of Grand Valley’s physical infrastructure on all campuses.

In 2000, the development function at Grand Valley reached a turning point, as both its president and director of 25 years announced their retirements. The development office began an expansion to become a university division, and the new vice president for development was elevated to the university president's executive officer team, now referred to as the Senior Management Team. The Development Division began to upgrade its database, and expand staff to adapt to the changing demographics of the university's potential donor base. These steps were fundamental to the goal of retaining past major donors, while at the same time increasing the focus on the swelling ranks of alumni.

In the eight years since, the division modernized its database; increased the number of staff to cover core fundraising functions, including planned giving, campaigns, corporate and foundation relations, annual giving, prospect management, and research; and adopted best professional practices consistent with universities with well-established, successful fundraising records. Today the division has directors for campaigns; corporation and foundation relations; planned giving, scholarships, and endowment; annual giving; special events and donor relations; communications; and development services. The trustees of the Grand Valley University Foundation who lead the university's private fundraising, were pivotal in raising the private portions of the public and private partnerships described above. The division also supports the Grand Valley University Foundation.

The division's annual and strategic planning processes were put in place beginning in 2000. University development participates in the overall strategic planning process of the university and aligns its own planning and goal-setting process with it. University development and its vice president set the division goals in response to the university's strategic plan and presidential imperatives, and each development director's goals in turn support the division's goals. The goal-setting process brings a clear focus on objectives, and fundraising results have increased in several areas, including the following:

- The number of donors to Grand Valley has increased from 4,217 in FY2000 to 8,275 in FY2007.
- The number of trustees who serve on the Grand Valley University Foundation board increased from 50 in the mid-1990s to 90 in 2007. This increase was due in part because of community interest and the need for increased fundraising assistance.
- A recognition society for donors of planned gifts, the Richard M. Gillett Society, was founded in 2001. The society reached 207 members by 2007.
- Approximately \$21 million of the Grand Valley endowment principal was dedicated for scholarships in mid-FY2007. More than 100 of these scholarship funds, along with 13 non-scholarship endowment funds, have been created by donors since 2000.
- The Development Division was nationally recognized in 2002 and 2005 with the Council for Advancement and Support of Education (CASE)-WEALTH ID award for its soundness of overall planning and investment. The division was selected by CASE according to fundraising results data submitted nationally by all universities; institutions may not apply to receive this award.

The development office's success has been due in no small measure to its ability to rely on the support of hometown donors, generous individuals whose support for the university is based on their recognition of its importance to the region. The Development Division is actively engaged in a long-term strategy of development including identifying and cultivating new sources of support, particularly alumni. This strategy is a sound one: fifty-five percent of the university's alumni graduated in or after 1995 and have yet to reach their full earning or philanthropic potential. Grand Valley's overall investment in development has earned the university national recognition for excellence in fundraising performance.

Table 4-2 shows the institution's recent performance on total giving and annual giving. Annual giving has doubled from 2002 to 2007, growing from less than \$600,000 to more than \$1.2 million.

As part of the evolution from “Rolodex fundraising” to a modern organized, multi-function development office, the unrestricted Grand Valley Fund was created in 2003. This fund provides donors (particularly alumni) with a way to direct resources to the university's greatest current needs. Moreover, this fund provides the university with additional resources to award financial assistance to students, offer special educational opportunities, and provide programs that develop skills for success.

Other new and growing development initiatives include the parent and families program, the student legacy campaign, the faculty and staff campaign, and alumni affinity groups. Each is contributing to the division's new focus. Parent and family fundraising in 2007-2008 increased by nearly 40% in gifts and almost 50% in the number of donors compared to the previous year. The faculty and staff campaign has near 50 percent participation, and the student legacy campaign has resulted in a unique scholarship — the Student Legacy Scholarship — founded by the Student Senate in 2008 as a fund “by students, for students.” The Grand Valley University Foundation Annual Report to Donors 2007 is available for review in the resource room.

Table 4-2: Total and Annual Giving

Year	Total	Annual
FY 2002	\$9.69 M	\$ 587,494
FY 2003	\$9.78 M	\$ 659,036
FY 2004	\$14.22 M	\$ 809,842
FY 2005	\$12.55 M	\$ 939,128
FY 2006	\$17.50 M	\$ 976,790
FY 2007	\$16.15 M	\$1,207,687
% Change: 2002 to 2007	+ 67%	+ 106%

The results of new philanthropic generosity are becoming visible within the institution. For example, the Hauenstein Center for Presidential Studies, founded in 2000, was started with a \$1 million gift of endowment by its benefactor, Ralph Hauenstein, who was chief of intelligence in the European theater under General Eisenhower in World War II. Another example is the successful \$5 million Johnson Center for Philanthropy endowment campaign, which gave the Johnson Center the third largest endowment among similar academic centers nationally.

Moreover, in the past two years, Grand Valley received its first endowed chairs:

- The Stuart and Barbara Padnos Chair in Art and Design
- The Frey Foundation Chair in Family Foundations and Philanthropy
- The James R. Sebastian Endowed Chair in Engineering, Cooperative Education, and Educational Development

These endowments represent a maturing for Grand Valley, both in terms of academic achievement and fundraising success. These funds, each endowed or pledged at the \$1.5 million level or greater, provide funds for professorships in perpetuity for their disciplines. Endowed chairs are points of prestige that help the university in recruitment and retention for both faculty and talented students. In many older universities, such chairs are a financial cornerstone of academic excellence; Grand Valley expects its endowed chairs to be of similar value to its academic community. Characterized by substantial permanent commitments, these chairs also represent the level of confidence donors have in the university in the present and for the future.

Personnel Expenditures

Faculty

In the past decade, Grand Valley has expanded its faculty from 447 tenured and tenure-track faculty in 1998 to 750 faculty in tenured and tenure-track positions in 2007. This represents a 67 percent increase, exceeding the rate of increase for the university's student enrollment, which was 40 percent over the same period. To increase the number of tenure-track faculty, the university began a program in 2007 to hire an additional 100 tenure-track faculty beyond the number of faculty required to keep pace with student enrollment growth over a five-year period.

Twenty additional faculty lines were awarded for 2007–2008 (making a total of 46 new lines in the academic year) and 20 additional lines were awarded for 2008–2009 (making a total of 27 new lines in the academic year) under this program. It is anticipated that 20 additional lines beyond those needed for enrollment growth will be awarded for each of the next three years to meet the target of an additional 100 tenured and tenure-track faculty by 2011.

While faculty positions were allocated across the university for 2008–2009, the following units are slated to receive multiple lines:

Accounting.....	3	Bio-Medical Science.....	4
Management	2	Biology	3
Criminal Justice.....	2	Chemistry.....	3
Education.....	4	Art.....	2
Engineering.....	2	Library.....	4
Health Professions.....	2	Nursing	2

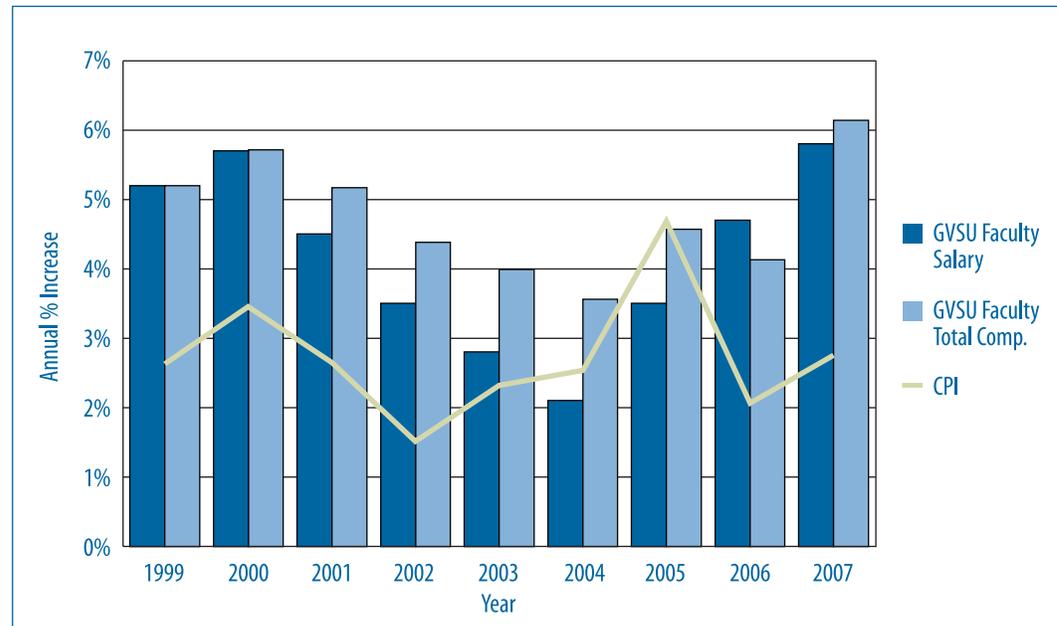
Faculty Salary and Workload Considerations. One of the most significant efforts in faculty and staff planning has been the development of an individualized faculty workload and rewards program. This project has been driven by the university's strategic plan, reorganization, and desire to improve equity and fairness of teaching loads and to enhance scholarship and service opportunities across the Academic Affairs Division. This multi-year effort included program-by-program national benchmarking, as well as careful and clear definition of unit-based expectations of faculty at all ranks, and development of individualized workload plans for each faculty member based on the unit strategic plan and needs as well as faculty interests and strengths. The development process for this program was completed in 2007 and integrated into the Faculty Handbook (beginning on page 78). See www.gvsu.edu/facultyhandbook/.

Central to faculty and staff development is the priority of equity and diversity. Efforts in this arena include the first salary equity study conducted in 1999–2000, which resulted in the first substantial salary equity adjustments and subsequent programs for annual review of faculty and staff hiring, promotion, and retention, as well as market-based salary analyses. To provide data to all appointing officers, an annual analysis is conducted that provides position-specific, demographic-based information including annual hiring, separations, and promotions. The report also provides national and local data regarding potential applicant pools and employment benchmarks. This salary information is also provided to faculty through the Faculty Salary and Budget Committee. Similarly, an annual analysis of salary data is completed to provide benchmarking information for each position within the university.

The hiring of new faculty is critical for the rapidly growing university, but Grand Valley is also acutely aware of the need to reward excellence in its current faculty. Faculty salaries are monitored annually for compression (the tendency for salaries of continuing faculty to lose ground with respect to those of newly hired faculty), and annual salary increases reflect both cost-of-living and merit-based components. As illustrated in Figure 4-5, salary increases for

continuing regular faculty have outgrown inflation in seven of the last nine years and overall compensation outpaced inflation each year except 2005, when energy and health care costs caused the Consumer Price Index (CPI) to spike slightly above increases the institution was able to achieve.

Figure 4-5: Salary Increases for Continuing Faculty



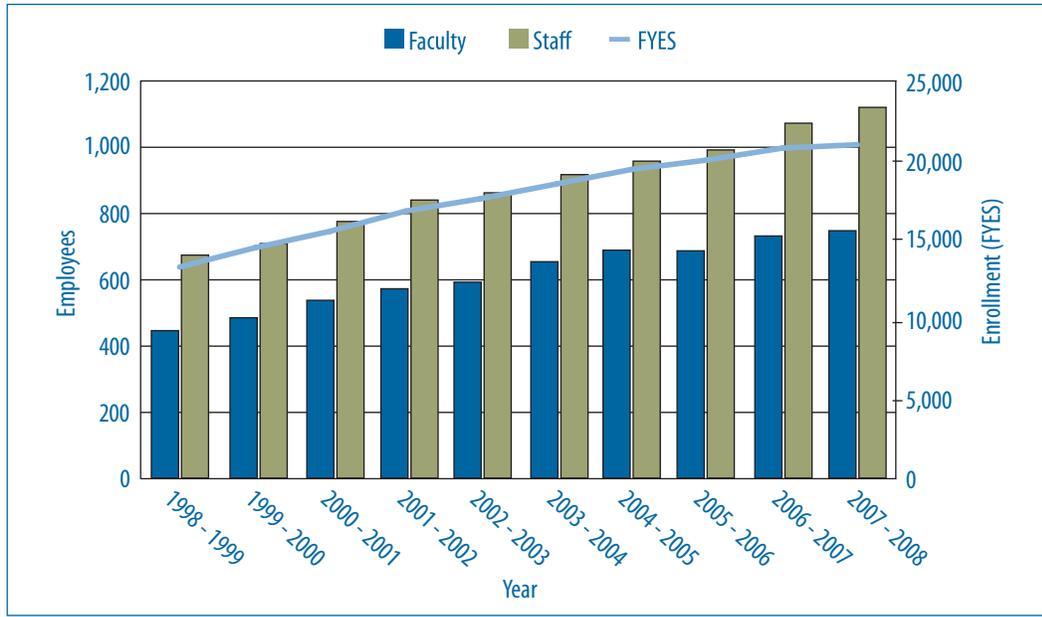
The role of phased retirement in fiscal planning. In 1999, Grand Valley implemented a phased retirement option for faculty. This innovative personnel option is a mechanism that gives the university an opportunity to improve faculty retention, satisfaction, and continuity. Faculty eligible to retire have the option of continuing to work with a reduced workload. The faculty member’s salary is reduced accordingly, but full benefits are retained. This option permits faculty members to reduce their workloads at a time in their lives when they may not want or be able to work full time and have the financial ability to work part time. The phased retirement option allows the university to retain senior faculty and their years of experience and leadership longer than an “all or nothing” retirement. Moreover, senior faculty are often in a good position to assist new faculty transitioning into roles within their departments. In 2007–2008, there were 29 tenured faculty members in various stages of phased retirement at Grand Valley.

Staff

In addition to driving demand for faculty and facilities, Grand Valley’s rapid enrollment growth has created a need for growth in other personnel areas as well, from advisors, to custodians, to clerical workers. Building on a historically lean and dedicated staff, the university has succeeded in keeping personnel growth level with enrollment growth (Figure 4-6).

Recent surveys show that students’ current levels of satisfaction with services are good, an indication that staffing levels are adequate. For example, in the 2006 College Student Survey, Grand Valley students were more satisfied than the national normative group with academic advising, career counseling, tutoring, computer training and support, and financial aid services. The 2005 Higher Education Research Institute (HERI) faculty survey also showed that the university’s faculty members were significantly more likely than their peers nationwide to indicate satisfaction with the clerical and administrative support they receive.

Figure 4-6: Faculty, Staff, and Enrollment Growth



Ethnic and gender diversity of the university staff has held steady or improved for most occupational categories in the period; improvements have been most evident within its highest administrative ranks. Since 1999, the percentage of executive, administrative, and managerial staff who are people of color increased from 12 percent to 15 percent and the percentage who are female, from 36 percent to 56 percent. The proportion of clerical staff who are people of color has held steady at about 7.5 percent, while the proportion of males dropped from 5 percent to 4 percent. Among all other categories of full-time, non-faculty staff (including other professionals, technical/paraprofessional, skilled trade, and service/maintenance), the non-white proportion held steady at 16 percent, while the percentage who are female increased from 40 percent to 41 percent.

Staff is rewarded with competitive salaries and benefits. Annual salary increases are based on merit, and salaries are benchmarked and adjusted annually based on market data for similar positions within local, regional, and/or national markets. The salary increase data for administrative staff matches that of the faculty. Grand Valley's health insurance plans are competitive in cost and coverage with other Michigan universities and its retirement contribution, at 12 percent of salary, is higher than most. Grand Valley enrollment has continued to grow, and that fact, accompanied by good planning and resource management, has led to a stable work environment and no need to reduce the workforce in the past quarter century. For information on health insurance see <http://www.aaup.org/AAUP/issues/retirement/default/> and "Much Master Health Plan Survey 2005" in the resource room.

Facilities

Essential to the university's facility development efforts is the new plan guiding its creation of new facilities and the upkeep of existing facilities. The original 1968 plan for the Allendale campus guided its development until 1996, when a new plan was developed. The 1996 Allendale Plan relied on the original 1968 document, yet focused on building placement for new and future projects. All of the projects on the 1996 facilities plan have been completed. In addition to the Allendale site plans, smaller site-focused plans were developed and implemented for the Pew Campus and other sites (1968, 1996, and current facilities plans are available in the resource room).

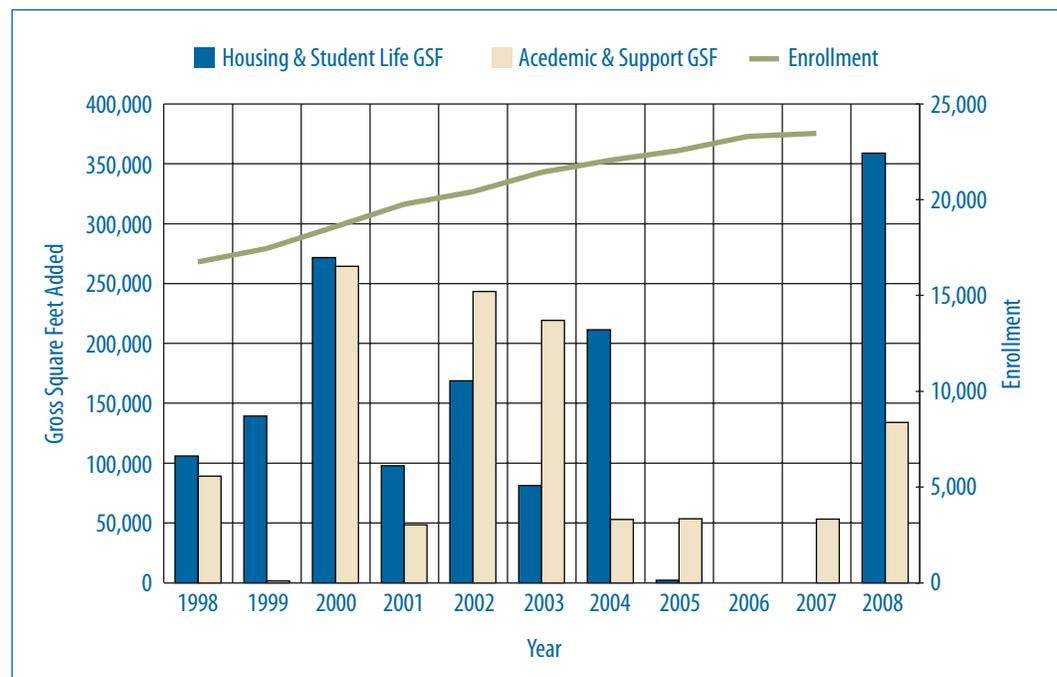
As required by growth, state regulations, and good stewardship, the university has recently embarked on a more comprehensive facilities master plan. These planning activities have investigated the current facilities needs, utility needs, growth patterns, and land utilization characteristics. In addition, a peer review was conducted with the resulting analysis being used as a measuring tool to determine future development needs.

The peer review included an analysis/comparison of the facility square footage of Michigan public universities and colleges and a comparison of Grand Valley to national averages (for building area) of universities with similar student populations and academic missions. This university was compared, on a national basis, to “public four-year institutions without predominantly graduate or professional programs” and “public four-year institutions with a student population of between 10,000 to 24,999 and having graduate and professional programs.” The national comparison was based on data contained in the Society of College and University Planning 2006 CFI Report, which is available in the resource room.

Unlike the prior plans, which focused more on land utilization, the university’s newest plan is more inclusive. Its development process to date has involved university administration, local government officials, faculty, students, staff, and alumni. As this master plan process proceeds, the contributions of all stakeholder groups are being integrated into the plan.

Grand Valley has attractive and well-maintained physical facilities and grounds, which students consistently identify among the factors in their decision to apply for admission. Since 1998, the university has invested in its facilities on several fronts. New buildings and grounds improvements have been provided to address space and equipment needs associated with enrollment growth and new programs. Facilities have been expanded to address the growth in programs and to support the transition of the university from a primarily commuter institution to a residential institution. Grand Valley has also undertaken a program of renewing existing facilities to keep them current, including classrooms, to extend their useful service lives, and to reduce any quality and functional gaps between newer and older facilities.

Figure 4-7: Trends in Enrollment and Facilities Growth 1998-2008



Between 1998 and 2008, Grand Valley constructed more than 2.89 million square feet and acquired another 277,000 square feet of space for its campuses. This increased its total space to more than 4.62 million square feet. The three figures and table that follow illustrate the growth of constructed space by facility type. The construction of new academic spaces accounted for 48 percent of construction funding, as illustrated in Figure 4-8.

Figure 4-8: Construction by Project Budget 1998-2008

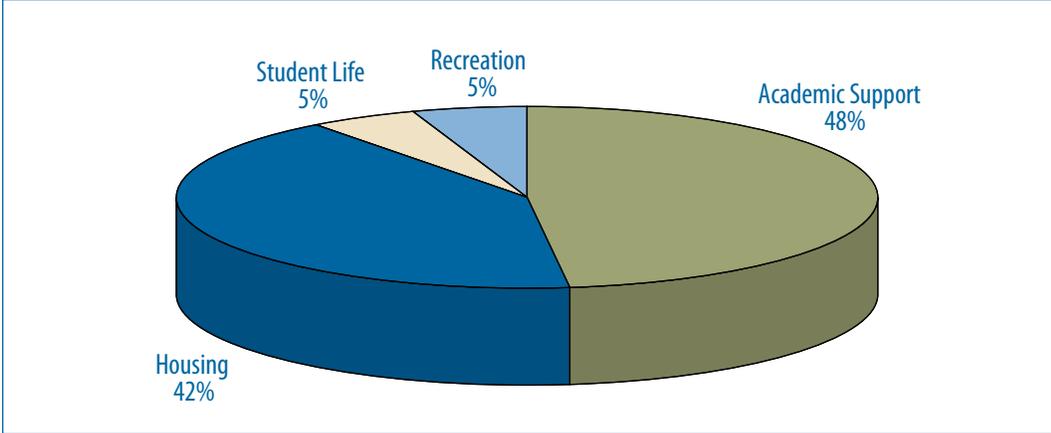


Figure 4-9: Construction 1998-2008 by Gross Square Footage

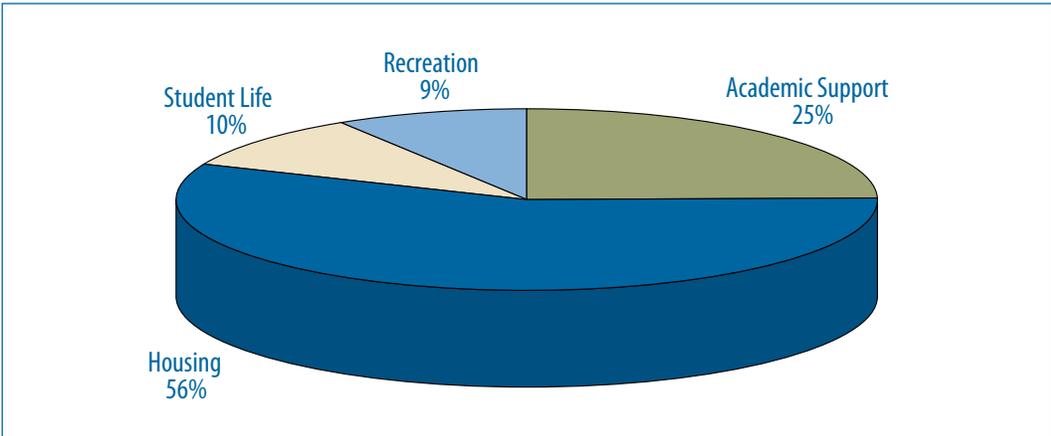
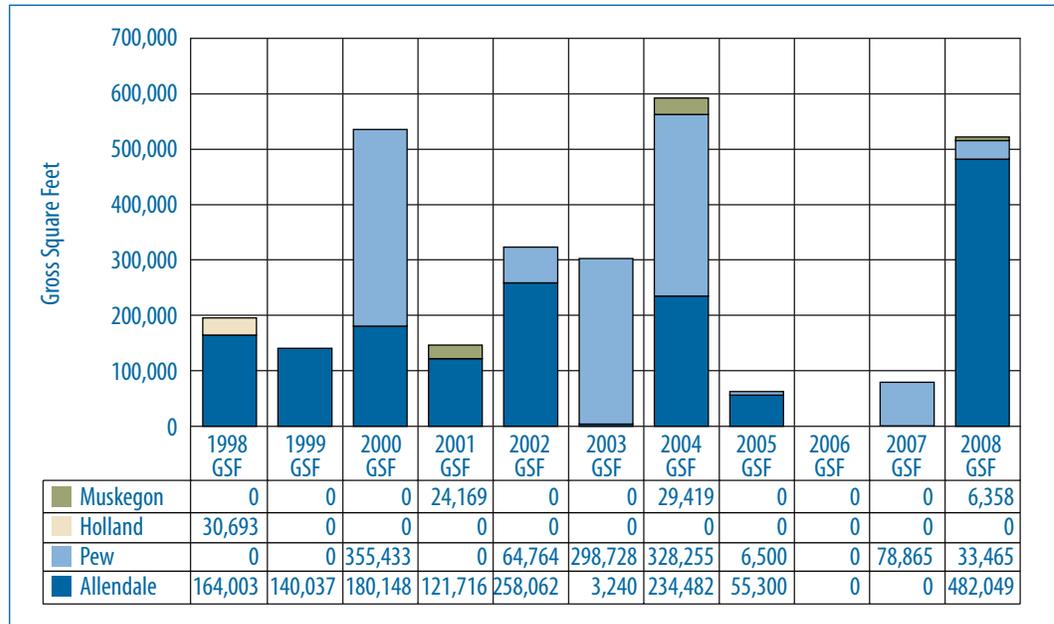


Table 4-3: Total Gross Square Feet by Location 1998-2008

Location	1998 GSF	2008 GSF	Increase (GSF)	Increase (%)
Allendale	1,530,053	3,173,311	1,643,258	107%
Pew	161,835	1,327,845	1,166,010	720%
Meijer	0	30,693	30,693	100%
Muskegon	15,590	75,536	59,946	385%
Other	11,177	11,177	0	0%
Total	1,718,655	4,618,562	2,899,907	169%

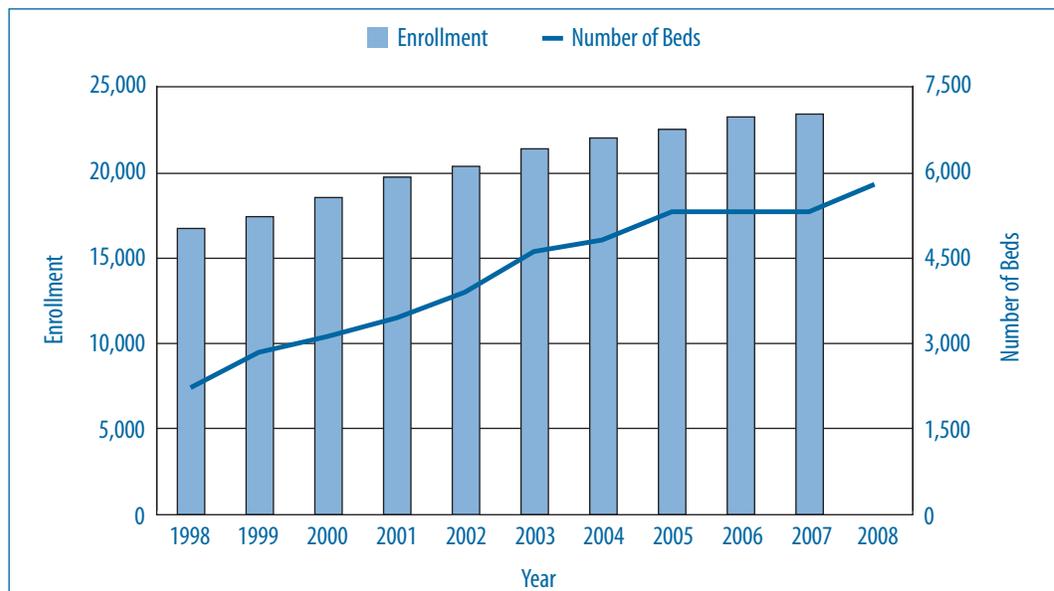
Figure 4-10: Total Annual Construction by Location 1998-2008



As the university transitions from a predominantly commuter institution to a residential entity, the capital development program has responded with additional housing and student life facilities, which in turn encouraged more residential students. This construction resulted in 3,492 additional beds constructed by the university and 2,191 beds constructed by private developers. Private developers in Grand Rapids contributed to the overall availability of student housing by using shared leases to encourage students to move into renovated structures within a short walking distance to the university's Pew campus. This provided an additional 1,000 students with easy access to the university bus system. Both the university and private developers anticipate additional construction.

The total current university housing system has 5,740 beds, of which 61 percent were constructed between 1998 and 2008. Eighty-nine percent of these beds are located in Allendale. Planning is underway for additional housing facilities at the Allendale campus and discussion continues with developers of housing in Grand Rapids.

Figure 4-11: Student Housing Capacity 1998-2008



From 1998 to 2008, Grand Valley’s capital expenditures for housing and related services such as food accounted for 44 percent of capital expenditures. Future expenditures are expected to mirror this proportion. The university is well managed and has maintained its financial health despite the burdens of bonding and capital construction.

In 2000, with the activation of two new academic buildings at the Grand Rapids Pew Campus and the 1998 construction of new space in Allendale, Grand Valley realized that it was creating a quality and capability gap in teaching spaces across its campuses. This gap meant that some classrooms were equipped with newer, state of the art technologies and furnishings, while others were equipped with tablet arm chairs, blackboards, and roll-in audio-visual carts. The newer buildings were also designed to provide students with spaces for learning opportunities outside of classrooms; such spaces were not available in older buildings.

To address these disparities, the university began to allocate funding to undertake systematic improvements to the existing classrooms in 2002. In the five years since, Grand Valley has invested more than \$5 million in this effort, resulting in the installation of new furnishings and/or technology in more than 100 existing classrooms. There is a need to continue this renewal program; however, progress is threatened by funding limitations related to the current and projected financial condition of the state of Michigan.

Despite the need for faculty offices and other staff spaces, the institution has resisted the urge to transform student study spaces into these and other uses. Indeed, as Grand Valley updates existing buildings, it continually seeks to identify and convert small spaces for non-scheduled student use.

The university created 341 teaching and learning spaces between 1998 and 2008; 41 percent of these are classrooms, 39 percent are labs, and 20 percent are student study spaces. These new spaces have been constructed in Allendale, Grand Rapids, Holland, and Muskegon. The completion of five additional projects in 2008 will represent a significant step toward realizing the 2010 goal of adding some 700,000 square feet of space to the university.

In constructing additional space, the university concentrated on academic needs. The increase in building area, with the exception of student housing, was principally for teaching and learning spaces. A total of 328 spaces were added with 134 classrooms, and 124 labs. Figure 4-12 illustrates the type and number of space additions over the past 10-year period. This space increase, as illustrated in Figures 4-12 through 4-15, occurred throughout the university campuses and was in response to the academic growth at the various campuses.

**Figure 4-12: GVSU Teaching and Learning Spaces Created 1998-2008
All Locations**

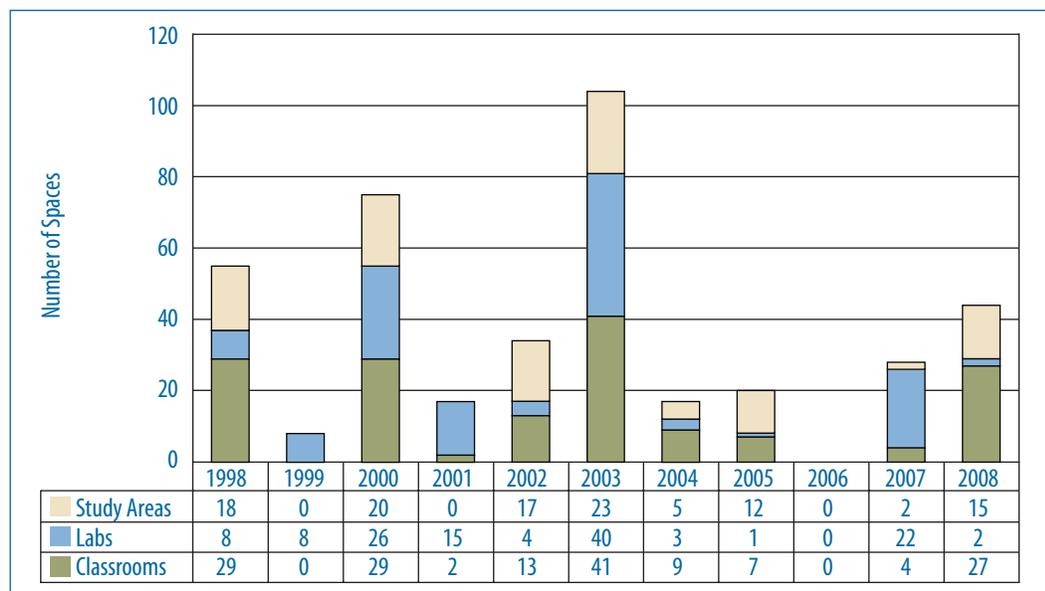


Figure 4-13: GVSU Teaching and Learning Spaces Created 1998-2008
Allendale

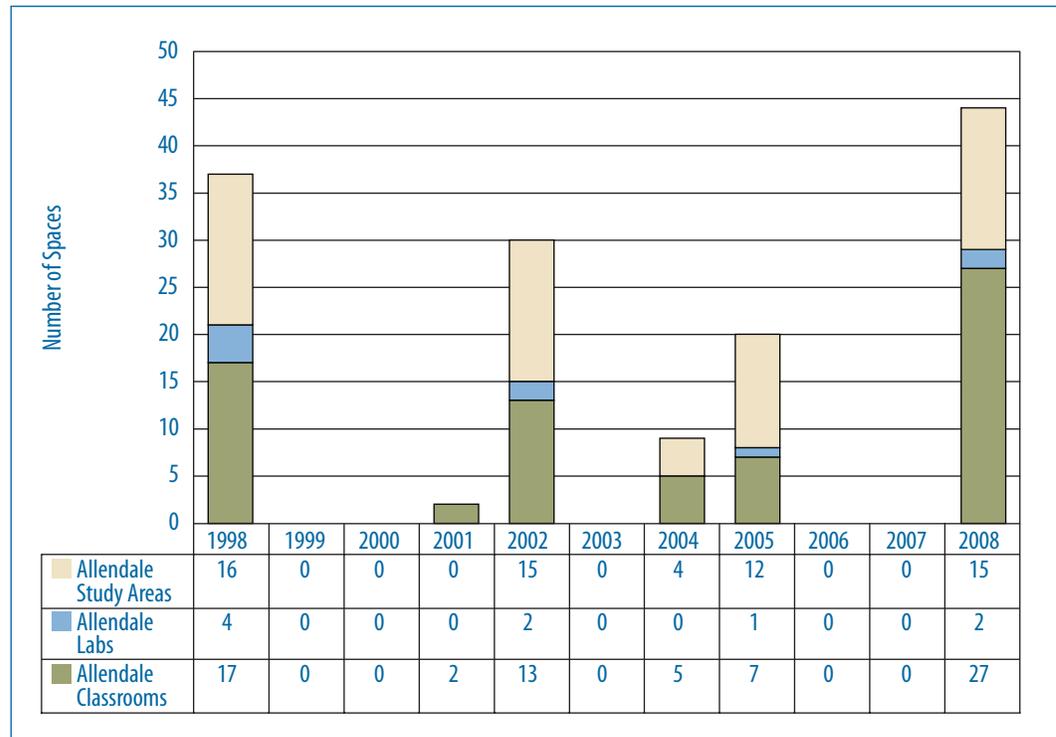


Figure 4-14: GVSU Teaching and Learning Spaces Created 1998-2008
Pew

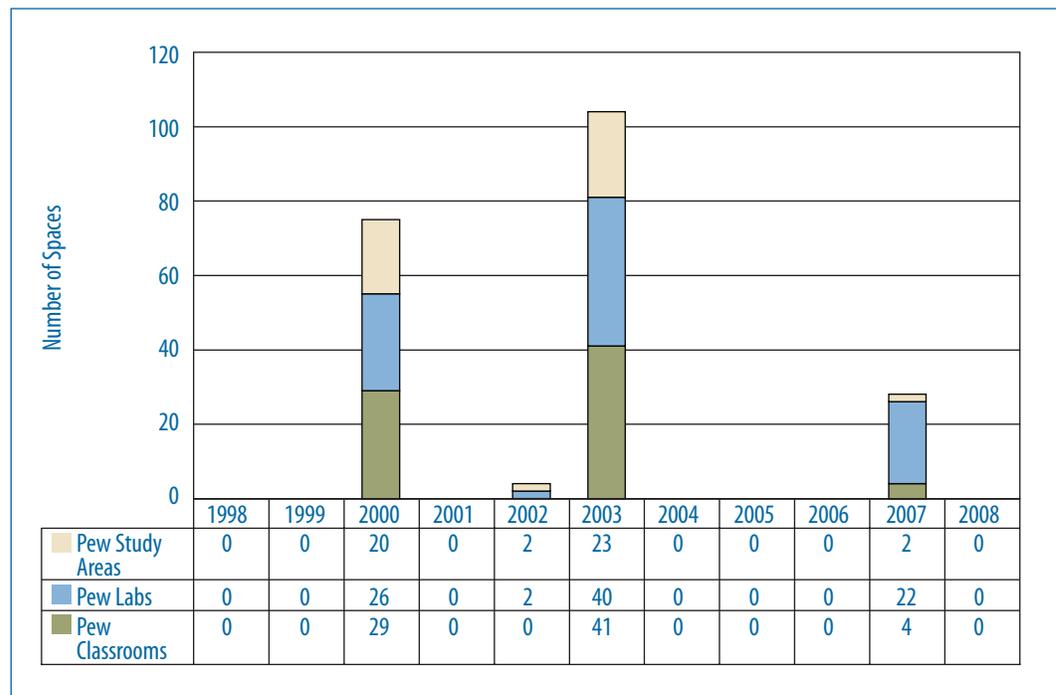
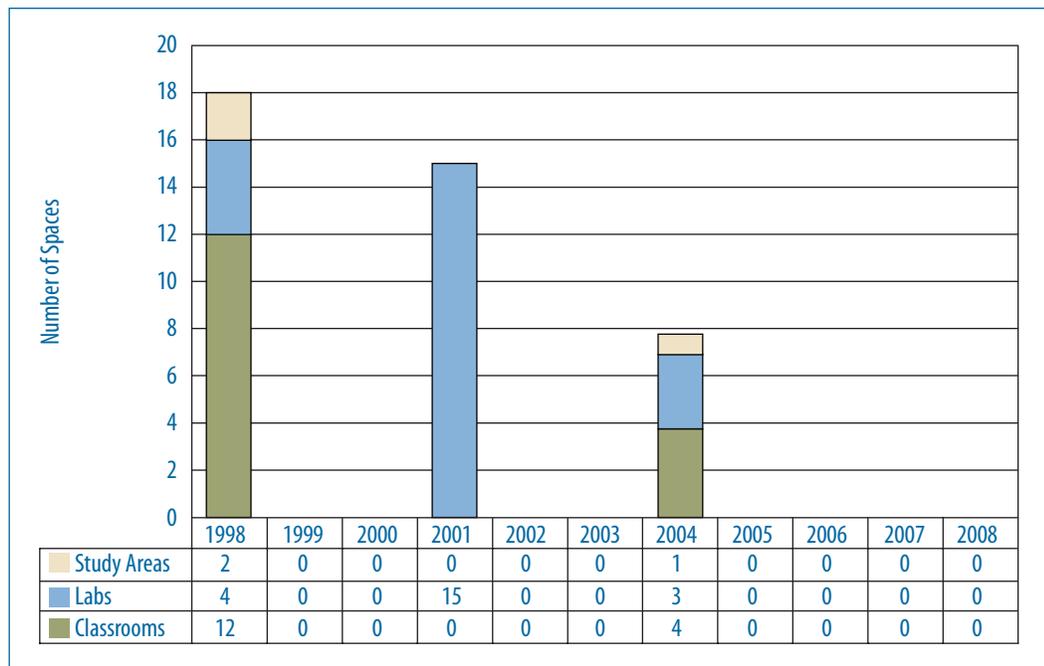


Figure 4-15: GVSU Teaching and Learning Spaces Created 1998-2008
Holland and Muskegon



The most significant unfunded project is a replacement facility for the existing library, which was originally constructed for capacity of 5,000 students on the Allendale campus. Over the past decade, the replacement library structure has been and remains the university's top priority for state of Michigan funding and has been a continuing request to the state in the university's annual capital outlay budget submission. This project was included in the December 2006 capital outlay legislation, whose spending bill was passed in both the state House and Senate but subsequently vetoed by the governor. Given the economic situation of the state, other avenues for funding the library are being actively pursued; this is discussed further in the Academic Support section of this criterion.

To meet the needs of students and faculty during this interim period, the university undertook refurbishment of the existing library. The nearly \$2 million investment created additional student study spaces in the existing building, added a remote storage facility for portions of the library's book collection, and improved technology resources. A shuttle procedure that assured prompt collection and delivery of books from the remote storage facility to library patrons was also developed. A new structure remains a pressing need.

Space challenges also remain in the applied laboratory areas for teaching including: labs for art and sculpture; music, theater and allied performance areas; communication arts such as photography and related visual arts; traditional sciences; and emerging areas such as the sciences and information technology. Incremental improvements in these facilities are being studied as part of other projects.

One such project completed in 2008 is the creation of laboratory facilities for the hospitality and tourism management (HTM) program. In 2007, a decision was made to improve The Meadows golf course club house, to provide space for the HTM program. This improvement will provide the program with a five-part lab consisting of a food demonstration area, event management, bar management, food storage and handling, and customer interaction. The schedules of the golf facility allowed academic use of the building for seven months and provide a significant improvement to the HTM program.

Large spaces for such programs as theater, dance, film, and art performances are a challenge at the university. These specialized spaces have significant construction and maintenance costs and have limited use. Improvements to these areas have been made within the past decade, with the addition of theater practice and dance facilities. Construction of the Loosemore Auditorium in the DeVos Center and the Steelcase Auditorium in the Center for Health Sciences provide venues for public performance; however, these improvements did not increase the actual lab space for teaching, learning, and practice. The students in the art program often find space in the greater Grand Rapids community for their senior shows due to space constraints at the Allendale campus. Much needed is a black box theater, a larger art display gallery, and a film studio. There is some opportunity for overlap of the performance functions of these spaces; however it appears that teaching functions may dictate separate facilities.

Space provisions for faculty also remain an issue. The shortage of office space has been a constant challenge. University standards provide offices for tenure-track, affiliate, and visiting faculty; however, adjunct faculty are not routinely afforded private office facilities.

The university's master facilities strategic plan identifies needs and avenues to meet those needs to the year 2015. Facilities expansion is estimated to cost in excess of \$150 million; locating and securing this level of capital commitment will be a challenge.

With the increase of space at the Allendale campus, the underlying utility systems on that campus have been taxed and, in some instances, have exceeded their capacity. Grand Valley's Pew Grand Rapids campus and other locations are served by public utilities on which the university has minimal impact.

Functional and energy related improvements have been made to the Allendale cooling and heating systems and additional capacity was added in 2008. The primary electrical system was upgraded in 2007. Capacity improvements were made to the cooling systems in 2008. The Allendale campus sanitary system is at capacity in two locations and required improvements are in the planning stages in collaboration with local officials.

The domestic water system was expanded in 2002 and 2008. These improvements have resulted in a system capable of supplying another 600,000 square feet of space. The storm water management system remains a challenge, and significant planning is underway to solve existing problems and to create a system that allows future growth yet reduces overall storm water runoff to levels close to those present in 1960 at creation of the university. Significant capacity improvements were made in 2007 with the construction of a large retention pond near the football stadium.

Budgeting for renewal of capital facilities is accomplished within the university's usual budget process. Funds are provided on a square foot basis to keep pace with the growth in facilities. For renewal and deferred maintenance needs, funding is provided on an annual basis and allotted to projects, which are completed within each fiscal year. Discussions are underway to determine whether additional funding can be made available to accommodate the increased needs caused by growth, as well as changes associated with facility age and inflation. A similar process is in place to provide staff and budget support for maintenance activities.

The various master planning, facility expansion, and facility renewal activities are consistent with the strategic imperatives. The goal of much of the facility improvement is to meet the current and projected needs of the academic mission and to avoid stagnation of the facility assets.

Technology

In 1999, Grand Valley was recognized as one of the most wired campuses in the U.S. by “WIRED” magazine. Students, faculty, and staff continue to be afforded academic and personal access to a range of technological supports and systems. These systems have been upgraded based on strategies outlined in the 2002 and 2006 academic services and information technology strategic plans.

Since 2002, technological upgrades have been made to Grand Valley’s hardware, software, licenses, access, security, disaster recovery, and applications. Wireless systems are installed in all academic buildings. The Blackboard Academic Suite™ and other academic systems are upgraded. Distance education systems have been replaced.

Administrative computing systems were replaced with a Banner platform. Many additional functions and software packages were added during the conversion to SCT Banner, including an automated online cashier system, an online housing administrative system, automated credit card software, an imaging and workflow system that dramatically reduced the amount of paper storage, an interactive Web-based admission application tool, a software package working with e-mail to filter spam, a product that helps monitor student-written assignments for plagiarism, and a portal to all services tailored by role of the individual. Additionally, it supports “single sign on” security and convenience.

During this transition, e-mail and related systems also were replaced. Communication fiber and wire links between the various campuses were upgraded and capacity expanded. Help desk functions refined improvements in maintenance, repair, judiciary issues, and off-campus connectivity requirements. Maintenance and enhancement of the infrastructure remain a priority to meet traffic and connectivity demands. Increasing access to and assuring wider use of the installed and planned systems also remain an objective.

Crisis Management Plan

The university has a Crisis Management Plan that enables the institution to focus needed resources on any situation that reaches proportions that cannot be handled through routine measures. The plan identifies two crisis response directors: the vice president for finance and administration and the vice president for university relations, and four crisis response coordinators: vice provost/dean of students, director of public safety, director of Pew campus security, and the assistant vice president for news and information services. These directors and coordinators have the responsibility to communicate with the senior leadership of the university regarding a crisis and to coordinate all response operations to address a situation. The crisis response coordinators identify and utilize whatever resources are necessary to respond to a crisis situation.

Two additional elements support the university’s Crisis Management Plan so that the institution can address or avoid crisis situations. First, Grand Valley encourages all students, faculty, and staff to register for its emergency contact system so that the university can send emergency messages to designated phone numbers and/or e-mail addresses. This enables the university to convey important information to the university community quickly in an emergency. Second, the university has a Behavior Review Team that meets weekly to review the behavior of students that is identified by faculty or staff as potentially problematic for either the student and/or the university community. The goal of the team is to identify student problems early so that appropriate actions can be taken to assist the student to be successful in his/her academic and personal life and to ensure the safety of the university community. The Crisis Management Plan was reviewed in 2005 and updated in 2007, and can be found in the resource room and at www.gvsu.edu/nis/.

Academic Support

Campus Life

Grand Valley continues to provide access to a rich campus life for its students. Since 1999, the number of students living on campus has increased from 3,168 to 5,291, which contributes to a more residential environment on the Allendale campus. Over that period, the university's per-student expenditures for student life programming increased by 18 percent, and the number of recognized student organizations grew from 115 in 2002 to 268 in 2008. Students' satisfaction with the availability of activities has consistently improved over the last several years. Ninety-two percent of graduating seniors rate student activities as "Excellent" or "Good."

Library

While replacing the university's Zumberge Library remains the highest priority, Grand Valley has already made substantial recent investments in the quality and accessibility of library collections, services, and staff. Library expenditures have increased by 62 percent since 1998–1999, from \$253 to \$411 per student, resulting in tremendous growth in the collections. The libraries now hold just under 850,000 volumes, including 150,000 electronic books, more than 70,000 journals, and more than 250 licensed databases. Extensive renovations in the Zumberge Library, the main library in Allendale, were completed in 2007. As a result, usage increased 47 percent over the prior year. Many of the library's resources are available online; the library homepage is the gateway to this wealth of electronic resources and was visited more than 25 million times in 2006–2007.

Since the last self-study, Grand Valley has opened three new library branches to support its geographically dispersed programs. Located on the DeVos Center, the Steelcase Library was opened in August 2000 to support the colleges, programs, and centers located on the Pew Grand Rapids campus. In 2003, the Frey Foundation Learning Center opened in Grand Valley's Center for Health Sciences in the heart of Grand Rapids' Medical Mile. In 2007, the Frey library doubled in size to accommodate an increasing number of users and to house pertinent materials within easy reach of students and faculty in nursing and health profession programs.

Recognizing the need for an expanded central library on the Allendale Campus, plans and early fundraising are underway to secure funds for a new facility. Referred to as a Learning and Information Commons, the new library will be the flagship of Grand Valley's first-ever comprehensive campaign. It will feature online, hard-copy, and human resources all under one roof with collaborative workspaces. Librarians will be joined by "coaches" from communications, IT, writing, and other disciplines, so that students will have on-site assistance locating, assessing, and presenting information. Campaign leadership has been secured, and major gifts are being requested. The campaign — Shaping Our Future — was announced in June 2008. The campaign kicked off with more than half the funding goal already committed. State capital outlay funding is also being sought, but the project will move forward regardless of that funding.

Academic Support Programs

General fund spending on academic advising, counseling, tutoring, career services, and related academic support has kept pace with and surpassed enrollment growth. The per-student expenditure for these programs increased nearly 47 percent, from \$467 in 1998–1999 to \$685 in 2006–2007.

Financial Aid

General fund scholarship expenditures per student increased by 103 percent, from \$459 in 1998–1999 to \$933 in 2005–2006. Section 436 of the Michigan Higher Education Appropriations Bill for fiscal year 2006 includes the stipulation that any increase in undergraduate tuition and fees must be accompanied by an equal or greater percentage increase in general fund expenditures for financial aid. It is reasonable to presume that this requirement will continue to appear in appropriation bills in the future.

Financial aid is among the tools Grand Valley uses to accomplish the goals of the university's strategic enrollment plan and, as a response to the strategic imperative, helps to increase the geographic and cultural diversity of the university's student body. For many students, financing a college education without assistance is impossible. The goal of the financial aid office is to fund as much of a student's need as possible, providing a quality education at an affordable cost. In 2006, the Kaplan/Newsweek College Catalog rated Grand Valley best in two areas: 1) value for tuition dollar and 2) responsive to individual student financial aid needs. The university also uses general fund scholarships to attract highly qualified freshmen through a merit-based awards program including the presidential and faculty scholarships and the awards of excellence.

In 2008, the university administered aid to 20,490 students, awarding \$183,532,000 from all sources — federal, state, university general fund, and other sources, including scholarships, grants, loans, and employment opportunities. The average student award for the period was \$8,957. Of the award recipients, more than 1,000 received some funding from private scholarships, an area of growth at Grand Valley. More than a dozen new scholarship funds have been created by donors in each of the past three years (17 in 2008).

Over the past five years, the university's tuition discount rate (the percentage of tuition revenue dedicated to institution-funded scholarships) has climbed from 7.6 percent to 12.2 percent, indicating that financial aid spending has kept up with the combination of enrollment growth and tuition increases. Grand Valley has met and exceeded financial aid standards each year since its last reaccreditation. See Senate Bill No. 1088 in the resource room or at <http://www.legislature.mi.gov/documents/2005-2006/publicact/pdf/2006-PA-0340.pdf>

Future/Contingency

Uncertainty in the university's budgeting typically appears on the revenue side of its ledger. Most notably, state appropriations have been subject to incertitude as Michigan has contended with a series of tax cuts coupled with a troubled economy. Tuition revenues are also subject to variability if enrollment projections not realized. Cost-driven contingencies might include unforeseen increases in health care, or energy costs, or natural disasters.

A few years ago, the university set up stabilization accounts to help manage two of its most volatile major expenses — utilities and health costs. A stabilization account equal to 15 percent of the annual cost of utilities was placed into reserve. The university also locks in the pricing of natural gas more than a year in advance to minimize price volatility and take advantage of any cost opportunities in the gas market. A medical stabilization account is set up for similar purposes. This account is projected to have a balance exceeding 10 percent of annual health costs to minimize or eliminate the probability of mid-year budget cuts resulting from unforeseen increases in health costs. Additionally, the university purchases coverage or reinsurance to limit the total out-of-pocket cost on its self-insured health plan.

Even though Grand Valley has a waiting list for freshman admission, which helps minimize enrollment volatility, enrollment projection variances do lead to tuition revenue variance. The university projects enrollment somewhat conservatively, so that in at least seven of the last ten years, the variance has been excess revenue. The university does set aside a contingency in its budget that is available for variances in tuition or state appropriation. The university's capital

improvements program commitments are made late enough in the year that these resources could bridge a revenue gap for a year while adjustments are made in the subsequent year. So far, the university has never needed to go to the capital improvements program to manage a budget variance. It is its budget philosophy to manage budget “surprises” in the subsequent year and to never be in a position to be forced to make material mid-year budget cuts.

Additional evidence of the university’s fiscal health is demonstrated in its bond rating. Standard & Poor’s Ratings Services assigned its A+ rating to the university’s 2008 bonds and affirmed its A+ underlying rating (SPUR) of the university’s outstanding general revenue bonds. According to rating analyses, the long-term underlying ratings reflect these factors:

- Strong enrollment growth and solid student demand
- Consistently positive financial operations on a full accrual basis
- Adequate liquidity levels with June 30, 2006, unrestricted net assets (UNA) equal to 31 percent of operating expenses and 38 percent of pro forma debt
- Pro forma debt burden that has moderated with enrollment and budget growth to about 5.6 percent of estimated 2007 expenses

See Carlson, S. and B. Cullimore, *Standard & Poor’s, Public Finance, Ratings Direct for Grand Valley State University Michigan*, September 7, 2007, New York in the resource room.

Grand Valley’s preparation for contingencies includes an annual budgetary set-aside for emergencies, as well as prudent management of fiscal resources. Among the best indications of this fiscal health is the value of the university’s net unrestricted assets, which was \$88.9 million for FY2007. This represents the aggregation of years of responsible management, in which average expenditures were consistently within the parameters set by available resources. Part of this net savings results from the university’s budgeted contingency fund, which is typically allocated approximately at 1 percent of the general fund budget.

The combination of the contingency fund, one-time reserves, and careful management has enabled the university to survive lean times while minimizing the impact on key constituencies like students, faculty, and staff. The university has endured several mid-year appropriation cuts. The most recent in FY2007 was a \$2.18 million reduction, from \$64.78 million to \$62.60 million. The university managed that mid-year cut through its reserves and contingencies rather than mid-year budget cuts. That has been the model the university has used in past years, including 2003-2004 when a mid-year cut resulted in a \$3.96 million reduction.

In spite of these austere conditions, the university has pursued its mission without laying off personnel or substantially increasing class size. What is noteworthy is that the university has been successful in achieving its mission, vision, and values through very trying fiscal events. Through strategic budgeting practice, Grand Valley’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Core Component 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Assessment at Grand Valley has become a higher priority in the past decade. In 1991, the provost established the university’s first assessment task force. While this group made some headway moving the university toward use of assessment practices, its influence was somewhat limited by two factors: 1) members were appointed by their deans or directors rather than elected by faculty, and 2) the task force was an ad hoc committee under the purview of the provost.

To address these limitations, in 2003, the assessment task force was elevated to a University Academic Senate (UAS) standing committee and renamed the University Assessment Committee (UAC). With this change, assessment at the university became an official charge of faculty governance. Members today are elected from the faculty membership, with representation by service units.

As a standing committee of the UAS, the UAC is charged with overseeing and supporting assessment. The UAC is responsible for developing the formats for the assessment reports and Grand Valley program self-studies that guide units in analyzing and reporting their findings. The committee is charged with reviewing assessment plans, assessment reports, and Grand Valley program self-studies and providing feedback to the deans and units that will support their assessment process, ultimately contributing to higher quality university programming and services.

The committee works in collaboration with the assessment and accreditation officer who reports to the Provost and the Pew FTLC, both of which have ex-officio positions on the body. These positions engage in critical collaborations with the administration to develop a shared vision of university assessment. Collaboration takes the form of frequent communication about various projects and initiatives associated with assessment (both administrative as well as faculty initiated) for the purpose of reducing duplication of effort, and unifying the assessment process at all levels of the university. For example, the committee has begun to interface with the Strategic Positioning 2010 Committee to align the work of both groups to improve strategic planning and assessment institution-wide. Specifically, the UAC will address assessment and strategic planning (through unit self-studies) at the unit level, while the University Strategic Positioning 2010 Committee will examine strategic planning more broadly at the university level. Another example of collaboration is the official UAC adoption of an online reporting format for the assessment reports using WEAVEonline. This software was recommended by the ex-officio members from the provost's office and the Pew FTLC.

At the same time the UAC gained faculty governance status, the university underwent a reorganization that significantly altered its administrative structure. Formal assessment activity (in terms of assessment reports and self-studies) was suspended until the reorganization was complete. The committee took this opportunity to rethink the assessment philosophy and policy for the university.

In 2004, the UAC undertook the task of reexamining assessment at Grand Valley, scrutinizing the processes in place to identify academic strengths and weaknesses institution-wide. One of the major modifications involved sharpening the focus on assessing student learning outcomes as a means of evaluating program success. The UAC also recognized the importance of securing faculty governance support for this philosophy. The result was the Assessment Philosophy and Policies statement, endorsed by the UAS in April 2005.

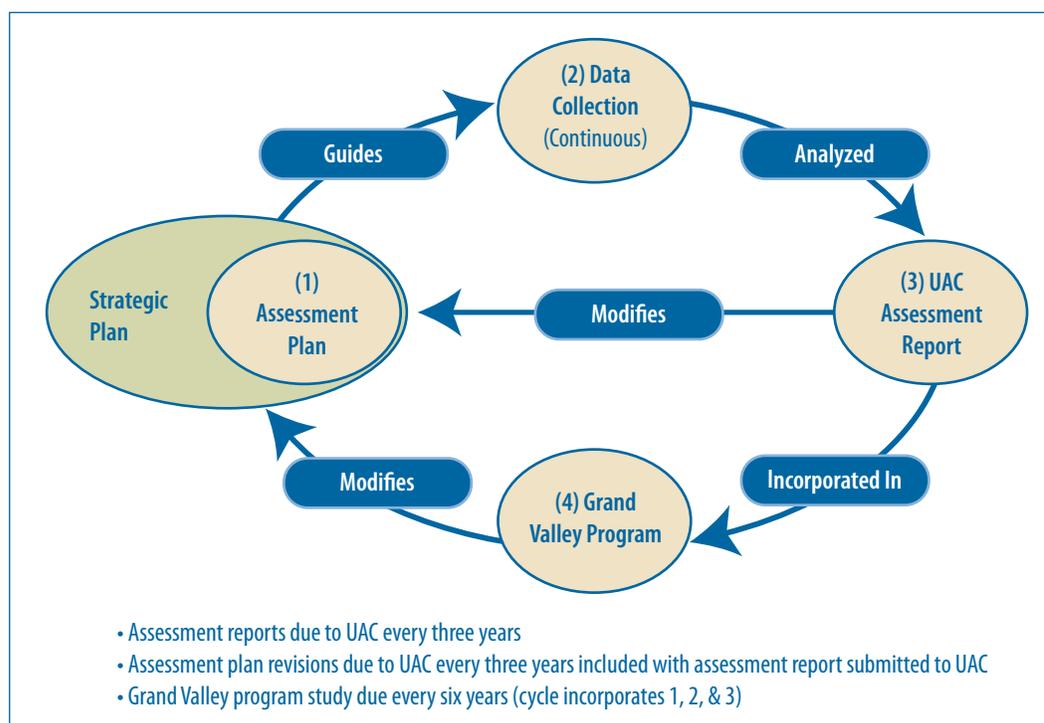
Since then, the UAC has created a process of assessment, which is accessible to units of the institution. The Assessment Cycle diagram provided on the following page affords an overview of this process. The cycle requires that both academic and service units develop a guiding plan to evaluate student learning outcomes (academic units) or other student outcomes (e.g., increased participation in advising, a service unit). The units utilize their plans to collect and analyze data for determining whether or not outcomes were achieved. The analysis of the data is used by the unit to inform curricular and programmatic decisions, and these decisions are included in the assessment report. Based on the findings, the unit may also alter its assessment plan. The specific evaluation of student outcomes (learning or otherwise) is formally reported to the UAC every three years in the WEAVEonline, Chalk and Wire, and STEPS data management systems.

During this three-year period, units collect data related to their programs, faculty, or student goals as explicated in their strategic plans. Every six years, a program provides a formal analysis of their data, along with recommendations and curricular and programmatic decisions, in its Grand Valley self-study (which includes the assessment of student outcomes).

These analyses are expected to inform the unit in such a way that the unit can examine its strategic plan and modify the plan as necessary. As the diagram indicates, the intention is that a unit's activities are regularly assessed in a standardized and predictable manner and that those decisions, ranging from curriculum design to provision of research space, are supported by the assessment data that is created.

The overview of assessment at Grand Valley is provided by Figure 4-16, which applies to all units (both academic and service), as a way to understand the purpose of and relationship among various aspects of assessment.

Figure 4-16: Assessment Cycle



The academic reorganization in 2004 resulted in many units being shifted into new college structures. Once this was complete, colleges and units undertook strategic planning and designing assessment of student learning outcomes. Moreover, all academic and service units were required to develop and submit an assessment plan to evaluate student outcomes (characterized as “learning” for academic units) in Spring 2006.

As units began implementing their assessment plans in 2006–2007, about one-third were required to submit their assessment reports in October 2007, with another one-sixth required to submit their Grand Valley Program Self Study, which includes an assessment report, by May 15, 2008. Most units documents are available for review in WEAVEonline, general education assessment results are available for review in Chalk and Wire, and Seidman College of Business results are available in STEPS. Because the new cycle of assessment was formalized in 2005–2006, significant results from these changes in assessment are minimal.

As described in Criterion Two, one way the university supports units is by providing a central, more streamlined method for reporting and archiving assessment data and analyses through WEAVEonline, Chalk and Wire, and STEPS. These software packages support units in their assessment activities, thereby increasing the likelihood that units view assessment as a useful tool for learning how to maximize student learning.

Beyond the WEAVEonline, Chalk and Wire, and STEPS software, four groups are specifically collaborating to support and assist units with assessment. These are the UAC

(www.gvsu.edu/uac/), assessment and accreditation office (www.gvsu.edu/assessment/), Pew FTLC assistant director of assessment (www.gvsu.edu/ftlc/), and general education program director (www.gvsu.edu/gened/).

The importance of institution-wide assessment was underscored when the provost created the assessment and accreditation office in August 2005 per the recommendation of the University Academic Senate. This office focuses on ensuring that the university as a whole and all of its many components maintain the highest levels of accreditation for which they are eligible, as well as promoting effective teaching and learning across all disciplines, schools, departments, and programs. The assessment and accreditation officer works collaboratively with the UAC and the Pew FTLC assistant director of assessment to provide support to units as they undertake assessments. The officer and Pew FTLC assistant director of assessment have worked closely with units as they developed their assessment plans, coordinated training workshops to assist units in understanding various assessment tools and techniques (e.g., surveys, rubrics, etc.), and implemented the WEAVEonline, Chalk and Wire, and STEPS software. Furthermore, there has been strong collaboration to create a Web site of assessment and accreditation to provide information and support to units, www.gvsu.edu/assessment/.

The Pew FTLC assistant director of assessment is a position created in 2006 in response to the need for more training and support with assessment. The assistant director has been instrumental in developing workshops focused on assessment both in the classroom and for the unit (www.gvsu.edu/ftlc/). As mentioned above, these offices work in close collaboration to provide assistance to units for their assessment activities.

The Office of Institutional Analysis conducts research about the university's resources, processes, and outcomes. Office staff provides decision support for the Office of the Provost and the broader university community. The office serves as a repository of data about the university and its students, faculty, and staff. This office has been available to a wide array of committees, programs, and institutional efforts focused on the implementation of continuous quality improvements. To facilitate the most widespread use of this data, the Office of Institutional Analysis has developed a Web site that features a variety of assessment results, including those listed below (e.g., student, faculty, program, degrees). See www.gvsu.edu/ia/.

Although Grand Valley has engaged in assessment practices for many years, it has recently upgraded its efforts. Provided below are summaries of recent assessments, as well as information about how the results have been used to establish, sustain, and improve the academic environment that supports the university's mission and vision.

The Delaware Study

The National Study of Instructional Costs and Productivity, (Delaware Study), is a national consortium for sharing data about the types and amounts of teaching by college faculty. It is a rich source for data on instructional activity unavailable elsewhere. Each participating institution contributes aggregate information tabulating instructional activity (number of courses, number of credit hours, etc.) by faculty rank, course level, and academic department. In return, schools get benchmarking data drawn from all participating institutions. The data are valuable because the study is designed to recognize the importance of pedagogic differences related to particular disciplines and the impact of graduate-level instruction on faculty activity.

Grand Valley has participated in the Delaware Study for the past three years and uses the data to evaluate the teaching loads for faculty in each department. In particular, the institution uses analyses of the number and percentage of credit hours taught by tenured and tenure-track faculty to identify priority departments for new faculty hiring and as evidence of our need for more tenure-track faculty across the university.

National Survey of Student Engagement

A second assessment tool implemented at Grand Valley is the National Survey of Student Engagement (NSSE). Grand Valley participated in the 2005 and 2007 iterations of the NSSE. Analyses and reports of the findings from both iterations are posted in the miscellaneous reports section of the Web site of the Office of Institutional Analysis www.gvsu.edu/ia/.

NSSE results are used by the university to secure a general assessment of how well the institution is doing at creating an overall environment that is conducive to learning. The 2005 data are important as baseline data that will be used for ongoing assessment. The comparisons of the results with those of selected peer institutions have been illuminating and stimulated discussion campus-wide about how to engage students and how Grand Valley can do a better job in the future. Overall, the results from the 2007 NSSE study were encouraging. More in-depth NSSE study results are discussed in Criteria Three and Four.

Survey of Graduates

A third example that illustrates the importance of assessment at this institution is the Survey of Graduates, an ongoing assessment that has been implemented over many years. This survey is administered to the university's degree recipients in the spring of each even-numbered year. Each graduate is asked to rate some 30 aspects of his or her experience at Grand Valley. The results give a broad picture of student satisfaction with university services and characteristics. It is primarily useful as a maintenance tool to assure that quality of services is maintained or improved over time. The survey results are precise enough to identify broad areas where graduates' ratings have dropped or are not as high as expected, but not precise enough to diagnose the nature of problems or suggest solutions. Problems identified in the survey of graduates are followed up with more focused assessments to zero in on problems and potential improvements.

For example, a recent survey of graduates indicated that students were less satisfied with the advising they receive from their faculty advisors than they were with other university services and experiences. Based in part on that finding, the university undertook a comprehensive evaluation of academic advising, including more detailed surveys of students, faculty advisors, professional advisors, and administrators and hosted a visit by a National Academic Advising Association (NACADA) evaluation team. The findings of these more focused evaluations have resulted in significant enhancements to advising, including the redesign of student orientations, a greater emphasis on intensive pre-major advising, development of new advising centers within the colleges, and the addition of more professional advisors.

The Collegiate Learning Assessment

A fourth assessment tool utilized by Grand Valley as a direct measure of student academic performance is the Council for Aid to Education Collegiate Learning Assessment (CLA) Longitudinal Lumina Study. The CLA study is positioned as a national indicator of the quality of undergraduate education based on measurable outcomes of student learning, including critical thinking, analytical reasoning, and written communication, as well as the value added to students' lives by their experiences in higher education. Detailed results of the CLA study are reported in Criterion Four.

Summary of Institution-Wide Assessment

Adoption of a formalized assessment philosophy by UAS has influenced an emerging environment of assessment. In addition, the Pew FTLC hired an assistant director of assessment to specifically address classroom and unit assessment through training and

workshops; the university created and staffed the assessment and accreditation office. Most importantly, while these initiatives are underway and provide a good foundation for thorough engagement in assessment practices, all of these varied groups are working collaboratively. The process of coordinating the flow and use of information to inform decisions is well underway, assuring the university's achievement of its mission, vision, and values using multiple data sources. Grand Valley continues to build an environment of assessment and, in doing so, is positioned to better fulfill its mission and examine its role in the broader community — local, state, national, and international.

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

In large part because of the long tenure of its former president and provost, Grand Valley has maintained a consistency of mission since its founding in 1960. While the mission matured in implementation, the focus remained on providing an outstanding liberal education through programs focused at the undergraduate and professional levels and on emphasizing teaching excellence. This mission, established early in the institution's life, was substantially refined and articulated in the 1980s and 1990s, and revisited, reaffirmed, and further refined in early 2003.

This consistency of mission has led to substantial maturation of the university, paralleled by a substantiation of academic and service offerings, which are increasingly valued by students and alumni, as well as external and internal constituencies. Indeed, the demand for Grand Valley's educational offerings has rapidly expanded since the last NCA review. Recent reports on student applications are available in the resource room. This increased demand has come during a period of stagnant state financial support when other institutions have seen significant enrollment declines.

Over the last several years, Grand Valley has increased its financial aid and endowments to help offset declining state contributions to higher education. This progress has been possible through mission-based planning and budgeting for all operations, as well as careful coordination among planning processes.

Two major initiatives have been central to refining planning efforts at Grand Valley. The first of these initiatives was the creation of the division of planning and equity in 2001. The Office of the Vice President of Planning and Equity, in collaboration with the Office of the Provost, has facilitated comprehensive planning activities at all levels, from individual programs to the Board of Trustees. These activities range from assisting units with the development of their strategic plans, to ensuring continued training and education regarding mission-based planning and practices. This training includes the training program for academic unit heads as well as leadership training for administrative professional staff; see www.gvsu.edu/hro/.

Reorganization of the Academic Affairs Division, the second of the two major initiatives, was implemented in July 2004. This initiative established a foundation for the development of strategic plans and the refinement of assessment plans for every academic and nonacademic program, unit, college, and division across the university. These plans are coordinated so that the strategic plan at each level supports and is consistent with the strategic plan of the parent unit. Moreover, unit strategic plans are supported by assessment plans that delineate the means by which progress toward goals is evaluated and integrated into each unit's planning activities. Strategic planning activities are complemented by ongoing implementation activities that connect the university's strategic plan with the allocation of resources. Representative examples of these activities are available for review in the resource room.

Academic Program Planning and Review

New program introduction, as well as program and course refinements, are achieved through strategic and thoughtful processes. New programs are introduced by submitting a prospectus and a final plan. This process is delineated in the Faculty Handbook, beginning on page 68: www.gvsu.edu/facultyhandbook/. These elements must be addressed:

- Desirability and need, including role in Grand Valley's mission, goals, and objectives
- Feasibility, including resource needs, budget impact and plan, and accreditation
- Impact on existing units, including role within the offering unit and support units

Both the prospectus and final plan are reviewed by the Unit Curriculum Committee, the College Curriculum Committee, the University Curriculum Committee, the Faculty Salary and Budget Committee, the dean of libraries, the director of instructional technology, the University Academic Senate, and the provost who make a recommendation to the president and the Board of Trustees. Examples of recent prospecti and final plans are available for review in the resource room.

Course and curriculum revisions are driven by feedback via program and unit assessments. The exact review and approval process for a proposed revision is based on the nature of the change. Less substantial changes such as revisions of course descriptions are approved at the college level. More substantial changes require review and approval at the university level. The efficiency of the review process has been enhanced during the past few years by in-house development of an online curriculum proposal tool. The process for course and curriculum change review begins on page 60 in the handbook; see www.gvsu.edu/facultyhandbook/. Examples of online curriculum development documents can also be found in the handbook.

Similarly, a structured process is followed to eliminate courses that no longer meet institutional needs. As part of its responsibility to review the curriculum, the University Curriculum Committee, through the registrar, conducts an annual audit of courses that appear in the master course file, but have not been offered during the previous three-year period. This review process was initiated in Fall 1997. The academic department receives documents for each inactive course asking the unit to review the course's viability and respond with authority to drop the course from the curriculum or to keep it. To maintain the course, the unit response must contain a specific plan to offer the course throughout a specified time period.

Faculty and Staff Planning and Resource Development

The process of planning for faculty and staff additions described earlier in this chapter is data driven. The data used in this planning is derived from faculty workload reports prepared by the academic departments and confirmed by university records; institutional analysis reports regarding course section enrollment trends; and information obtained from deans, department heads, and faculty members. The highest priorities for resources to provide new faculty and staff are in response to new program introductions, enrollment trends in particular departments, and those departments where the number of tenure-track faculty does not permit faculty to experience a nine-credit-hour teaching load.

Student Enrollment and Success Planning Resource Development

The institution's strategic plan envisions educational programming focused on promoting the academic success of all students in its undergraduate and professional programs. Personalization and individualization are understood to be necessary components of this effort. The university has adopted a strategic approach to admissions management and a model of qualitative growth and enrollment effectiveness through a student success model to ensure that it has the resources it needs to personalize and individualize its programming.

As the pool of applicants has grown well beyond the resources of the university, an admissions process that maximizes each student's potential for success was developed to provide a balance between selectivity, the access mission of the university, and resource constraints. Over the past several years, this approach has included several elements including strengthening and raising admissions requirements, moderating the growth of the freshman class, and developing more extensive partnerships with area community colleges. The community college partnerships include detailed articulation agreements with well-defined study plans and dual enrollment agreements.

The student success model of applied university standards includes providing a consistent message of the institution's educational philosophy and expectations, providing an integrated foundational experience, challenging the students in the classroom, engaging the students inside and beyond the classroom, and providing a comprehensive student success system that is easily accessible to students and faculty.

Sustainability Planning

One of the strengths of Grand Valley is its commitment to the West Michigan community. In that role, the university takes pride in being a leader in sustainability efforts. In 2004, Grand Valley launched a formal sustainability initiative, available at www.gvsu.edu/sustainability/. The university sustainability plan for 2007 and 2008 are also available at this link.

This effort includes the completion of the university's first Sustainability Report, the creation of Sustainability Week, publication of a Student Sustainability Guide, and the establishment of the Sustainability Initiative Advisory Committee composed of faculty, staff, students, and community members. Grand Valley is a founding member of the Community Sustainability Partnership (www.grpartners.org/), a group of more than 150 non-profit organizations, businesses, and educational institutions. Members of the partnership are committed to work together to restore environmental integrity, improve economic prosperity, and promote social equity and responsibility.

Educational offerings in sustainability are expanding across the areas of environmental stewardship, social responsibility, and economic prosperity. Currently more than 200 courses have been identified as teaching one or more aspects of sustainability. New sustainability-specific coursework is in development. In addition, faculty are coming together to discuss sustainability instruction across curricula, and a network of faculty is being developed by the College of Interdisciplinary Studies.

University construction activities, since 2004, also include the requirement that all new construction receive United States Green Building Council's Leadership in Energy and Environmental Design (LEED) certification. As of 2008, the university has constructed eight buildings to LEED standards and has applied the standards to many facets of its facility renewal activities. These efforts have also included participation by students enrolled in the engineering program in the design and construction of a house to LEED standards for a low income family. Additional efforts involve partnering with the regional transit authority to provide a very extensive mass transit system for university students, faculty and staff; see <http://www.gvsu.edu/bus/>. This partnership is discussed further in Criterion Five.

Many activities support efforts to provide a sustainable community and future reach beyond the traditional campus environment. These include the creation of the Michigan Alternative and Renewable Energy Center (<http://www.gvsu.edu/marec/>), a demonstration and industry incubator facility located in Muskegon; creation of the West Michigan Science and Technology Initiative (<http://www.wmsti.org/>), a medical and health sciences industry incubator located in Grand Rapids; establishment and continued operation of Clinica Santa Maria, a Grand Valley community outreach program offered in Grand Rapids by the Kirkhof College of Nursing; and a substantial program for supporting charter schools in educationally

underserved communities. The Annis Water Resources Institute (<http://www.gvsu.edu/wri/>) conducts research, education, and community outreach related to the preservation of our local water resources. The president affirmed our commitment to sustainability by signing the Talloires Declaration and the President's Climate Commitment (<http://www.aashe.org/>). Several of these initiatives are discussed further in Criterion Five.

Conclusion

As this chapter illustrates, Grand Valley has made huge strides in its understanding and incorporation of executive strategic planning as a key element of its organizational effectiveness. As the university has addressed critical resource allocation and change management issues in the past decade, it has adopted a holistic, inclusive approach to planning that is helping it foster a culture of continuous improvement, ongoing assessment, and renewal at every level. Its improved planning efforts across the institution have involved a wide range of internal and external constituents in reflection, strategic thinking, priority-setting, and decision-making activities. Although there is still room for improvement in its strategic planning skills and in the extent to which these skills permeate the institution, Grand Valley's current strategic planning processes and their results are characterized by a number of strengths that position the university to more quickly recognize and more effectively respond to the opportunities and threats it encounters.

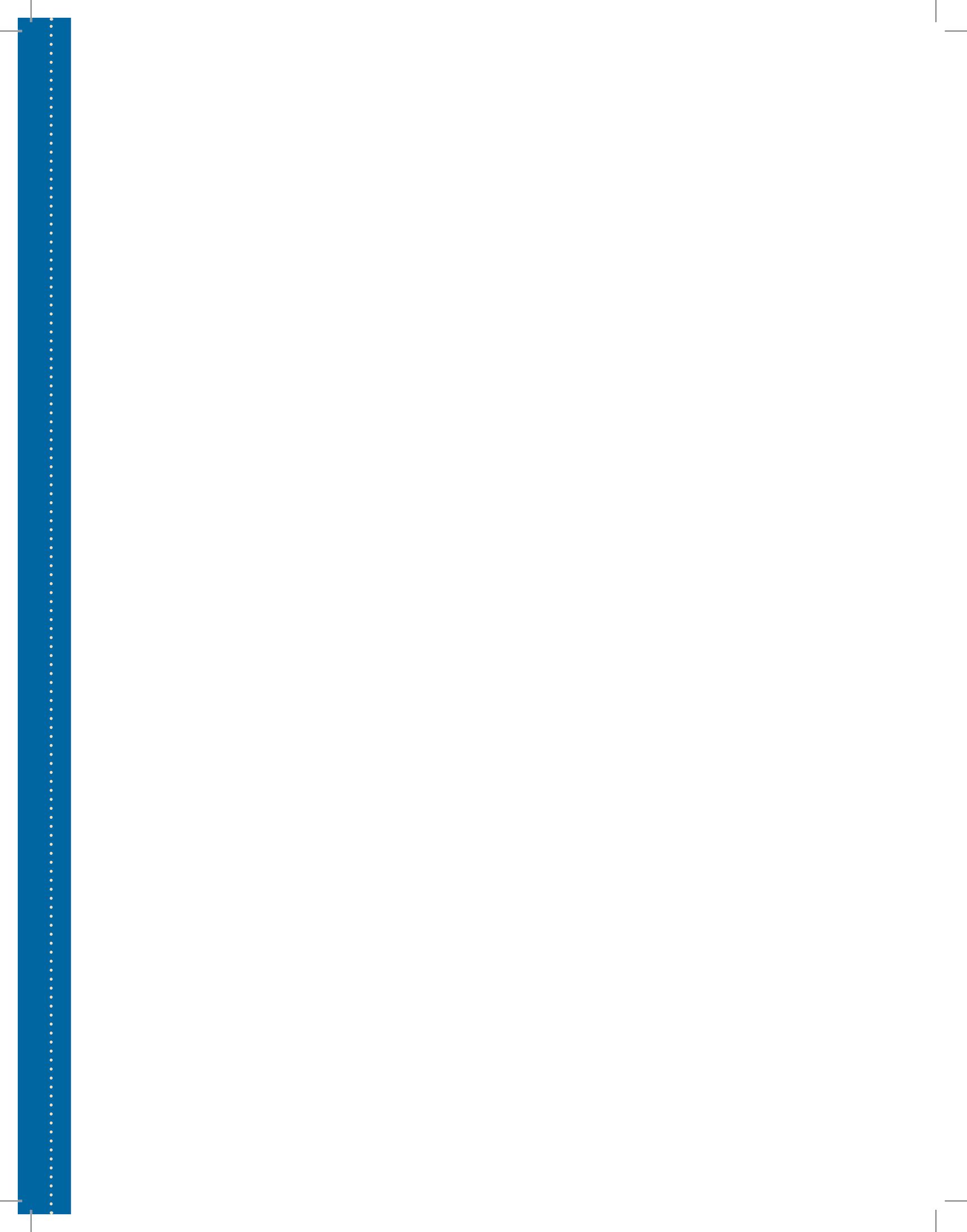
Strengths

1. The university has maintained strong levels of investment and service in all areas of its academic enterprise, while substantially improving support for advising, academic support, and student financial aid.
2. The university has practiced effective and efficient management of its resources and has plans for surviving adverse fiscal challenges.
3. The university exemplifies consistency and clarity in its mission.
4. Highly talented and collaborative faculty and staff allow for an agile, responsive organization.
5. Demand for admission to the university from talented students remains high.
6. The university plays a strong role within the Michigan community and enjoys strong, broadly based community support.
7. The university has continued to attract and increase donor interest (doubling the number of donors since 2000), showing promise for long-term support and growth.
8. The university shares its outcomes with its constituents through vehicles that include its online dashboard, annual accountability report, refreshed strategic plan, and unit assessment reports.

Opportunities for Improvement

Since the last visit of the site visit team to Grand Valley in 1999, the university has engaged in evaluation and planning processes that position it for continued success in a future shaped by multiple and diverse societal and economic conditions. The institution is cognizant of several areas where it continues to have room to grow in achieving its potential.

1. The university must continue to improve upon its strategic planning processes to position itself for the future. It also must devise and secure wide approval of the strategies this process generates to ensure that all academic and service units not only engage in planning but increasingly act strategically, not because they have to, but because they recognize the value of this model of change management.
2. In Fall 2006 and Fall 2007, President Haas identified strategic imperatives in his opening addresses to the Grand Valley faculty and staff. The university must develop efficient and effective ways to translate these imperatives into policies, procedures, protocols, and assessment measures that result in and track the strategic changes these imperatives require.
3. College and division budget requests are evaluated by administration and the Board of Trustees with respect to their potential impact on the university's strategic plan. The institution must continue to improve the process by which fiscal decisions are linked to strategic goals, objectives, and imperatives to ensure that its resource use is completely aligned with its mission and, moreover, appropriately balanced across key components of that mission.
4. Grand Valley is funded on a per-student basis at a level lower than any other public university in Michigan. Although widely recognized for its ability to operate efficiently, the institution must work to secure increased state support so that it can accomplish its educational mission. The opportunity to increase state support for operations is one that has significant potential to influence its attainment of every strategic goal and objective, as well as all of Grand Valley's and the Cherry Commission's desired academic and societal outcomes and impacts.
5. The university's most recent facilities master plan identifies a potential deficit of some 1.2 to 1.7 million square feet of academic space, most of which are in academic laboratories, library facilities, faculty offices, spaces associated with faculty scholarship, and student affairs and student organizational spaces. This space deficit is reflected in the difficulty meeting office assignments, providing extended hours in the various sciences and other labs, and meeting student study needs; the inability to meet library needs; and the loss of research opportunities for faculty. The university has been persistent in its efforts to obtain the support of the state of Michigan for its building programs; with an ongoing lobbying program at the legislative and administrative levels of the state government. In the absence of state funding, the university has used a combination of donations, grants, bonding, and operating budget to continue expansion of its academic facilities. Future master planning and legislative advocacy efforts will provide an opportunity to bolster the case that this institution requires additional space to achieve its full potential.





**GRAND VALLEY
STATE UNIVERSITY**
www.gvsu.edu

Chapter Five
Criterion Three: Student Learning and Effective Teaching



Accreditation Self-study Report 2008



Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Grand Valley prides itself on its history of dedication to teaching and providing a liberal education to its students and actively works to attain its strategic goal “to support high quality, student-focused, undergraduate and graduate education provided by a faculty dedicated to excellent teaching, scholarship, and professional service.” In keeping with its liberal education values, the university strives to maintain the benefits often associated with smaller institutions — such as low faculty-student ratios and significant involvement of faculty with students in and outside of the classroom — even though its enrollment has increased substantially in the past decade.

In 2004, with the approval of the Board of Trustees and endorsement from faculty governance, Grand Valley reorganized to create eight colleges. In the three years since, the academic community has settled into this new structure and worked through some of the growing pains associated with this effort. Providing an impetus to and context for this internal reorganization, the university has been responsive to changes that have given student learning outcomes center stage as the principal gauge of the institution’s effectiveness. At Grand Valley, as in other American colleges and universities, a change in focus from teaching to student learning has been underway and is continuing.

Core Component 3a:

The organization’s goals for learning outcomes are clearly stated for each educational program and make effective assessment possible.

Grand Valley differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs. This is accomplished by identifying and assessing expected learning outcomes for each.

Undergraduate Learning Goals

As detailed in Criterion One, Grand Valley provides its undergraduate students with a liberal education that fosters lifelong learning and informed citizenship. Establishing specific goals for student learning outcomes is an important part of its programming approach.

Goals of the Undergraduate Liberal Education Core

In addition to attaining the goals of their specific majors, undergraduate students are expected to attain three general knowledge goals and four general skill goals of Grand Valley’s liberal education core within the general education sequence. These goals are articulated in the General Education Handbook distributed widely to students, faculty, and other members of the academic community. General education goals are further explicated in Criterion 4b, as well as in the General Education Handbook at <http://www.gvsu.edu/gened/>.

Students acquire knowledge and develop skills through interaction with faculty as they complete their general education requirements and pursue their chosen courses of study in major, minor, and certificate programs. Assessment of general education goals is discussed in more detail in Criterion 4b and 4c.

Writing Goals for Undergraduates

Writing goals for undergraduates are stated and assessed at the individual course level through the Supplemental Writing Skills (SWS) program. The SWS director provides faculty with a common set of learning goals and opportunities through workshops and individual consultation for the development of discipline-specific strategies for operationalizing writing goals and assessments.

Undergraduate writing proficiency is also assessed at the institutional level through the junior level writing examination. The results of this assessment demonstrate students' acquisition of writing proficiency or the need to participate in other writing courses. Scoring criteria for this exam are detailed at www.gvsu.edu/testserv/wrt305/. Assessment at the course level is also achieved as students complete writing requirements under the instruction of writing faculty in the WRT 305 course.

Mathematics Goals for Graduates

All Grand Valley students are required to demonstrate proficiency in college algebra (Math 110) through ACT/SAT scores, completion of Math 110, or success on a Math 110 waiver test. Students who take Math 110 are assessed at the course level. Students must also complete at least one course in the general education category of mathematical sciences, with proficiency assessed at the course level. The general education program is in the process of assessing learning goals across the general education curriculum.

Goals in Other Undergraduate Courses

College level curriculum committees and the University Curriculum Committee (UCC) review faculty course proposals, which must include student learning goals on all course syllabi. Each curriculum committee rigorously reviews new course proposals, course change proposals, and program changes to ensure articulate explication of student learning goals. These highly influential committees are an essential component of faculty governance at Grand Valley, and their reviews assure that stated learning objectives are observable and measurable, that they are compatible with and enhance the goals of the college and university, and that course designs are appropriate for the realization of stated goals. UCC's guidelines for writing a syllabus are available at www.gvsu.edu/facultygov/forms/.

Curriculum committees help ensure that student-learning goals are articulated for each new undergraduate course and program, and each service area. The University Assessment Committee (UAC) charges each unit and program within the Academic and Student Affairs Division with developing an assessment plan, which is defined on the UAC Web site. See www.gvsu.edu/uac/definitions/.

Demonstration that student-learning goals reflect the university's mission and values is key to these ongoing assessments. Measurable student learning outcomes, derived from these goals, are as important as the appropriate strategies utilized to evaluate learning outcomes. Together, the aligned goals and effective assessment of outcomes lead to improved teaching and learning.

All academic and service units work closely with the UAC, the assessment and accreditation officer, and the assistant director for assessment in this process through such means as sponsoring faculty workshops, making presentations to unit heads, and disseminating information to faculty. This collaboration is discussed in more detail in Criterion 2c.

Pursuant to the directive of the UAC, in Winter 2006, all academic and service units developed assessment plans that identified student learning outcomes (SLO), objectives associated with the SLOs, measures, anticipated use of findings, timeline for collection, and the responsible party for data collection. Most goals are aligned with a university goal, parent college goal, and at least one NCA criterion. As detailed in the Criterion Two materials, units use one of the three university data management systems to report their results and plan future actions.

The UCC reviews new course syllabi for inclusion of student learning goals, ensuring all units have articulated well thought-out learning goals at the course level for all courses. Through workshops offered by the Pew FTLC and the assessment and accreditation office, faculty is oriented to the rationale for articulating clear and appropriate learning goals to students.

Graduate and Post-Baccalaureate Goals for Learning

Historically, the graduate and post-baccalaureate programs at Grand Valley have been professional programs with external accreditation standards and goals for learning outcomes specific to the individual degree program and individual courses. In the context of strategic planning and an increase in graduate programs, the general expectations and role of the new Graduate Council have emerged. The Graduate Council developed the following curriculum standards to assure quality.

Graduate students will:

- Build on, broaden, and extend knowledge previously gained in undergraduate study
- Demonstrate knowledge and comprehension of theories and relevant research underlying their disciplinary and professional work
- Demonstrate the ability to think logically and consistently
- Demonstrate the ability to integrate and synthesize knowledge in the discipline
- Demonstrate the ability to access up-to-date knowledge and information within the discipline
- Develop/demonstrate clear, consistent, and logical communication skills, both orally and in writing
- Demonstrate an understanding of the interrelationships between their discipline/profession and others
- Demonstrate an awareness and ability to deal with ethical dilemmas in their discipline or profession
- Demonstrate an ability to apply their knowledge of the discipline/profession to real-life situations
- Demonstrate the ability to adapt to the dynamic requirements of their profession and their workplace
- Develop the ability to provide leadership in their profession or environment

The strategic plan for graduate education echoes these standards and includes a goal to create an inclusive graduate community. Further, in its curriculum standards for ensuring quality, the Graduate Council Curriculum Subcommittee provides the following guidance for those preparing graduate course and/or program proposals:

The curriculum of the program and the coursework within it must be rigorous and relevant to the field of study. Rigor should be evident in the program's outcomes. Measurable objectives (observable outcomes) for courses should require students to apply, analyze, synthesize, and evaluate information in ways that will develop their knowledge base and skills as prospective leaders, who could expand the field, profession, or discipline into the future. In addition to the skills developed through coursework, there should be a provision for the establishment of relationships among students, students and faculty, and students

and others in the profession or discipline. These relationships should provide support, formal and informal advising, and mentoring for students to expand their leadership competence and skills that form the foundation for scholarship. Students should have the opportunity through a culminating experience to establish themselves as knowledgeable in their field by demonstrating their scholarship, reflecting on their learning, and reviewing and reconsidering ideas and practices in the field/profession.

These are the standards applied to all graduate programs at Grand Valley as they come before the Graduate Council for review. As noted, each graduate program is required to have a culminating experience, which demonstrates the achievement of the desired learning outcomes for the program.

In the assessment process, described earlier, all graduate programs must also prepare the reports and follow the procedures on assessment of student learning outcomes established by the UAC. These assessments are used to establish goals for enhancements of their programs. Any program or course changes initiated in response to assessment must flow back through the Graduate Council for approval.

Institutional Assessment

Grand Valley has revised its processes of assessment to better incorporate assessment strategies and processes into all academic activities through the development of an institution-wide assessment plan, which is the responsibility of the UAC. This plan states the following:

The UAC's primary responsibility is to oversee the process of assessing student learning outcomes. It does so by reviewing assessment plans, progress reports, and self-studies for all academic majors, academic resources, and special programs.

The Mission of Grand Valley's UAC

The responsibility of the UAC is to facilitate the use of assessment to guide program development, general education policies, and service unit activities.

The Vision of Grand Valley's UAC

The UAC operates on two assumptions:

- Assessment will be endorsed by the Grand Valley community as an integral part of the process for improving student learning.
- Assessment will provide units with data to guide decisions regarding program development and achievement of adopted goals and objectives.

The UAC has developed an assessment philosophy that includes a framework and schedule, which each graduate and undergraduate program follows to create, implement, and report its assessment plan. Each plan emphasizes learning objectives unique to that academic unit. Individual graduate and undergraduate program plans that align with the university's overarching plan are approved by the deans of each graduate and undergraduate program and the UAC. Additionally, the UAC requires each program to engage in periodic reporting for the purpose of ongoing self-evaluation. Because assessment is considered a part of strategic planning, self-studies are aligned with and draw from each programs' strategic plan. Every unit of the university has been required to develop a strategic plan that guides delivery of the best possible educational services over a six-year period. These strategic plans include operations, hiring, benchmarking reports, other curriculum initiatives, and budget requests and constraints. For examples of units' strategic plans, see www.gvsu.edu/clas/.

Almost every unit has an assessment plan on file with the UAC. Beginning in September 2007, the cycle of submitting three-year assessment reports and six-year self-studies was reinstated university-wide. Approximately one-third of all academic units began the cycle in October 2007. By October 2009, all academic units will have initiated their cycle, having filed either one or two assessments or one self study. See the reporting schedule at www.gvsu.edu/uac/schedule/.

The UAC views assessment plans as dynamic and open to modification. The reports and self studies they generate are shared with the UAC, deans, and the assessment and accreditation officer. Student learning goals are at the center of each unit's plan. Units are expected to demonstrate how each student learning goal reflects the mission, vision, and values of the program, which, in turn, resonate with those of the college and university. Each goal has at least two corresponding objectives with specific empirical measures, a procedure and timeline for data collection and analysis, and a statement anticipating how the analysis will be used. See the assessment plan form at www.gvsu.edu/uac/forms/.

An example of how student learning goals are currently assessed at Grand Valley is the final plan for a minor in applied linguistics submitted to the CLAS Curriculum Committee by the English Department in April 2007 (Log ID#119B.07.CLAS). A strength of this proposal is the incorporation of assessment goals, objectives, and measures into the structure of the minor program, coupled with a description of how these will be implemented at the course level and aligned with college-wide and institution-wide goals. The minor in applied linguistics program proposal is available for review in the resource room.

Common assessments are used by many departments to articulate learning goals and to provide some level of standardized assessment of student learning outcomes throughout the unit. This is especially the case in professional colleges where accreditation dictates such uniformity. For examples from the College of Education see www.gvsu.edu/coe/ncate/standard2a/.

UAC's assessment initiatives are designed to place faculty at the center of the assessment process and to facilitate the role that faculty plays — that of defining appropriate student learning goals. In the College of Liberal Arts and Sciences (CLAS), several units have already completed exemplary assessment plans, including mathematics, writing, and anthropology. Their plans and reports are available for review in the WEAVEonline® data management system.

Many professional programs also have strong assessment plans and philosophies in place, including the Seymour and Esther Padnos College of Engineering and Computing, the College of Education, and the Seidman College of Business. Seidman's assessment plan and philosophy, for instance, illustrate how Grand Valley's professional programs articulate specific principles that undergird their approaches to assessing learning outcomes. Seidman's assessment plan and philosophy are available for review in the resource room.

Over the last two years, the involvement and authentic investment of faculty in assessment has occurred more uniformly across academic units. There are, however, some faculty who perceive the implementation of assessment as too "top down" in its inception, and they are concerned about how assessment results will be used. To help resolve these faculty concerns, the UAC, the university's assessment and accreditation officer, the Pew FTLC, the associate dean of CLAS, and the director of general education sponsor professional development opportunities, including presentations on campus and in department meetings, and university-wide workshops. In addition, individual and small group consultation and assistance are available to more fully engage faculty in the assessment process. This continued discourse and transparency of processes are essential to gain the full faculty's support.

Program Level Assessment

Under the purview of the UAC and the deans' offices, each department and program conducts an assessment of its programs regularly. A central part of this process is identifying expected learning outcomes and coupling these with appropriate evaluative measures. The UAC requires units to submit a program self-study every six years, which includes developed criteria for inclusion, criteria for review, and the timeline for submission. UAC reviews each unit's self study and provides it with a critique of the document.

The professional colleges, as well as some programs within CLAS, are immersed in the self-evaluations required by the accreditation processes of their professional organizations and accrediting bodies. Programs with outside accreditation processes (and their accrediting bodies) include business and accounting (AACSB), art and design (NASAD), athletic training (CAAHEP and CAATE), chemistry (ACS), clinical laboratory science (NAACLS), education (NCATE), engineering (ABET), medical imaging (JRCERT and JRCEDMS), music (NASM), nursing (CCNE), occupational therapy (ACOTE), physical therapy (CAPTA), police academy (COLES), public administration (COPRA and NASPAA), and social work (CSWE). See the schedule of accreditation at <http://www.gvsu.edu/assessment/>.

As the university's Accountability Report 2007 indicates, the pass rates of Grand Valley graduates on licensure exams are excellent. Of the ten programs with licensure exams, four have had 100 percent pass rates, and eight are significantly above the state or national average.

The professional schools make use of accrediting board reviews and licensing exam results for differentiating student learning goals and for program evaluation. For example, the Fundamentals of Engineering (FE) exam results and area scores are reviewed by engineering faculty in the Seymour and Esther Padnos College of Engineering and Computing. The college has a near-100 percent pass rate, compared to the national average of about 75 percent. The 2007 Accountability Report is available in the resource room.

The Kirkhof College of Nursing faculty receive two reports for the National Council Licensure Examination (NCLEX). The first is a quarterly report from the state that includes a listing of all students who have taken the exam in Michigan that quarter, and it includes the passing rate for students who take the exam for the first time and those who retake it. The second report, which is semi-annual, reports the passing rates for the six month period. It also shows how Grand Valley graduates do on the "test plan" items that include concepts and practices that are desirable to test (care across the lifespan, medication administration, safety, and psychosocial issues). From these reports, the nursing faculty identifies issues specific to specialty topics or overall nursing concerns that might need to be addressed within the curriculum.

As a final example, the College of Education uses results of Grand Valley graduates' Michigan Test for Teacher Certification in a number of ways to ensure Grand Valley students are well-prepared to become educators:

- Candidates with a major from another institution must pass the test before admission to the Grand Valley program if they wish to use the major toward certification.
- Candidates who fail the test use detailed information from the sub-area tests to study particular areas of weakness and prepare to retake the test.
- The 22 CLAS departments which offer teachable majors and minors and the 12 COE programs that offer endorsements receive detailed test results to see if particular curriculum areas are well-addressed and to make adjustments to the curriculum that prepares teacher candidates.

All professional programs continue to define assessment processes that facilitate the use of pass rate scores in their programs.

Assessment of student learning at the program level is the responsibility of individual programs and units, guided and overseen by the UAC in collaboration with external accrediting bodies for professional programs and departments. UAC, the Office of Assessment and Accreditation within the Office of the Provost, and the assistant director of assessment in the Pew FTLC have been instrumental in assisting programs with this initiative. See the University Assessment and Accreditation Web site at www.gvsu.edu/assessment/.

Course Level Assessment

In many departments and programs, the capstone course is viewed as an opportunity to determine the extent and depth of student learning within a major field of study. Students are assessed formally and informally through student-faculty interactions as they reflect on their experience. In other programs, common assessments provide assessment across sections of a course. Increasing the use of exit and alumni surveys so that programs can track their graduates' employment and other activities is an important goal for the UAC. Surveys like those used by the Kirkhof College of Nursing provide an important benchmark for other programs further developing and refining their assessment strategies. See examples of assessment tools at www.gvsu.edu/assessment/.

Course level assessment also takes place within the general education program with oversight of assessment provided by the General Education Subcommittee, a standing faculty governance committee. The general education program is involved in a comprehensive assessment process in terms of scope and method. All general education courses are being assessed, and at various points in planning, data gathering, and analysis stages, the General Education Subcommittee has engaged departments across the university. Faculty assesses student learning performance in achieving general education student learning outcomes in each general education category. The assessment process includes, as a final step, improvement of the courses and the teaching and learning within them. Data are collected on a three-year cycle, which began in Fall 2007 for all courses in general education. The Chalk and Wire data management system is being used to record and synthesize information from this assessment of general education courses. The general education assessment process is further explicated in Criterion 4c.

In every college and program, assessment of student learning at the course level is the responsibility of individual programs and units, guided and overseen by the UAC and, for some programs and departments, a specific accrediting agency. The Seidman College of Business and the College of Education provide excellent examples of course assessments. Examples of assessment for both are available for review in the resource room.

Assessment of Professional Certificate Programs

Since its inception, Grand Valley has been committed to providing the preparation needed by professionals in the West Michigan region in an affordable and accessible manner. One of the mechanisms for addressing this goal is certification programs of the university. These shorter, more streamlined series of courses provide essential elements for immediate professional application. The certification programs, by their nature, tend to require fewer courses (often only six three-credit courses); however, the assessment of course outcomes in certificate programs is the same as the assessment of other courses within the university. Grand Valley does not currently offer noncredit certificate programs.

Assessment of Student Learning — Direct and Indirect Measures

Assessment of student learning across the university includes a variety of direct and indirect measures. Incoming freshmen and new students are surveyed as part of the Cooperative Institutional Research Project (CIRP) to assess student characteristics, high school activities, and anticipated college activities. These results are subsequently linked to the results of the Your First College Year Survey (YFCY), which is administered to campus-resident freshmen, and the College Student Survey (CSS) of seniors' activities, satisfaction, and self-perceptions.

These comparative data, along with results of the Attrition Follow-Up Survey performed by the Office of Institutional Analysis, provide useful information for indirectly assessing student learning. In addition, a new survey — the Beginning College Survey of Student Engagement — was launched at the orientation of new students in 2007. This survey focuses more directly on academic preparation. It is expected to be useful as a benchmark for later assessments of each cohort.

Grand Valley students' satisfaction with general education is assessed via the general education assessment surveys. Understanding students' perceptions regarding their own educational experience plays an important role in the university's ongoing self-assessment and its approach to modifying educational opportunities at Grand Valley. To support such an understanding, the National Survey of Student Engagement (NSSE) is administered to freshmen and seniors to indicate self-reported levels of engagement. Further discussion of NSSE is included in the discussion for Criterion 4b.

Direct measures of student learning include the nationally focused Collegiate Learning Assessment (CLA), initiated at Grand Valley in the 2005–2006 academic year, and the Standardized Assessment of Information Literacy Skills (SAILS). The CLA assesses a sample of students three times as they progress through the university (as freshmen, sophomores, and seniors). SAILS is administered by the library and provides a direct assessment of information literacy skills as defined by the Association of College and Research Libraries (ACRL). The results of these tests are discussed in more detail in the materials provided in response to Criterion 4b. See Collegiate Learning Assessment reports at www.gvsu.edu/assessment/.

Evidence of Progress in Assessment Planning

Many current departmental assessment plans are well designed and provide substantive information regarding programs' approaches to assessment. The university has consistently improved its ability to focus attention on assessment of student learning. Many factors have coalesced recently to encourage the academic community to reflect on the essential outcomes of a Grand Valley education in all majors, the general education program, and co-curricular activities. The university continues to work toward fully engaging the entire academic community in rigorous assessment practices.

Grand Valley is invested in securing valid and reliable assessments of student learning, and making the results of those assessments and improvements based on the results widely known to all constituencies, including students themselves. This is discussed more fully in Criterion 2d.

The physician assistant studies program provides an excellent example of how the university makes performance on professional exams available. The program posts the pass rate of its students on the annual National Commission on Certification of Physician Assistants (NCCPA) exam (averaging about 98 percent and never below 92 percent in the last nine years) on its public Web site. In addition, the program's Web site offers a clearly articulated and easily accessible statement of the program's general goals and specific "core competencies" in the form of an evaluation tool that students may use for their own reflection to assess how well they are meeting learning goals. The tool includes six core competencies of physician

assistant education: medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning, and systems-based practice. Results generated from this tool amount to a summary of learning goals that clearly differentiates the program from other offerings at Grand Valley. See www.gvsu.edu/pas/.

Aggregate results from its CLA, the SAILS, and the NSSE are available on the Web sites of the Office of Institutional Analysis (www.gvsu.edu/ia/) and the Office of Assessment and Accreditation (www.gvsu.edu/assessment/). Students receive their individual test scores from the CLA testing organization. Results from these national tests are further explicated in Criterion 4b.

Other professional exam pass rates and teacher certificate exam scores are routinely made available to university constituencies. For instance, in the College of Education (COE), the Michigan Department of Education complies with the Higher Education Act (HEA) Title II state requirements and State Board of Education (SBE) expectations by ranking all teacher preparation institutions under four categories: exemplary performance teacher preparation, satisfactory performance teacher preparation, at-risk teacher preparation, and low performing teacher preparation. In the first year of this program, Grand Valley's College of Education ranked as an exemplary performance teacher preparation unit. Out of 70 total points possible, the COE received 66 points. See www.gvsu.edu/coe/.

Another example of how the university shares assessment results with students to help them learn comes from the Writing 150 portfolio system. Throughout the term, writing faculty meet in small groups to norm themselves to the published grading criteria for the course. At the end of the course, students turn in writing portfolios which are then graded by the faculty group. In this way, grades across many sections of the course are consistent, and grading standards are rigorous. Often, faculty relay the groups' discussions to the students in their classes. This midterm activity for Writing 150 requires students to analyze their own and their classmates' writing in light of the grading criteria. The students learn from the assessment process about what academic audiences expect of college-level writing and strategies for producing better writing to meet that audience's expectations.

Faculty Involvement in Student Learning Outcomes

At Grand Valley, faculty are responsible for the development of the curriculum, as well as for assessing the learning outcomes achieved by providing instruction to students based on the curriculum. Curriculum development is a central and highly valued aspect of faculty governance at Grand Valley, and is an important means through which faculty are involved in defining student learning outcomes and creating appropriate strategies for learning assessment.

Faculty are responsible for both key functions delineated above. First, faculty have the primary role in defining student learning outcomes. Faculty members initiate any course or programmatic change, and indicating student learning outcomes is a part of every course and program proposal. Faculty who are most familiar with the content are in the best position to define student outcomes. As required by the proposal process, faculty must submit course changes through college and university level curriculum committees. These faculty committees review all proposals, often making suggestions for improvements before approving the changes, or rejecting proposals that do not meet the guidelines. Approved proposals proceed through the governance process of the university, being approved by any appropriate subcommittees of the University Academic Senate, and finally, by the Senate itself. A list of the standing committees of the UAS begins on page 24 of the handbook online at www.gvsu.edu/facultyhandbook/.

The second factor — faculty involvement in assessing student outcomes — is demonstrated in multiple ways throughout the university. Faculty participation in both college and university assessment committees ensures the primacy of the faculty voice in this crucial area. Although not all faculty are involved in every assessment project, process, or initiative, they

are involved in the development of their academic unit's overall assessment plan. Moreover, although not all faculty participate in the analysis of assessment data, all are engaged in the discussion of how their units will respond to assessment results, including changes to be made based on these findings. The implementation of WEAVEonline® demonstrates the evidence of faculty involvement in the assessment process. Additionally, the UAC responds to program assessment in great detail with the intent of fostering community involvement in the process of assessment. A number of Grand Valley's academic and service units have active, highly functional assessment committees through which assessment work is done.

The Role of External Entities in the Assessment of Student Learning Outcomes

Most professional fields within Grand Valley's academic units have state or national external licensing exams. Typically these exams must be passed as a requirement for becoming a practicing professional. For example, education students take state-level competency exams in both their major and minor disciplines. A passing score is required for teacher or counselor certification in Michigan. Students in finance take the Certified Financial Planning exam while at the university, and many take the Certified Financial Advisor exam upon graduation. Accounting students take the CPA exam; physician assistant students take the Physician Assistants National Certification exam; and engineering students take the Fundamentals of Engineering exam. The results of these licensing exams are reported to academic units within the university, where faculty and staff use them as another tool to measure the success of their programs in preparing students for professional practice.

Although education students routinely complete their discipline-specific examinations through the Michigan Test for Teacher Certification (MTTC) program prior to graduation, most other departments encourage students to take state examinations after they have completed all or the majority of major or minor coursework. The university recommends that elementary education students, for example, take their exam after completing all prerequisite courses and while they are engaged in their first of two semesters of field experience. These recommendations help ensure that students are well prepared before taking the certification examinations.

COE has a particularly large amount of data on student external testing outcomes, because it is the recipient of test score results in all certification areas. The college shares this information at faculty meetings annually and makes it available to other academic departments upon request. Many other academic departments request and receive specific test data for students in their fields, which include scores in specific sub-areas. This sub-area data is then used to assess specific areas of weaknesses and strengths within programs and courses.

Grand Valley students in programs that have external examinations generally perform well. In 2005–2006, the passing rates in 32 content areas in the COE programs were above 75 percent; many were 100 percent. Cumulatively, they were 93 percent. This data includes some graduate programs, as well as special education endorsements.

These rates on national and state examinations compare well with other universities in Michigan. For example, the university's physician assistant students have had 100 percent pass rates for three of the last five years (including in 2007, compared to the national or state passing rate of 93 percent for that year) and 92 percent and 97 percent for the other two. Similarly, engineering students have passed the Fundamentals of Engineering exam at 100 percent within the last five years, with only one exception; in August 2007, its 92 percent pass rate compared to 75 percent as a state average pass rate. See Accountability Report 2007 on the university Web site at www.gvsu.edu/accountability/.

The Role of Faculty and Administration in the Assessment of Student Learning Outcomes

The Claiming a Liberal Education (CLE) initiative is designed to align student and faculty expectations with the goals of a liberal education. This effort is co-sponsored by the provost, the vice provost for student affairs, the Pew FTLC, the College of Interdisciplinary Studies, and the CLAS and operates under the direction of an advisory group. The CLE initiative supports student and faculty focus groups and its own campus-wide surveys, and it initiated the use of NSSE, the Faculty Survey of Student Engagement (FSSE), and collegiate learning assessments. See www.gvsu.edu/ftlc/cle/.

Based on data analysis from the NSSE, the FSSE, CLE surveys, and focus groups, the CLE offered advice on how to achieve greater integration of the goals of liberal education into the Grand Valley community. This included explicit communication of what constitutes liberal education and its expectations, transitioning from the perspective of teaching to one of learning in order to emphasize critical thinking in all constituents, and highlighting the importance of intercultural awareness throughout the institution.

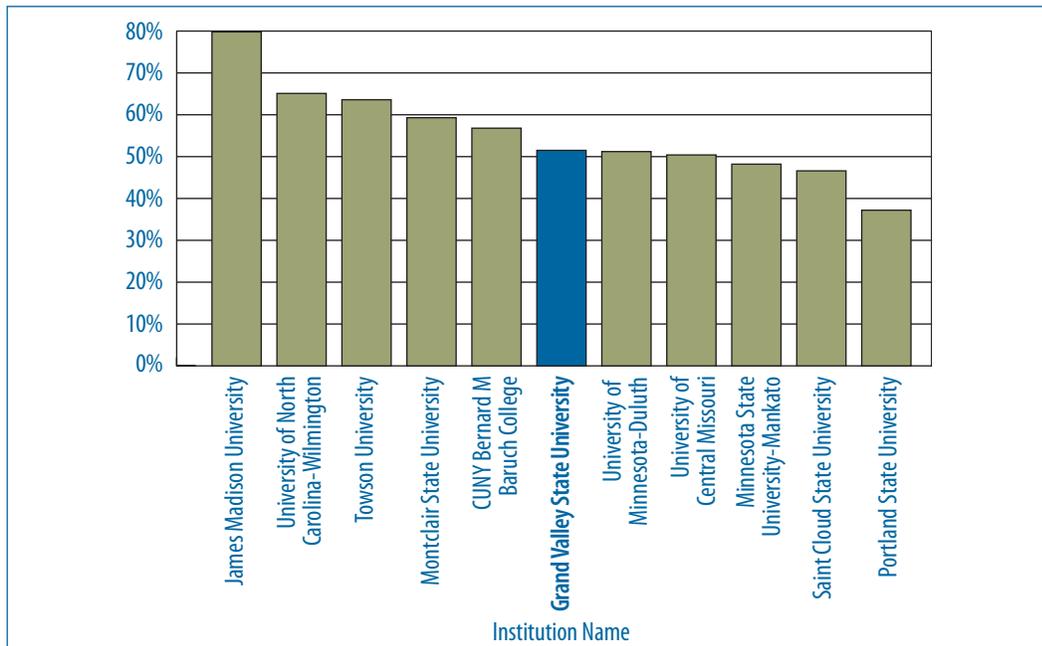
Faculty continually review data generated by internal and external sources to improve their teaching and promote student learning in their classrooms. These data include certification exam results, student passing rates over time, and information gathered from students completing review and capstone courses that capture quantitative and qualitative information from students about their preparation in selected academic disciplines and professional programs.

Faculty and administrators routinely review a range of other data and information that relate to and often serve as proxy measures for student learning in higher education, including annual student retention and graduation rates and trends in this data over time. Grand Valley formed a campus-wide Student Success Planning Team (SSPT) in December 2005 to facilitate such reviews of at-risk students and provide a means of channeling review results into its institutional improvement activities.

A study by the SSPT of first-year retention data and graduation trends for full-time first-year students (FTIACs) at Grand Valley and in other masters-level public institutions across the nation concluded that Grand Valley's retention and graduation rates are at the expected level in comparison with national and peer institution averages. As described in the university's 2007 Accountability Report, Grand Valley's retention rates for the Fall 2005 cohort compare favorably to other Michigan institutions, with an 83 percent freshman to sophomore retention rate, making Grand Valley the institution with the third highest freshman to sophomore retention rate in Michigan.

Figure 5-1 shows that when compared individually to its NSSE peers, Grand Valley places in the middle of the group in terms of six-year graduation rates for FTIACs. It should be noted that the four-year graduation rates for FTIACs have also improved, from 17 percent (1993 cohort) to 22 percent (2002 cohort). Nationally, the first-year retention rate for FTIACs at public masters-level institutions was 75 percent, and 80 percent for students at one of Grand Valley's identified peer institutions. The university's first-year retention rates increased from 76 percent for the 1997 cohort to 84 percent for 2007 freshmen.

Figure 5-1: Comparison of Six-year Graduation Rates of Grand Valley to NSSE Peers – 2000 Cohort



Note: Data taken from IPEDS 2006–2007 graduation rates survey.

Grand Valley was encouraged by these improvements and has taken further measures to move its retention efforts forward. The SSPT formed four task force subcommittees to study the retention of students entering as freshmen: academic rigor, early alert, first-year experience, and student engagement. These subcommittees have compiled recommendations, and several of their suggestions are being implemented. Furthermore, an institution-wide retention plan and a four-year college road map for students with assessment were issued December 2007.

The SSPT identified a theme for an institution-wide effort to retain students: challenge, engagement, and support. The team’s comprehensive plan includes action items that range from ensuring the consistency of the Grand Valley message from all relevant offices to strengthening first-year foundation experiences and integrating those into second-, third-, and fourth-year experiences. The SSPT report identifies ways to engage students in and out of the classroom, strengthening the advising infrastructure, and continuing to improve instruction.

The university’s analysis of graduation rates for transfer students as a measure of student learning has been more difficult. Grand Valley determined that, based on available data, the best way to achieve this analysis was to examine a snapshot of students who entered in a particular year. This approach yielded the following: For students who transferred in 2002–2003, the four-year graduation rate was 35 percent. It was further noted that of the 2,553 students who transferred to Grand Valley in 2002–2003, 59 percent (1,508 individuals) attended transfer student orientation. The graduation rate of orientation attendees was 45 percent.

Based on these findings, in Fall 2003, Grand Valley implemented several procedures to ensure that transfer students attend transfer orientation. The university’s Transfer Student Orientation model was revised and updated to provide improved academic advising and instructional support to promote their learning success at Grand Valley. This work began in Winter 2007, and recommendations were implemented for the 2007–2008 orientation sessions. Continued improvements are anticipated in transfer students’ persistence and graduation rates as a result of these and other initiatives.

Like those for transfer students, retention and graduation rates for post-baccalaureate students are difficult to monitor and assess. Only students admitted directly to a degree program are tracked by the university. Moreover, many graduate programs admit students year-round, though retention rates are compiled by academic year.

The number of degree-seeking students admitted to graduate programs more than doubled from 1996–1997 (425) to 2006–2007 (1,115). Of the 425 students admitted in 1996–1997, 64 percent graduated at the end of five years. In 2001–2002, 656 students were admitted, and by the end of five years, their graduation rate was 58.7 percent. Though the graduation rate dipped somewhat for the cohort that enrolled in 2001–2002, on average, the five-year graduation rate for all Grand Valley graduate programs has remained about 63 percent. The eight-year graduation rates and trends for graduate programs are even higher. The 1996–1997 rate was 69.4 percent, the 1997–1998 rate was 70.7 percent, and the 1998–1999 rate was 73.5 percent.

Three other measures of student learning include students' direct employment in their primary field of study, general employment rates in any field, and rates of entrance into graduate school. In 2004–2005, 63.3 percent of graduates achieved direct employment, but this number had been declining steadily over ten years. In part due to the economy in Michigan, general employment decreased for several years until 2004–2005 when employment increased to 78.8 percent overall. Enrollment in graduate study reported at 18.7 percent in 2004–2005 has steadily increased in the past 10 years. In 2004–2005, 97.5 percent of Grand Valley's graduates were either employed or engaged in graduate study in the year following graduation.

As the campus-wide SSPT continues its work, further institutional assessment of student learning is expected to result in a better understanding of the complex relationship between teaching efforts, student learning, and the assessment of outcomes at Grand Valley.

Assessment Efficacy

Grand Valley has worked hard in recent years to develop effective review mechanisms for its assessment programs and methodologies. Introduced in Criterion 2c, assessment is under the purview of the UAC, which is a subcommittee of the University Academic Senate, and the assessment and accreditation officer in the Office of the Provost — both of which are newly reconfigured elements of the university's administrative structure. The UAC has recently reviewed and revised its philosophy of assessment and operating principles to help units across the university as they prepare regular assessment reports and self-study documents.

The UAC receives assessment review data and unit self-studies every year and provides the organizing structure for the presentation of assessment results. The UAC also provides substantive feedback to the units under review, and serves as the primary repository of this information at the institution-wide level. See the UAC Assessment Plan for Academic Units: Student Learning Outcomes for format guidelines in the resource room or at www.gvsu.edu/uac/forms/.

As the Office of Assessment and Accreditation has emerged in its new configuration, the flow of information and level of collaboration between the UAC and the assessment and accreditation officer has been collegial and productive. The importance of assessment has been conveyed to faculty and units across the university. Professional colleges and programs have readily pursued effective assessment procedures because assessment is increasingly required by individual accrediting agencies.

Deans are committed to and involved in monitoring and ensuring effective assessment processes in their academic units. For example, the associate dean for students and curriculum in the CLAS provides training and feedback to faculty and staff on program assessment, as well as overseeing that assessment plans are implemented and that the data generated are appropriately and consistently used for the improvement of the curriculum. The associate

dean in this college works closely with faculty in a team model to help gain faculty support and understanding of the assessment process. Similarly, deans of professional schools are involved in assessment in part to meet the demands of professional accreditation organizations. Several colleges and divisions also have active assessment committees comprised of faculty and staff that focus on improving the use of assessment and assessment efficacy. These assessment committees work in tandem with department chairs and faculty to develop assessment plans, collect data, and report on assessment findings, all to improve student learning. Assessment plans and reports are available for review in WEAVEonline; Chalk and Wire; and Student Tracking, Evaluation and Portfolio System (STEPS).

Core Component 3b: The organization values and supports effective teaching.

Grand Valley affirms in its most recent statement of vision that “teaching in the liberal tradition, whether in general arts and sciences or the professional degree programs, has always been at the heart of Grand Valley’s educational mission.”

The university remains true to this vision by hiring faculty for whom excellent teaching is a priority and supporting them as teachers throughout their tenure. The Faculty Handbook reflects the ongoing teaching commitment of the institution through its statements of teaching expectations for faculty and the requirements for tenure and promotion. As the university continues to refine its statement of teaching, a discussion of excellent teaching was led by the Academic Challenge Taskforce of the campus-wide Student Success Planning Team in Winter 2008.

A Profile of Grand Valley Faculty

In Fall 2007, there were 750 tenured and tenure-track faculty at Grand Valley, along with 245 other full-time faculty and 400 part-time faculty. Grand Valley faculty members as a group have strong educational backgrounds and areas of expertise, which they rely upon in their teaching.

Eighty-two percent of full-time faculty have a terminal degree and many of the institution’s faculty members are early in their academic careers. In Fall 2007, almost half were assistant professors. Gender diversity is high, with females comprising 46 percent of tenured and tenure-track faculty. Racial diversity is improving, with 14 percent of tenured and tenure-track faculty in 2007 were individuals of color. Notably, in 2006–2007 more faculty of color were hired than departed Grand Valley.

A sense of the nature of Grand Valley’s faculty can be inferred from the results of the UCLA Higher Education Research Institute (HERI) survey which was administered during the 2001, 2004, and 2007 academic years. The results of the HERI survey, some of which are shown in Table 5-1, indicate a favorable comparison with institutions similar to Grand Valley, as well as a positive trend in most of these indicators.

**Table 5-1: HERI Faculty Evaluation, Selected Results
GVSU Faculty Responses**

Faculty Survey Item	1998	2001	2004	2004 ¹
“Faculty are rewarded for good teaching” indicated as very descriptive of institution	23.2%	39.8%	31.1%	17.1%
“Opportunity for scholarly pursuits” is satisfactory or very satisfactory	52.4%	63.2%	54.2%	45.5%
“Involved in community service” indicated as a high priority	44.6%	40.0%	--	--
Do you use your scholarship to address local community needs?	--	--	55.2%	53.7%
Primary interest: very heavily in teaching	29.4%	27.9%	32.0%	31.2%
Worked with students on a research project	62.8%	59.8%	63.7%	63.6%
Participated in a teaching enhancement workshop	75.8%	78.1%	--	--
Participated in a faculty development program	--	--	69.8%	67.4%

-- Indicates question not asked in that year

¹ Norm public four-year institutions

Results of the 2007–2008 HERI will be available in Fall 2008.

Another conclusion from review of the HERI faculty survey is that faculty appear to come to Grand Valley with a commitment to teaching and remain interested in working with students, their colleagues, and the local community.

Faculty seem to get satisfaction from the teaching and learning process. Almost two-thirds have mentored students on research projects. Over two-thirds have attended a teaching related workshop or participated in a faculty development program. Both are an indication of faculty's dedication to constantly improve their teaching skills. Faculty indicate that involvement in the local community, whether through use of scholarship or service, is important to them. These facts reflect a consistent focus on the university's values of effective teaching and community service. In the non-quantitative sense, an aura of genuine caring for students and their development, intellectually and holistically, seems fairly evident among the faculty. Faculty increasingly work with students in service activities and international opportunities. There is an overall sense of collegiality and energy, as evidenced by the number of new undergraduate and graduate programs. Over the last few years, faculty have shown a strong interest in and use of creative teaching methods, emerging technologies, and the embracing of several forms of scholarship.

As do their peers nationally, almost 100 percent of faculty say that being a good teacher is an important and essential personal goal. The degree to which Grand Valley faculty are successful as teachers — the degree to which students are learning — is reflected for undergraduates in scores on national and locally developed measures. National measures include the CLA and the SAILS. The results of the NSSE, now administered twice at Grand Valley, are utilized to assess students' perception of their learning. These results are discussed in more detail in 4b.

Faculty Determine Curricular Content and Strategies for Instruction

The faculty control the curriculum development process insofar as all course proposals come from academic units, go through the College Curriculum Committee and then on to the University Curriculum Committee for final consideration. The dean and provost must sign off on all new course proposals as well. These committees are made up of tenured or tenure-track faculty, ensuring that faculty members have a strong voice in curriculum oversight. The description provided for Criterion 3a details how these curriculum committees function.

Teaching Well as an Essential Part of Hiring and Evaluation

Given the centrality of teaching in the university's mission, it is no surprise that "teaching well" has a high priority in the faculty hiring process. The personnel practices of about half of the university's departments that responded confirmed that their search committees prioritize teaching at every stage, whether in the initial job description, in written criteria for reading the initial pool of application files, in the list of interview questions and time allotted for discussing teaching with candidates, or in the candidates' campus visit, where they teach a demonstration class which all departmental faculty members are invited to attend.

Most commonly, departments ask candidates to demonstrate teaching of some kind, often involving and then soliciting feedback from students on the demonstration class session. Some departments request candidates' teaching philosophies, arrange for candidates to meet with students outside class, review student evaluations from previous institutions, or review teaching materials. One department noted that in hiring faculty without previous teaching experience, it provides the individual with extra mentoring in teaching. Departments as a whole are generally satisfied with the methods they use to identify good teachers among job applicants.

In fact, teaching well continues to have the highest priority in the evaluation process at all levels. The Faculty Handbook lists three criteria for faculty evaluation — teaching, professional achievement, and service — but affirms that "teaching effectiveness is regarded as the most important" (Section 4.02, Faculty Handbook). Student ratings of instructors are required of each course each semester as a means of determining teaching effectiveness.

The Pew FTLC offers teaching portfolio workshops each summer in an effort to encourage more meaningful evaluation of teaching beyond student evaluations. Some 25 to 30 faculty members participate each year.

Support for Effective Teaching

Faculty Orientation and Mentoring

With 80 to 110 new full-time faculty each year, Grand Valley takes seriously its responsibility to orient them to the values and expectations of the university. New faculty members are expected to attend new faculty orientation, a two-day program scheduled before fall semester, co-sponsored by the provost's office, the vice provost for academic services, and the Pew FTLC, where they learn about the range of services to promote and sustain their teaching effectiveness.

Approximately half of the orientation is devoted to stressing Grand Valley's liberal education philosophy and its translation into teaching and learning experiences. In addition, in 2007–2008, the Pew FTLC offered a year-long series for new faculty.

Mentoring within departments and through the Pew FTLC is another critical aspect of faculty members' successful acculturation and preparation for effective teaching. Currently, most departments assign a mentor to new faculty members. The College of Liberal Arts and Sciences requires every department to develop a mentoring program for new tenure-track faculty.

Given the large number of part-time faculty and their central roles in teaching at Grand Valley, orienting and supporting their development as teachers is essential. New part-time faculty are strongly encouraged to attend half-day orientations organized by the Pew FTLC, and about 60 of them participate each fall. Some departments offer ongoing mentoring for part-time faculty. To provide ongoing support for improving teaching effectiveness by part-time faculty, the Pew FTLC offers twice-yearly adjunct academies, which are half-day Saturday events providing training in pedagogical issues. About 50 faculty usually attend and sessions are evaluated highly.

Faculty Development through Pew FTLC

One of the most visible signs of support for teaching effectiveness at Grand Valley is the Pew FTLC. Its mission is to enhance student learning by supporting faculty in their efforts to teach effectively. Guided by the ideals of liberal education, the Pew FTLC assists the university in carrying out its teaching mission. Through its conferences, workshops, and individual consultations; leadership of university-wide initiatives; and allocation of grant funds, the Pew FTLC accomplishes the following:

- Encourages the faculty to develop as a community of educators with shared goals
- Supports faculty from diverse backgrounds as full members of the Grand Valley community
- Enables faculty, both individuals and groups, through its grant program and workshop series, to experiment with teaching-related projects
- Challenges faculty to continue to develop as effective educators, making the most of the resources available to them.

The Pew FTLC began with part-time directors in 1995–1997. As a measure of its growth, it now has a full-time director and two assistant directors. It is housed in a welcoming office suite, which meets its needs well.

Grand Valley faculty support the work of the Pew FTLC. Since 1999–2000, about half of the institution's full-time faculty have attended at least one Pew FTLC event each year — a noteworthy figure since the number of full-time faculty has increased 42 percent, from 604 to 950, during this period. The center's programming reflects its broad commitment to enhanced learning through improved teaching. From the time a new faculty member attends new faculty orientation and the follow-up teaching and learning activities, the Pew FTLC's staff conveys the message that teaching and learning in a liberal education context are central to the university's mission and vision and are central tenets of its value stance. Its programming emphasizes student engagement in learning and pedagogy that supports this orientation.

The Pew FTLC staff, assisted by other faculty, conduct individual consultations, make classroom visits, coordinate group mentoring for new faculty, offer workshops at both the Allendale and Pew campuses, including the annual Fall Teaching Conference, and oversee an extensive competitive grants program. Program evaluations demonstrate that faculty value the programs' content as well as the opportunity to meet with colleagues from across the university. A \$1.9 million endowment awarded to the center in 1999 funds competitive grants, annual teaching awards, and special projects. Endowment funds are not used for the operating budget of the center.

CLE Initiative

The university's Claiming a Liberal Education (CLE) initiative contributes to stronger, more effective teaching and to the development of relationships among all members of the academic community that positively impact student learning. The initiative began with the goal of aligning student and faculty expectations with the goals of a liberal education. Now all employee groups — faculty, administrative staff, secretaries, maintenance, and public safety — have participated in CLE-sponsored discussions of liberal education and how it influences their roles and relationships within the learning community.

Other programs for faculty, staff, and students sponsored by the College of Interdisciplinary Studies (COIS) help sustain and extend discussion throughout the university. For the past five years the CLE initiative has been educating university constituents about the value of a liberal education:

- Intergroup dialogues focusing on a specific aspect of liberal education have been on going for three years.

- The Community Reading Project, focusing each year on a book with supporting programming, has continued for two years.
- The Think Tank, which develops effective strategies to engage students in the educational mainstream, is in its second year.

Faculty Evaluation

The Pew FTLC offers teaching portfolio workshops every summer to help faculty members prepare more complete documentation of teaching effectiveness, beyond reliance on student evaluations. About one-third of the university's faculty seeking contract renewal or tenure attends these workshops, in addition to some faculty seeking promotion.

Several colleges, such as the College of Liberal Arts and Sciences, College of Health Professions, and the College of Education have been in various stages of discussing or developing college-wide course evaluation forms in order to improve and standardize student ratings forms. In Winter 2008, the provost appointed a taskforce, chaired by the assistant director of assessment, charged with exploring the feasibility of the university adopting a nationally normed, criterion-based form. The taskforce will complete its work in late Summer 2008.

Faculty Participation in Professional Organizations

One measure of faculty participation in professional organizations is the number of faculty active in official roles. Grand Valley faculty are very active in service to professional organizations at the regional, state, national, and international levels. These include participation in hundreds of local and regional organizations and approximately 100 national or international ones.

Faculty regularly attend regional, national, and international conferences to present papers and to stay current in their disciplines. The availability of funds from Research and Development for this purpose is discussed in Criterion 4c. To encourage faculty to attend teaching-related conferences in their disciplines, guidelines for travel grant funding from Pew FTLC require only that individuals demonstrate a connection to their teaching. In the last three years, nearly 200 part- and full-time faculty have taken advantage of this funding each year.

Progress in Workload Equity

One of the major issues Grand Valley faculty and administrators faced in 2006–2007 was the issue of workload, as was expected with reorganization. Since that time, the provost and the University Academic Senate have been addressing inequities, real and perceived, in workload among faculty of various units across all campuses. In the recent period of unprecedented student enrollment growth and expansion, when the university is also concerned with expanding its reputation for scholarly production, including expanding faculty and student research, the issue of equitable workloads has been more complicated.

A new workload description in the Faculty Handbook underscores the university's intention that each unit will establish baseline expectations in the areas of teaching, scholarship, creative activity, and service based on disciplinary standards and best practices, as well as the unit's, college's and university's goals and strategic plan. These written unit expectations are by unit faculty, unit heads, and deans.

In the area of teaching, the handbook sets the baseline expectation at nine credit hours a semester over the course of an academic year, in addition to other teaching-related work. All faculty are also expected to engage in basic, applied, or pedagogical scholarship or creative activity as determined by the expectations of the unit, college, and profession.

A faculty member's workload includes service to the unit, college, and university, as well as to the community and their profession.

In addition, a new policy in the handbook notes that "every faculty member shall select each year a significant focus of activity beyond the baseline expectations established by the unit in the areas of teaching, scholarship or creative activity, or service. This focus shall require approximately the same amount of time as teaching a three-credit hour, or standard course per semester; it shall not have been counted as part of the baseline nine-hour per semester teaching load or have been compensated externally or additionally."

To ensure students have access to their professors, faculty are required to post and keep weekly office hours for every course they teach. Although at times some non-tenure-track faculty and some faculty teaching at campuses other than the campus where their departments are housed encounter difficulties with space allocation for holding office hours, the university is committed to building office space and housing faculty in appropriate buildings and offices where they can work and meet with students. New spaces for such purposes on the Allendale and Grand Rapids campuses are evidence of this commitment.

Grants and Awards

Much of the internal grant support for improving teaching comes from the Pew FTLC. Faculty attending teaching-related conferences receive partial support, as do students attending conferences accompanied by faculty.

The Pew FLTC competitive grants program provides four categories of funding, ranging from \$3,000 for individual projects and materials to \$15,000 for larger projects in which several faculty members are involved. Often, projects are also supported by individual colleges, thus indicating the college's support and making more ambitious projects possible.

The competitive grants program awarded some \$1 million in grants from 1998 to 2005 and was evaluated in 2007 using a randomly selected sample of 40 from the 180 competitive grants awarded during that time period. Eighty percent of these projects exhibited "high" or "moderate" ongoing activity in 2007. For example, a \$15,000 grant with high activity resulted in significant curriculum changes in the Mathematics Department. The faculty who teach core courses use activities designed as part of the grant. Math education faculty use K-12 mathematics curricula paid for by the grant. Conference presentations related to the grant still occur, and the philosophy that prompted the grant continues within the department. As an example of moderate ongoing activity, a smaller grant to a single faculty member to work with pre-service teachers in English continues to affect the way a course in education is taught. This grant has resulted in five conference presentations, three completed and two planned.

The 40 grants analyzed were found to have affected dozens of courses and thousands of students. They produced 139 courses and conference presentations, one book, four book chapters, and a DVD that is used regularly by international audiences. It is not an exaggeration to claim that every Grand Valley student takes at least one course that has been directly influenced by a competitive grant. Moreover, one internal grant award resulted in a \$1.5 million National Science Foundation (NSF) grant to chemistry professors developing an inquiry-based graduate program for high school chemistry teachers, recouping the cost of the Pew FTLC grants program for the university. Grant awards are detailed in Criterion 4c.

Funding for teaching-related projects at Grand Valley is also available from the Barbara H. Padnos International Center. Its four grant programs offer a variety of opportunities. Under the Faculty/Staff Exchange Program, faculty can apply to visit their counterparts in one of the ten countries with which Grand Valley has exchange relationships. Another grant program

provides funds to develop partnerships. With the Intercultural Development Grant program, faculty can apply for funds to develop specific intercultural competence research and projects. Two faculty members a year also are funded for the Council for International Education Exchange programs. In 2007–2008, \$80,500 was available to support these programs.

The Johnson Center for Philanthropy also provides financial support to Grand Valley faculty to encourage an understanding of philanthropy and the nonprofit sector. Grants typically range between \$1,000 and \$11,000. The service-learning grants program was one of the original programs of the Johnson Center. During 2006–2007, 270 students were involved in faculty-led research, service, and volunteer projects.

Another way that Grand Valley publicly demonstrates its commitment to teaching is through annual awards for teaching excellence. Each award includes a cash prize and a plaque or certificate. The most prestigious honor, the Outstanding Teacher Award, is presented by the provost at fall convocation. Seven Pew Teaching Excellence Awards also are made at-large each year and presented at Faculty Awards Convocation in February. In 2007, a Pew Teaching Excellence Award for Part-time Faculty was made for the first time and presented on the same occasion.

A Pew Library Faculty Excellence Award is presented every three years, and up to two Teaching with Technology Awards, jointly funded with Academic Computing, are presented annually. The Alumni Association also makes two teaching awards annually that are presented at fall and winter commencements. All award recipients are selected by a university-wide committee of faculty and students according to criteria detailed on the Pew FTLC Web site, www.gvsu.edu/ftlc/.

The university continues to explore additional ways to recognize its faculty members for outstanding teaching and meritorious accomplishments.

Technology

Grand Valley is an Application Service Provider (ASP) client of Blackboard's course management system. In Fall 2007, more than half (2,720) of all generated course Web sites were active compared to 1,142 in Winter 2003.

In addition to the technology training and support for Blackboard and other software offered by the Academic Computing Department, the university promotes e-technology integration for teaching and learning through several initiatives of its educational technology unit. Two instructional designers plan and deliver technical assistance and training for faculty, which includes integration of Blackboard to the introduction of emerging technologies utilized in education.

An annual Teaching and Learning with Technology Fair engages the university community in activities that highlight integration of new technologies into teaching and learning experiences. In 2007, the number of presenters totaled 34, nearly doubling the 2002 inaugural year, as well as welcoming a significant increase in participants, from around 80 in 2002 to more than 120 in 2007. In 2008 there was a modest decrease with 27 presenters and fewer than 100 participants. The difference is believed to be related to location, as attendance is generally higher at the downtown Pew campus. To increase attendance, the 2010 fair will be centrally located on the Allendale campus.

Along with individual consultations, the instructional designers offer brown bag workshops on topics related to technology integration. Workshops tracked by topic and skill level are offered each May and provide longer, more intensive opportunities to learn about newer technologies and teaching. Webslingers, a roundtable discussion group, meets three to four times during each academic year to discuss best practices for online teaching and learning, emerging technologies, and technological trends.

The steady growth in participation and need for workshops provides evidence of the effectiveness of the educational technology unit in supporting effective teaching. Twenty workshops were offered in 2006–2007, an increase from eight workshops offered seven years ago. Enrollment in the university’s online courses has grown from 379 students in 2002 to 1,588 students in 2006. Eighteen online sections were offered in 2002, compared to 101 sections in 2006.

Classroom Space

The Richard M. DeVos Center, Cook-DeVos Center for Health Professions, and the new John C. Kennedy Engineering building, all on the Pew Grand Rapids Campus, have spacious, well-equipped state of the art classrooms. Classroom additions on the Allendale Campus have the same qualities. Although some teaching spaces are poorly configured in older buildings on the Allendale Campus, most classrooms support effective teaching.

Faculty and staff work collaboratively to use and renovate classroom space as effectively as possible. Faculty are involved in planning all new academic buildings. The Faculty Facilities Planning Advisory Committee monitors renovations and plans for new buildings. The vice provost for academic services and assistant vice president for facilities planning tour all classrooms every year to determine where upgrades are needed and what the renovation priorities should be to maximize teaching effectiveness and provide adequate student learning supports.

Core Component 3c: The organization creates effective learning environments.

The primacy of teaching as a faculty expectation and the concomitant shift to a focus on student learning has been referenced in previous sections. This section describes how Grand Valley creates and sustains effective learning environments across all academic and service units.

In recent years, the university has put increasing emphasis on administering nationally standardized tests and surveys, as well as those developed within the institution, with a goal of characterizing the teaching and learning environment more accurately and in greater detail. These assessment activities provide evidence of student learning within particular academic programs, and help identify areas where student learning can be improved.

Initiatives to strengthen liberal education and increase students’ engagement in their learning have resulted in closer ties between the academic and service units within the institution. This focus is expected to promote and sustain a more robust learning environment at Grand Valley.

Assessment Results Contribute to Improvements

Grand Valley has incorporated a range of teaching and learning assessments to provide perspectives on the climate for teaching and learning at the university. The assessments provide stakeholders with evidence of improvements which advance student learning. They enhance reflection and discussion of the university’s efforts to define criteria for effective teaching and learning.

Two sets of focus groups with faculty across the university, one in 2004 and one in 2008, were conducted as part of the Claiming a Liberal Education initiative. Researchers were interested in assessing the climate for teaching and learning in the context of a liberal education and in ways to foster higher expectations. The differences in responses to the same questions illustrate Grand Valley’s evolving identity as a relatively young university that has grown quickly.

In both years, faculty recognized and supported Grand Valley as a university whose primary focus is teaching. In the 2008 groups, however, faculty were more conscious of having multiple roles, given what they perceive as an increased emphasis on research and increased expectations for administrative work. Perceptions of students have also changed to some degree. In 2004, faculty frequently referred to students as consumers interested only in what they need to do to get by. Now, with somewhat better prepared students, faculty are more concerned with increasing the depth of intellectual engagement. In 2008, faculty could more readily articulate how they encouraged higher expectations from students than they could in 2004. They also referred to liberal education more frequently. These results suggest that the CLE initiative has had at least some effect in changing the campus culture for teaching and learning.

To access the value added to a student's learning through a college education, Grand Valley is participating in the national CLA pilot project, a longitudinal study of the value added to a student's learning by a college education. The CLA measures students' critical and analytical thinking skills and their ability to communicate with varied audiences.

In the first testing cycle in 2006, Grand Valley freshmen scored as their SAT scores would predict, while the seniors achieved results above those predicted by their SAT scores. These results suggest that the environment at Grand Valley results in learning that adds value. At this stage, the CLA results are too general to guide decisions about the university's teaching and learning experiences within and outside the classroom; however, they provide confirmation of the value of several specific courses and curricular emphases, such as writing, problem-solving, and analytic reasoning.

In 2005, the university through the Office of Institutional Analysis administered the NSSE to complement the results of focus groups and surveys done internally with faculty and students on the climate for learning and teaching at Grand Valley. The Office of Institutional Analysis administered NSSE in 2007 as part of an ongoing emphasis on improving quality. NSSE surveys students' engagement in learning, a commonly used proxy for measuring student learning.

The 2007 NSSE results are encouraging. Changes since 2005 are positive, and Grand Valley student responses compare favorably to those of their peers in several areas, particularly among seniors, suggesting that recent efforts to raise academic standards and improve learning are having the desired effect. Grand Valley students indicate high levels of perceived growth and satisfaction with the university; however, the deviations from their peers' results indicate that continued improvement is desirable.

Five summary measures represent aspects of student engagement in their learning:

1. *Level of Academic Challenge.* Freshmen scores improved significantly and are now equal to their peers. Seniors outperformed seniors at the university's peer schools.
2. *Active and Collaborative Learning.* Freshmen scores remained the same as in 2005, while the seniors improved and significantly outscored peer seniors.
3. *Student-Faculty Interaction.* Neither group's scores changed significantly, although there were some declines on component items.
4. *Enriching Educational Experiences.* Freshmen scores remained the same while seniors' scores improved significantly.
5. *Supportive Campus Environment.* Dramatic improvements on this scale were evident among both freshmen and seniors, and both groups outscored their peers.

In categories of questions relating to personal growth, freshmen ratings attributable to the school increased in general education, writing, critical thinking, and understanding of people from diverse backgrounds. They gave higher responses than peer freshmen on all of those items except the diversity item, on which they scored significantly below peers. This latter finding supports continuation of university-wide efforts to foster more positive attitudes and behavior toward minority populations.

Seniors' ratings improved significantly on work-related skills, working with others, and understanding people from diverse backgrounds. They reported more development than peer seniors in general education, work-related skills, writing, critical thinking, and working with others.

Survey data suggest that Grand Valley students study somewhat more than their peer groups at several institutions, although not as much as faculty considers optimal. YFCF data indicate that 58.7 percent of the university's freshmen study more than six hours per week, compared to 48.2 percent of freshmen at other four-year public institutions. Results from the 2006 CSS report that 63 percent of Grand Valley seniors studied at least six hours per week, compared to 57.9 percent of their CSS peers.

NSSE and YFCF will continue to be administered regularly as a monitor of the teaching and learning climate at Grand Valley. FSSE has been less useful in pointing out areas for improvement in teaching and learning, and continued administration of FSSE will be reevaluated. Participation in the CLA will continue through at least the end of the pilot study. The HERI survey previously referenced will continue to be administered every three years.

Improvement in Advising Systems

For the last several years, Grand Valley has devoted resources to improving academic advising. For example, academic colleges have opened advising centers, staffed by professional advisors, to assist faculty in providing academic advising for students. Currently, 10 academic departments have professional academic advisors.

The Advising Resource Center provides academic advising on general education requirements and advising for students who have not yet chosen a major. In 2003, an advising council was created to improve consistency in advising, as well as improve communication pathways, structures, and advising experiences for students.

In the 2005–2006 academic year, the Advising Council conducted a university-wide academic advising self-study. Consultants from the National Academic Advising Association (NACADA), who reviewed the self-study complimented Grand Valley on its efforts to improve academic advising and also made 10 recommendations to further improve academic advising. The recommendations cover such areas as developing a clearer articulation of a university-wide approach to advising, providing more training for faculty advisors, and developing an assessment plan. These recommendations continue to guide the Advising Council in its work.

The most recent YFCF measures some of the outcomes from changes in academic advising. When asked the question, "Since entering college, how often have you interacted with an academic advisor?" only 19 percent of the students surveyed in 2006 said "never," compared to 29 percent of the 2004 survey respondents.

Both sets of NSSE data also reflect Grand Valley freshmen's satisfaction with the quality of academic advising. In 2005 and 2007, 75 percent of them rated the overall advising they received as "good" or "excellent," compared to 61 percent of seniors in 2005 and 65 percent in 2007. CSS results for 2006 were similar.

Advising is also an integral part of orientation to college life at this institution. The advising experience begins with student and parent orientation, which takes place prior to fall classes. A separate advising session is held for transfer students to meet their unique needs. These advising sessions are followed up with Transitions, a week-long program to help students acclimate to all aspects of college life. These programs emphasize academic expectations, institutional values, and the importance of a liberal education.

Freshman orientation, which occurs throughout the summer, is organized into groups of 20 and supported by a faculty member, a professional academic advisor, and two student leaders. In these small groups, faculty members share their expectations, advisors share information on support services available, and freshmen have an opportunity to ask questions of upper division students regarding their experiences.

During Transitions, which occurs the week before classes begin, institutional expectations and resources are reinforced. Prior to Fall Convocation, faculty members meet in small groups with freshmen to talk with them about the differences between college and high school.

As a result of the 2005–2006 advising survey and NACADA visit, the College of Liberal Arts and Sciences (CLAS) has recently expanded its advising services in a new advising center. Following the best practices in advising aligned with the multifaceted needs of Grand Valley students, the CLAS advising center is now translating the university's philosophy of learning into all advising practices. Many of these practices have been adapted from those employed by the university's SMART Center (Science and Mathematics Advising, Resource, and Transitions advising center). For example, students whose GPAs are in danger of falling below the base level for secondary admittance programs are contacted each semester to help determine a course of action to ensure their continued academic progress.

CLE and Student Development

A significant challenge that remains is shifting orientation away from the test culture students typically must navigate in high school and guiding them toward a desire to take responsibility for their learning in meaningful ways. The university's CLE initiative, for example, aspires to have students seriously question what it means to participate in becoming an educated person. It supports goals derived from the American Association of College & Universities' "Liberal Education: America's Promise" as well as from "Learning Reconsidered 2" (2006), a publication sponsored by several student affairs organizations.

There is naturally room for improvement. In the student focus groups that were integral to the CLE's early research, students indicated that if faculty expected more of them, they would produce. In addition to modifying orientation programs for freshmen, for the past three years, the number of sections of Introduction to Liberal Education (LIB 100) have been increased, so that now about one-third of first-year students enroll in that course. CLE leaders view this course, with its liberal education emphasis, as one of the most effective ways to deepen students' understanding of liberal education and its relationship to their educational experiences at Grand Valley and to their lifelong learning.

Three semesters of pre- and post-survey results illustrate the areas in which this course has made the greatest difference. Almost all students begin the course saying that personal and intellectual exploration is an important part of a college experience. The scores in two of three semesters indicate a 10 percent gain in students who say it is important to critically explore their beliefs. By the end of the course, more than 80 percent of students say that a liberal education is important to their college experience. However, students indicate that they are not as able to connect activities outside the classroom — whether in their jobs or attending community events — to their educational experience. Understanding how best to connect experiences within and outside the classroom is a priority for the faculty.

Since Fall 2007, a major focus of the CLE initiative has been assisting students to integrate their learning experiences at Grand Valley. The goal is to enable them to align their general education courses, courses in their majors, all experiential education in which they have participated, co-curricular activities, and their employment experiences. The university is exploring a range of strategies to further promote the attainment of this goal.

Historically, much has been in place at Grand Valley to enable liberal education learning outcomes to be achieved, in both undergraduate and graduate programs. The sections that follow describe programs and examples of courses with strong records in promoting learning through students' academic experiences.

The Writing Program

The writing program is one of the largest programs in the university and is an example of academic rigor institution-wide. In both years of the NSSE survey, students report having to write multiple drafts more often than their national peers do. Papers tend to be in the middle range for length (5 to 19 pages), a range that allows for multiple drafts.

The evidence of strong writing skills among Grand Valley's lower division students is attributed to the university's outstanding first-year writing program. Even before prospective freshmen arrive at orientation, information regarding the writing program has been mailed to them so that they can decide in which writing level to enroll — WRT 098 or WRT 150. The directed self-placement program developed at Grand Valley, and now adopted by numerous universities around the country, assists students in placing themselves in the writing course that matches their levels of preparation, motivation, and educational purpose. This placement method has received national recognition in professional journals and conferences, and students at Grand Valley have overwhelmingly affirmed its effectiveness in helping them secure the most appropriate first-year writing course for their needs.

Students' assessment of their own writing skills at the beginning of their college career is complemented by the assessment of student writing skills at the end of the required first-year course (WRT 150). Students receive instruction, revise and edit papers in a workshop setting, work with writing center consultants within and outside the classroom, and submit a final portfolio of their best work at the end of the term. Students are required to do several revisions of each paper to be included in their final portfolio.

All student writing at the end of the semester is read by two or three faculty who have spent one hour per week norming student outcomes and making those writing expectations transparent to the students in their classes. Assessment is directly integrated with instruction, reinforcing that student grades are meaningful in the public context of the university. The program philosophy of "process gives way to product" helps ensure that students develop effective personal writing processes along with processes that meet the expectations of the local academic community.

The end-of-term assessment of student writing has become a benchmark practice for a number of schools around the country. Writing faculty at Grand Valley have been asked to consult on this model at Calvin College, Carleton College, Governors State University, The Ohio State University, University of Utah, and Washburn University. The University of California—Channel Islands adopted the Grand Valley program—placement and end-of-term assessment—very nearly in its entirety.

This first-year writing program is just the beginning. Grand Valley students are further required to take a writing-intensive course in their sophomore year, a junior-level exam or an interdisciplinary writing course their junior year, and another writing-intensive course in their senior year. An important goal of the university's general education program — "to engage in articulate expression through effective writing and speaking" — is now being reviewed with an eye to improving assessment.

The Writing Department has developed the Distinction in Writing program, which allows writing majors to complete any one of several sets of activities, depending on their interests. Options include a multicultural component as well as experiential learning. Successful completion of the program, demonstrated in a portfolio approved by an advisor, earns students the coveted "Graduation with Distinction" designation. In 2006, the first year in

which students graduated in this program, 17 percent (comprising six students) met the requirements for the award. Of those, four entered graduate school, and two garnered full-time employment in publishing.

Honors College

Grand Valley's Honors College, within the College of Interdisciplinary Studies, offers academic challenges for about 900 students. Although many honors courses are taken in the freshman and sophomore years to fulfill general education requirements, junior and senior year seminars and projects challenge upper-division students to pursue independent research and to complete field experiences that correlate with their educational interests. The Honors College provides an integrated curriculum in which students are encouraged to realize connections between various disciplines. Its classes are most often team-taught, interdisciplinary, integrative, and designed to increase faculty-student interaction and maintain a small class size. As a result of frequent changes in its leadership, there are no recent assessment data for student learning outcomes in the Honors College. A new director who started in Fall 2007 is expected to bring greater stability to the program, as well as a focus on documenting its learning outcomes.

Other Innovative Learning Approaches

Three other examples of courses illustrate the innovative and creative courses available to stimulate Grand Valley students' learning:

- A professor of classics structured the second-year Latin course to enable students of varying abilities and levels of previous preparation to participate fully. The course description of this approach to teaching Latin is described in "The Classical Journal" (2004).
- The capstone class for the computer science and information systems major illustrates another approach to integration of learning within and outside the classroom. The class pairs teams of students with nonprofit organizations, with the assignment to improve the information flow in the organization. Teams evaluate the comprehensive technology infrastructure of the organization — hardware as well as software — develop new solutions as needed, test and implement them, write a manual, and present their work. Besides computer systems knowledge, students gain experience working in teams as well as knowledge of the realities of the nonprofit workplace. Many students continue to assist the organizations after the class concludes.
- The professional socialization course in occupational therapy (OT) blends a variety of activities to maximize students' learning and encourage their involvement in the profession after graduation. In a recent class period, students discussed assigned readings on proposed licensure legislation in Congress. Then, the professor discussed the broader context of the legislation, including the role of lobbyists. Next, pairs of students had an hour to research specific bills on the Internet, including how these will affect the profession if enacted. The culminating activity was a report back to the class. Ultimately, students are expected to contact one of their state representatives about a piece of legislation that will affect OT — not for a grade but to demonstrate their involvement in their learning. Students report that in addition to learning subject material, they also develop their ability to reflect, think critically, and apply course principles to their areas of professional interest.

Effective Learning Environments

Active and Collaborative

Learning goals for students are best achieved through a variety of active and collaborative learning strategies. NSSE results in 2005 and 2007 show that Grand Valley is similar to its peers in several areas: students discuss ideas from reading or classes with others outside of class, ask questions or contribute in class discussions, tutor or teach other students, and work with other students on projects during class.

NSSE results indicate about three-quarters of freshmen and seniors responded positively when asked if their college experience contributed to their knowledge, skills, and personal development regarding working effectively with others. Similarly, FSSE responses indicate that about half the faculty at lower and upper division levels structure their courses so that students learn to work effectively with others.

Faculty are supported in their efforts to include active and collaborative learning in their courses through programming and individual consultations offered by the Pew FTLC and Educational Technology. While active and collaborative learning strategies are employed in both large and small classes, they are easier to carry out in smaller classes. As noted in Table 5-2, the average class size at the university over the past six years has remained relatively stable, even though enrollment has increased dramatically.

Upper division classes have remained a manageable size of approximately 25 students. Class size contributes to students' perception that Grand Valley is a personal and accessible institution. In the 2006 CSS, 93 percent of students indicated they were satisfied with the size of their classes.

Table 5-2: Average Section Size by Course Level

Course Level	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Lower-division	31.0	31.2	31.3	31.8	31.4	31.4
Upper-division	24.8	24.8	24.7	25.2	25.4	24.6
Graduate	17.5	17.7	17.8	18.7	19.0	17.1
Average	27.4	27.5	27.5	28.1	27.9	27.2

Source: Grand Valley Office of Institutional Analysis

Compared to its peer institutions, Grand Valley ranks in the middle for average class size.

Table 5-3: Average Class Size: Fall 2006

University of Minnesota-Duluth	14
Towson University	20
Montclair State University	20
Portland State University	22
Central Missouri State University	25
Grand Valley State University	28
University of North Carolina-Wilmington	28
James Madison University	29
Saint Cloud State University	30
Minnesota State University	30
CUNY-Bernard M. Baruch College	37

Source: Web pages of the universities listed, 2006

Faculty/Student Interaction

The establishment and maintenance of positive student/faculty relationships is essential to learning and teaching at Grand Valley. Students' assessments of these relationships are comparable to the assessments of students from the university's selected peer institutions in areas such as prompt feedback on academic performance, communication about grades or assignments, discussion of class matters outside of class, and career planning contact.

In addition, research substantiates students' need for meaningful access to faculty outside the classroom to facilitate their learning. Results of the 2006 CSS show that students at Grand Valley have this access. They report closer interactions with faculty outside of class, a greater degree of satisfaction in finding a faculty mentor, and greater satisfaction with the overall quality of instruction than students in the comparison group.

Housing and Residential Life Services have long sought ways to increase faculty/student interaction. In the Faculty Fellows program, begun in 2006–2007, the university's faculty serve as mentors to specific on-campus housing communities. The primary goals are to increase faculty/student interaction and to share perspectives outside the classroom. Currently, 12 faculty fellows are assigned to predominately lower-division housing. The university plans to expand this program so that every building will have its own faculty fellow. This program's effectiveness was assessed during Winter 2008 through interviews with the fellows and participating living center directors.

The Ronald McNair program and the Student Summer Scholars (S³) program also encourage positive student/faculty interaction. The McNair program, a post-baccalaureate achievement program, provides academic support, advising, and research opportunities to first generation, low-income students and those from groups underrepresented in graduate education. Unlike most such programs across the country, which are six to eight weeks long, Grand Valley's McNair program runs 12 weeks, allowing for more intensive work on projects under the guidance of a faculty mentor. In addition, the McNair program offers a Graduate Records Exam preparation course. The university's McNair program has consistently had more than 90 percent of its participants enroll in a graduate program within two years of completing their baccalaureate degrees.

The S³ program is another successful initiative. It provides funds for a student and faculty mentor to devote 12 weeks to a research and/or creative project during the spring/summer semesters. Undergraduates in any department enhance their critical and creative thinking skills working with faculty on rigorous research projects and/or creative performances.

In the summers of 2006 and 2007, the program supported 51 summer scholars whose work led to five regional or national presentations. Evidence of scholarship from McNair and Summer Scholars is discussed in more detail in Criterion 4c.

Curricular and Co-Curricular Learning Experiences

Engaging students outside of the classroom and encouraging them to connect their curricular and co-curricular experiences are among the fundamental aspects of the university's commitment to liberal education. To broaden the connection between curricular and co-curricular experiences of students, Grand Valley offers a variety of programs that have potential to contribute to enriching students' academic experiences including formalized co-curricular programs, student life offerings, learning communities, and international opportunities.

The co-curricular requirement of LIB 100 courses, taken by one-third of the university's freshmen, continues this theme. In addition to attending a program in academic and career planning and one in healthy choices and behaviors, students must attend one academically oriented event — such as a play or concert — that exposes them to different lifestyles and cultures, and an event that engages them in the community. Most programming is provided by Student Affairs. Faculty and students integrate the learning from these events into classroom learning.

Another component of the university's commitment to increasing student engagement and fostering learning connections is programming developed and implemented by the Office of Student Life. These programs emphasize leadership development, co-curricular programming, student organizations, community service learning, and volunteer opportunities. There has been significant growth in the number of registered student organizations in the last five years.

One of the ways Student Life addresses service involvement is through the Community Service Learning Center (CSLC), which helps students, faculty, and staff find or create opportunities to participate in community service. The CSLC also assists students as they integrate community service into their classroom learning. A staff member is responsible for assisting faculty to develop curricular service learning components. Student Life also works to collaborate with faculty to support student learning through the Laker Leadership programs, partnering with the School of Public and Non-Profit Administration to offer student leaders opportunities to develop their leadership skills. See <http://www.gvsu.edu/leadership/>.

Educating students to lead in the global community is one of the emphases in the university's statement of values. The Padnos International Center (PIC) helps translate this value into action. The PIC represents a wide range of constituents, including international students and scholars, study abroad students, faculty and staff associates, the International Education Committee, and various international partners. Increasing the number of international students is a key way to increase the local community's awareness of the global community.

Although international student enrollment is still somewhat low in comparison with peer institutions, as Table 5-4 illustrates, enrollment has more than doubled in the last decade, significantly exceeding the university's growth rate during the period.

Table 5-4: Increases in International Student Enrollment

Academic Semester	Enrolled International Students
Fall 1998	116
Fall 1999	127
Fall 2000	160
Fall 2001	144
Fall 2002	179
Fall 2003	173
Fall 2004	169
Fall 2005	177
Fall 2006	218
Fall 2007	281

The university also hosts ELS™ Language Centers as a way to increase the presence of international students on campus. Several of these students have then enrolled at Grand Valley after attaining language proficiency through the center.

PIC has put a great deal of emphasis in recent years on recruiting students for study abroad and has had significant success in this endeavor. In five years, participation has almost doubled, increasing from 332 in 2001–2002 to 624 in 2006–2007. In the latest publication of Open Doors, an annual report on international education published by the Institute of International Education, Grand Valley was ranked 12th in the nation among masters-level institutions for numbers of students participating in study abroad experiences during 2005–2006. This represents an increase from the university's national rank of 16th in 2003–2004.

Two of PIC's strategic goals focus on student learning that directly results from involvement in international programming. PIC plans to administer a pre- and post-study abroad survey to determine how students' awareness and understanding of cultural diversity has changed as a result of their experience. PIC plans to utilize a similar approach to examine campus-wide effects of its on-campus cultural diversity programs and activities.

Finally, all Grand Valley professional colleges offer structured curricular and co-curricular experiences for undergraduate and graduate students. In addition to the traditional field and clinical experiences, the College of Education offers seven alternatives, ranging from cross-cultural student teaching in Broward County, Florida, to participating in the Godfrey-Lee Public Schools Literacy Center Summer Program in Grand Rapids. The 44 students who participated in the Broward County program have been offered jobs in the county and 22 accepted.

The Seymour and Esther Padnos College of Engineering and Computing and the School of Engineering have seven societies and multiple projects available to students. Members of the Baja Society of Automotive Engineers Team design and build Baja off-road vehicles. In 2006–2007, its team placed 39th out of 140 teams in a four-hour endurance race. In 2008, this team is building a faster vehicle with a goal of finishing in the top 20. In the Esteli Innovation program, faculty and students work with the College of Northampton in Massachusetts and two schools in Nicaragua, Central America. The purpose is to articulate a product development process for use in Nicaragua. The process has been used to develop a nonelectric fan and a human-powered reading light.

In the College of Health Professions, all students in the professional seminar series of the physician assistant studies program engage in a volunteer activity. They have been involved in health literacy projects with elementary school students and volunteered with Special Olympics and Habitat for Humanity. Students' personal reflection papers indicate a very positive learning experience and a desire to continue in these activities after graduation.

The Seidman College of Business has 12 student organizations. Its professional development series, a set of informal events designed to provide undergraduate business students with the knowledge and skills required to succeed in the business world, was noted as a Best Practice in its 2007 AACSB reaccreditation. The Washington campus program for undergraduates and graduates is a joint project with 16 other universities whose purpose is to explore how management incorporates public policy in the development of business strategy. Each summer, selected graduate and undergraduate students spend a week in Washington, D.C., attending classes, special lectures and hearings, and conducting research.

Residential Learning Communities

Campus residences complement and enrich the student academic experience at Grand Valley. Though the university has a lower number of students who have participated in residential learning communities than selected peers, the Housing and Residence Life office is committed to increasing the number of such communities available for students. In recent years, it has created several themed living communities, including Art Housing, Healthy Choices (Passport), and Honors.

The most recent community began in 2006–2007 as the Women in Science and Engineering (WISE) living/learning program, which is designed to provide a supportive environment for women students in these fields and promote their persistence in these areas of study. The program includes faculty as role models, faculty seminars, study groups, advising assistance, and opportunities for special seminars and field trips. In 2007–2008, second-year students acted as mentors to first-year students.

WISE enrolled 46 women in its first year. Preliminary assessments suggest that the primary benefit may be in retention since 94 percent of these students returned for their sophomore year, compared to 84 percent of the entire freshman class. The students' average GPA was just slightly lower than the GPA for all first-year students and the same as for all first-year women majoring in the sciences. In a satisfaction survey at the end of the first year, 80 percent of the women who responded indicated they were “satisfied” or “very satisfied” with the program and 67 percent indicated that they were “likely” or “very likely” to remain in their major.

The success of similarly styled learning communities at other universities and the generally positive experience of WISE at Grand Valley encouraged faculty and staff to organize a living/learning center for pre-law students in 2007.

Evaluation of Student Support Services

NSSE and FSSE data show that the Grand Valley community is satisfied with the institutional support available to help students succeed academically. Historically the university has had numerous academic support services available and recently these services have increased.

Disability Support Services (DSS) serves approximately 80 to 90 new students each year, with a current total roster comprising about 544 students. This figure reflects approximately five percent of the student population at Grand Valley and is consistent with national trends. DSS-supported student retention rates are similar to those of the general student population, as are their grade point averages and academic standing.

Additional assistance for students in the College of Liberal Arts and Sciences is provided by the Structured Learning Assistance (SLA) program, targeting specific entry-level science and math courses. Students who enroll in these classes are provided with a comprehensive system of academic supports. Large lecture classes are divided into groups of approximately 30 students with a trained facilitator. In collaboration with faculty, workshops are provided for students that include homework assistance, test preparation, study skills, and other academic support. In Fall 2006, for example, 14 sections of SLA were offered, with 929 students participating.

In Fall 2005 a statistics student conducted a study of Chemistry 109 to compare sections using SLA supports to those sections without SLA supports. The purpose of the study was to provide preliminary data regarding the efficacy of the program. The results indicate that students in SLA sections had significantly higher mean semester averages (81.6) than students in non-SLA sections (73.7). In Fall 2006 and Winter 2007, student evaluations from 14 SLA sections in Biology 120, Statistics 215, Math 110, Chemistry 109, and Chemistry 115 indicated that most students find the program to be a positive experience. When asked if they would recommend enrolling in a course with an SLA workshop as a positive choice to other students, 92 percent of the students responded in the affirmative. More consistent and extensive outcomes assessment has been planned.

At the upper division level, the 2005 National Comprehensive Senior Survey showed that two-thirds of the university's seniors were satisfied with tutoring and other academic assistance compared to half of the seniors at other public institutions. Because of the success of the SLA program as a resource for students in the CLAS, the program has been transferred to the office of Advising Resources and Special Programs and expanded so that students across campus can benefit.

The university provides support programs for students who transfer to Grand Valley from community colleges or other institutions. Its commitment to equal opportunity and access for all is exemplified by partnership programs established between Grand Valley and its two largest feeder community colleges, Muskegon Community College (MCC) and Grand Rapids Community College (GRCC). Both the Muskegon partnership and the Student Transfer Enrollment programs were designed to help these students make a successful transition from the community college to Grand Valley.

In the fall of 2007, Grand Valley formed a partnership with GRCC aimed at meeting the educational needs of the adult and nontraditional learners in the greater Holland area. This partnership is discussed in more detail in Criterion Five.

Grand Valley academic advisors are available at the community colleges to meet with prospective transfer students, advise them, and provide academic support while they are completing their associate degrees. Once students transfer to Grand Valley, they are connected to appropriate support programs. Despite the change in admission requirements in 2004 from a 2.0 to a 2.5 minimum GPA, the number of transfer students from these two institutions has remained constant, in part because of the support available from these programs.

Grand Valley's Career Services office is another important learning resource for students. A comprehensive office that sees students and alumni from all major areas and helps them launch their career plans, it offers one-on-one appointments for résumé reviews, cover letters, interview preparation, and job search strategies. In recent years, this office has served more than 4,000 students annually.

Each year the Career Services office sponsors programming to promote students' employment after graduation. Strategies to connect potential employers with graduates include career fairs, employers for campus visits, and employer interviews with students. In 2005–2006, approximately 225 employers recruited on the Grand Valley campus and interviewed 1,040 students.

Grand Valley's Student Counseling Center provides personal and career counseling to approximately 1,600 students each year on the Allendale, Grand Rapids, and Holland campuses. The center has an active outreach component that includes workshops and training on healthy living, diversity, and academic skills and provides liaisons to student cultural groups. In 2005–2006 and 2006–2007, the top four concerns of students seeking personal counseling were relationships, anxiety, depression, and alcohol abuse. More than 38 percent of students seen at the center in 2005–2006 presented with academic and career concerns. The center also provides 24-hour crisis care to students.

In client satisfaction surveys administered twice yearly by the center, most students report an improvement in well-being after counseling. Because some students feel the wait period for an appointment is too long and more staff is needed, the center recently implemented a group therapy program to enable more students to receive timely help.

The center has spent time educating faculty, staff, and students on recognizing students who are distressed. In Fall 2007, two brochures — *Dealing with Difficult Students* and *A Referral Guide to Counseling Center Services* — were distributed to all faculty and staff. To assist the Grand Valley community in developing an understanding and awareness of those who may feel suicidal, staff members of the Counseling Center have received additional training in suicide prevention and identification. Staff members are now available to present a suicide recognition and referral program to members of the campus community.

The Women's Center provides a number of diverse educational opportunities, services and support to all students at the university. Between 70 and 80 programs are sponsored or co-sponsored by the center each year, peer and crisis counseling is available, and internships and volunteer opportunities are provided for several hundred individuals for credit and

noncredit purposes. Additionally, student-driven programs involving the work of hundreds of learners are held annually, such as producing “The Vagina Monologues” and developing programs for sexual assault awareness. The center collaborates with faculty to enhance the classroom learning experience by co-sponsoring a three-credit-hour class and giving in-class presentations on subjects that affect women and their families. Key to success is the diversity of programs, student access to the programs, and the design of programs and services.

The university’s Lesbian, Gay, Bisexual, and Transgendered Resource Center is another important student resource. In May 2008, the LGBT Resource Center moved into a new office in the Kirkhof Center, a measure of its success since its founding in 2004–2005, when one faculty member provided services for two office hours each week in borrowed space. This position is now half-time. Strategic planning for the center completed in 2006–2007 guides the center as it continues to evolve.

Advising Resources and Special Programs (ARSP) provides individual and group tutoring to more than 2,200 students each year. It also houses several academic support programs and resources for students including the TRiO and EXCEL programs. In addition, ARSP coordinated university-wide activities including orientation for incoming freshmen and transfer students. ARSP engages in ongoing assessment of its services, which are reviewed by the University Assessment Committee.

The Grand Valley Children’s Enrichment Center provides child-care and child development resources and support for students, faculty, and staff with children 2.5 to 12 years of age. Students receive a discounted rate for child-care services. According to recent surveys, more than 90 percent of its families are satisfied with the services it provides.

Core Component 3d: The organization’s learning resources support student learning and effective teaching.

Grand Valley’s mission, vision, and values prioritize effective teaching and learning. The university addresses this priority by providing resources that support pedagogical development, student and faculty scholarship, community service, and lifelong learning. The allocation of its budgetary resources reflects Grand Valley’s commitment to student learning, effective teaching, and effective assessment. In recent years, it has moved toward achieving an improved integration of resources, so that all support structures work with one another to ensure high-quality, student-focused experiences institution-wide. The university ensures access to and evaluates the use of resources necessary to support learning and teaching.

Library System Resources

The university library system consists of the James H. Zumberge Library on the Allendale campus, Seidman House on the Allendale campus, Steelcase Library on the Pew Grand Rapids Campus, Frey Foundation Learning Center in the Cook-DeVos Health Science building, and the Robert B. Annis Water Resources Institute.

Although the state has not released capital outlay funds for large projects, Grand Valley is committed to building a new library learning center on the Allendale campus. The existing resources at Zumberge Library have been stretched to meet the increasing demands for resources to support student and faculty scholarship. To address these demands and in alignment with the newest learning trends, the dean of libraries has turned to a technology-supported research system. Older book volumes have been put into off-site storage and can be retrieved via the catalog in a one- or two-day turnaround time; print

journals are being discarded as electronic versions are available. This has opened up space for student study and increased building use substantially.

Document delivery is provided at no cost to library patrons, whether for items owned by Grand Valley or secured via interlibrary loan. Wherever possible, these items are delivered to members of the university community electronically, as are reserve materials for courses across the curriculum. This move to utilize electronic sources when possible makes items available to students and faculty wherever and whenever they have online access. In addition, the Steelcase Library utilizes a compressed book storage and retrieval system that is efficient in its use of space.

Today, the university's faculty and students use computers to participate in coursework, develop and write papers, analyze information, create classroom presentations, communicate with one another, and access library materials and online resources. A recent addition to the library-reserve system allows any student to borrow a laptop for use in the library for several hours at a time.

Technology Resources

Grand Valley seeks to be a technological leader. Lauded in the early 2000s as one of the top 100 most-wired campuses in the nation, it has always aspired to effectively utilize the most advanced technology in its classrooms and other learning spaces. This is a result of seeking efficiencies of scale, as well as seeking a climate of technological innovation and independence institution-wide.

For example, the simulation center in the Cook-DeVos Health Sciences building is equipped with technology vital to the education of the health science students. Used primarily by faculty and students in the Kirkhof College of Nursing and physician assistant studies, the center includes a model patient suite comprised of several mock examination rooms in which students can practice taking health histories and doing physical exams on real people posing as patients. It includes a number of mannequins that simulate health conditions on which students can practice techniques and skills required in clinical settings. Students can be monitored via streaming video, which can be recorded for later analysis. Several community groups such as local physician residency programs have been using the simulation center to increase their students' skills and competencies.

Grand Valley also has earned a reputation as an early adopter of other learning technologies. In mid-1990 when listserves were still a theoretical notion on most campuses, Grand Valley faculty were experimenting with using them to facilitate classroom interactions between and among students and faculty. When dial-up was cutting edge, all Grand Valley faculty and students were provided with free access. Today, free wireless access is provided on all the university's campuses. The integration and effective pedagogical uses of podcasts, along with a host of other recent advances, are a current focus.

Maintaining a proactive, progressive technological position involves challenging and training faculty and students to reevaluate prior assumptions in light of emerging learning tools and methodologies. In the past decade, Grand Valley has invested in providing technology services and supports to all stakeholders. It has promoted a deliberate approach to "pushing the technology envelope" as a means of enhancing student learning and effective teaching.

Today, the university's network spans all four campuses and provides instant access to the library card catalog, classroom applications, and general programs for student work. All on-campus labs provide the same basic range of software and services. The university currently offers wireless communications in all academic buildings. All students and faculty are offered computer accounts that include network accounts, e-mail accounts, Blackboard accounts, student information systems accounts, network storage, and personal Web space.

Grand Valley's computer labs are equipped with the latest Intel® Pentium® and Macintosh® computers, and they provide access to laser printers and image/OCR scanners. High-end

computing labs allow for specialized applications such as Geographic Information Systems and multimedia applications. The labs are open during the school year up to 20 hours a day, providing access to computers and software such as SPSS® statistical analysis application, SAS® Business Intelligence, AutoCad® design application, Visual Basic® language, SAP® business management application, Adobe® Dreamweaver® web design and development application, and Adobe® ColdFusion® internet application development.

More than 190 of the university’s classrooms have projection capabilities and permanent computers. All classrooms are capable of computer hookup for class presentations and, where permanent equipment is not available, audio-visual equipment can be reserved and distributed to classrooms for instructional use. Rather than rely solely on availability of computer lab space, engineering and computing science students may borrow laptop computers in Kennedy Hall for use within the building for several hours.

Grand Valley also offers a number of courses online. In Fall 2007, 35 courses were available via the Internet in the disciplines of education, nursing, public administration, and writing. Additional classes are transitioned to the online environment each academic year.

To assist students and faculty with their use of technology, the university staffs a computing and technology support help desk that assists teachers and learners with using these technologies. In addition to one-on-one tutoring, the university’s technology support includes free classes on computer and software use for beginners and advanced users for students, faculty, and staff. The university also offers continuing training forums that cover traditional as well as unique methods of technological applications within the classroom.

Several different sources of information about student and faculty/staff perceptions of and satisfaction with the level of technology available at the university reveal that teachers and learners alike are very satisfied with this component of the Grand Valley educational experience. Students completing the 2006 Biennial Survey of Graduates were asked to rate various services available to them. More than 70 percent of respondents rated Grand Valley’s computer labs as “good” or “excellent.”

The 2006 Comprehensive Senior Survey’s Institutional Profile results show that Grand Valley is meeting the technological needs of its students. Most respondents indicated they were “satisfied” or “very satisfied” with laboratory facilities, computer technology, computer training and support, and Internet access.

Table 5-5: Seniors’ Satisfaction with Technology and Technology Support

Tech Facility/Support	% respondents “satisfied” or “very satisfied”
Laboratory Facilities	74%
Computer Facilities	81%
Computer Training/Assistance	57%
Availability of Internet Access	92%

The level of satisfaction at Grand Valley in each of these areas was higher than the levels of satisfaction reported at other public four-year institutions.

Other assessments support these ratings by the university’s seniors. According to the results of the 2004– 2005 HERI institutional profile for full-time undergraduate faculty and full-time academic administrators, both groups are positive about the role of technology in teaching. Specifically, 91 percent of Grand Valley faculty reported “somewhat” or “strong” agreement with the statement, “There is adequate support for integrating technology in my teaching,”

compared to 75 percent agreement at these levels at other public four-year colleges. Among academic administrators at Grand Valley, the ratings for this statement were nearly as high, at 89 percent. Although 52.8 percent of faculty and 59.9 percent of administrators report “keeping up with information technology” as a source of stress in the previous two years, this proportion is lower at Grand Valley than at other public institutions, where the average value for faculty was 58.9 percent and the average value for administrators was 63.4 percent.

Information technology has become indispensable in the service of student learning and effective teaching. Through continued use and the provision of adequate funding supports, all university stakeholders have benefited. The integration of technological advances exemplifies the recognition and acceptance of strategic changes reshaping the foundations of pedagogical excellence, and pushing faculty and students to think, learn, and teach in new ways. See www.gvsu.edu/acadbroschures/computer_tech.pdf and www.gvsu.edu/it/services/academic/.

Other Learning Resources

In addition to budget outlays for ongoing and onetime capital funds for resources to support student learning and effective teaching, Grand Valley has funds reserved for initiatives that arise out of innovative opportunities. An example of this is the previously described WISE living center that houses women science and engineering majors. These students live in a community designed to meet the unique needs that arise from being an underrepresented group in the sciences. The center arose out of faculty and student collaboration around best teaching practices to promote effective student learning. The new living center planned for pre-law students is based on similar student learning priorities and emerging facility practices to support student success. See www.gvsu.edu/wise/.

The university has a number of performance and exhibit spaces, including the Cook-Dewitt (Allendale) and Loosemoore (Pew Grand Rapids) auditoriums and the Performing Art Center (Allendale), which includes an art gallery, on the Allendale campus. These spaces allow for student and faculty showcases and performances, invited speakers, and other events to enhance the university’s curricular and extracurricular offerings.

In translating the value of community engagement into action, Grand Valley has engineered and sustained numerous partnerships. The university is committed to service learning opportunities. The Community Service Learning Center offers education on service learning to students and faculty, points of contact with community partners, and grants through the Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership and external foundations. The Women’s Center offers community-based opportunities for faculty and students as well. The university makes explicit and intentional connections with the community for the enrichment of the university and the West Michigan region.

Every college and most programs within each college offer internships in cooperation with the Office of Career Services. Students are able to explore internship possibilities individually or through structured programs offered by Career Services. More than 5,000 students participate in internships and cooperative learning experiences in partnership with local businesses and organizations. For listings of internships, see www.gvsu.edu/lakerjobs/. In addition to internships, Career Services offers students an opportunity to meet with individuals from the community for career mentoring and job shadowing. See www.gvsu.edu/careercontact/.

The professional colleges are particularly engaged with the community. For example, the Family Owned Business Institute in the Seidman College of Business offers programs and resources and fosters collaboration between faculty, students, and community-based, family-owned business leaders in the West Michigan community. See www.gvsu.edu/fobi/. Another example of partnerships is the Regional Math and Science Center, which provides

outreach to area K-12 science and math educators, utilizing assets of the College of Education, the College of Liberal Arts and Sciences, and the Seymour and Esther Padnos College of Engineering and Computing. This center offers programs and resources for teachers and students to help raise the level of student performance in math and science. The center partners with area educational institutions and is a model for community outreach and collaboration. See www.gvsu.edu/rmsc/.

Another important partnership of Grand Valley takes place through the College of Health Professions and the Kirkof College of Nursing. The Alliance for Health unites area health providers and others in the field to provide optimal health care in West Michigan. Grand Rapids has seen enormous growth in the health industry, and involvement in the Alliance for Health benefits Grand Valley and its regional collaborators, as well as the broader community.

Grand Valley and Michigan State University have signed an agreement to collaborate on future research and academic projects that will enhance the state of health care in West Michigan. Grand Valley's vice provost for health facilitates additional community health partnerships. These examples as well as others are discussed in Criterion Five.

Conclusion

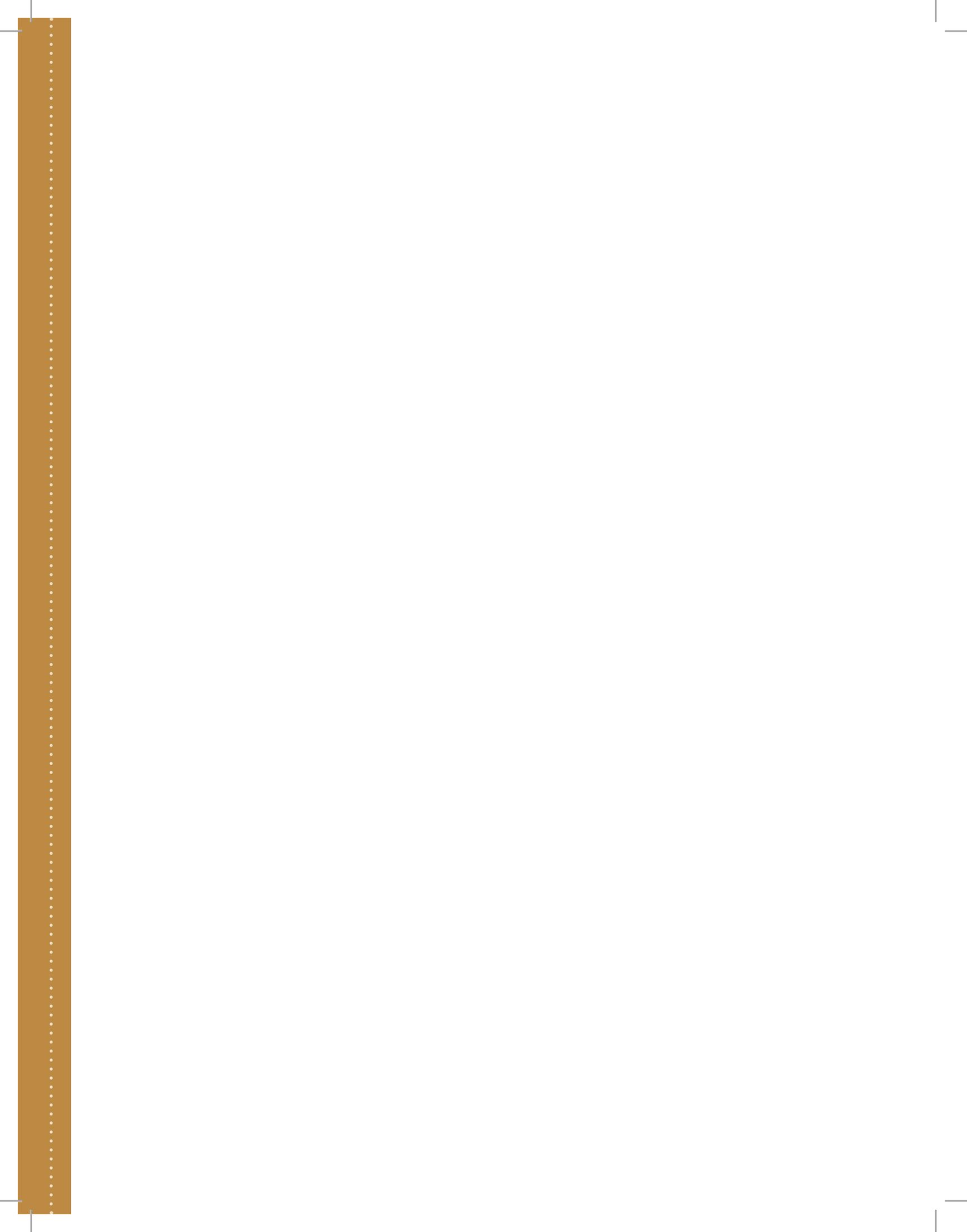
Grand Valley has considerable evidence that its students are effective learners, and its faculty are effective teachers. Together they foster and sustain strong learning communities, which provide the institution with confidence that it is fulfilling its educational mission. These communities have numerous strengths, as well as opportunities for improving its outcomes.

Strengths

1. Grand Valley creates effective learning environments through programs, courses, and other resources that are innovative and rigorous and incorporate and reflect the ideals of a liberal education.
2. The university devotes resources to strengthen teaching, including the Pew Faculty Teaching and Learning Center and the Information Technology Department.
3. The university devotes resources to promote effective learning and prepare students to become more effective learners during their tenure in the university and lifelong.
4. The university acquires and uses technology in ways that support and further its teaching and learning activities.
5. The university recognizes and rewards student and faculty member successes in teaching and learning.
6. The institution participates in collaborations and partnerships that extend its capacity to promote student learning and faculty teaching.

Opportunities for Improvement

1. The university must continue its efforts to increase the number of tenure-track faculty and staff and the ratio of such faculty to students, to more effectively deliver the courses students need and to address the current imbalances in teaching loads as well as increased institutional expectations.
2. The institution must continue to devote resources to create and sustain an environment where assessment is viewed as inquiry into teaching and learning, is valued and respected, and includes achieving changes that improve the specification of student learning outcomes and their rigorous assessment throughout the university.
3. Space needs must be met and existing learning and teaching spaces must be adequately maintained on all campuses. The new buildings and renovations scheduled for completion in 2008 will ameliorate current space limitations, but they will not achieve adequate levels of space for laboratories, faculty offices, classrooms, library space, studios, and performance spaces. Atop the list of space priorities is a new library facility on the Allendale campus.
4. To achieve further gains in the learning environment, the university must continue to cultivate a culture of learning that includes identifying learning goals for all students linked to appropriate pedagogies. This challenge includes convening all constituencies to discuss and implement steps for translating the “Blueprint for Student Success” developed by the campus-wide Student Success Planning Team in 2007 into action.
5. Grand Valley also has an opportunity to modify some of its structural mechanisms to better promote the use of newer or more flexible pedagogies, including linked courses and team teaching that will promote the full achievement of its mission.





**GRAND VALLEY
STATE UNIVERSITY**

www.gvsu.edu

**Chapter Six
Criterion Four: Acquisition, Discovery,
and Application of Knowledge**



Accreditation Self-study Report 2008



Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administrators, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Through the actions of its Board of Trustees, administration, students, faculty, and staff, Grand Valley demonstrates that it values a life of learning. The institution supports this aspect of its mission by supporting freedom of inquiry, sound planning and financial resource allocation, professional development, recognition of achievements, the production of basic and applied scholarship, investment in research and the creation of knowledge, and organizational and educational improvement.

Core Component 4a:

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.

The Grand Valley Board of Trustees approves all policies and policy changes in the university's Administrative Manual and other documents, including policy language that promotes and celebrates freedom of inquiry for students, faculty, and staff. The university honors these statements and affirms its strong support for freedom of inquiry in multiple ways. Board-approved language in the Grand Valley Faculty Handbook and Student Code fosters and sustains freedom of inquiry, freedom of expression, and the right to peaceably protest throughout the academic community. Applicable excerpts from these documents read as follows:

Grand Valley Faculty Handbook

Section 2.2 Academic Freedom

1. Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon a prior understanding with the authorities of the institution.
2. Faculty members are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. (The words of faculty member as used in this document are understood to include the investigator who is attached to an academic institution without teaching duties.)
3. University or university faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and as educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times act in a professional and responsible manner, and should make every effort to indicate that they are not institutional spokespersons.

Grand Valley Student Code of Conduct

Section 100.00: Introduction

A university is charged with a specialized purpose in that it must seek, disseminate, and use knowledge in pursuing truth. The pursuit of truth is a sensitive undertaking that flourishes only under special conditions or circumstances. To create and sustain these special conditions, the academic community has long upheld these beliefs:

- That freedom of inquiry and freedom of expression are indispensable elements of academic life;
- That a thoughtful and reasoned search for truth can be conducted only in an atmosphere free of intimidation or coercion;
- That respect for the rights of others is essential;
- That tolerance for differing opinions is a fundamental requirement of the open forum;
- That adaptation and change are necessary processes for preserving and renewing an institution; and
- That neither violence nor the threat of violence has any place inside the academy.

Accordingly, the university recognizes the following rights as limited or regulated by the following responsibilities, by constitutional and statutory duties of the university, and by duly adopted university policies and regulations. Most of such regulations are to be found within this Student Code.

Section 100.03: Inquiry and Expression

Right: Students collectively or individually should have the freedom to examine and discuss all questions that are of interest to them and to express opinion publicly as well as privately. They should always be free to support causes by orderly means.

Responsibility: Students should refrain from not only illegally obscene expression, but also from expression which substantially and materially disrupts or interferes with rights of others. The freedom to support causes by orderly means carries with it the responsibility not to materially and substantially disrupt the regular and essential operation of the university, nor to cause material and substantial disorder or invasion of the rights of others.

Section 100.04: Protest

Right: Members of the university community should be free to protest any topic that is considered to be important to them.

Responsibility: The freedom to protest carries the responsibility to ensure that the freedoms of those not protesting are respected. University functioning must be upheld for the protection of those who do not support a protest. It is thereby the responsibility of protesters to utilize only those methods of protest that will emphasize their position, but will not materially disrupt class work or appropriate discipline in the operation of the university, and will not involve substantial disorder or invasion of the rights of others.

Grand Valley further promotes freedom of inquiry through the inclusion of courses in its curriculum that explore divergent ideas and perspectives, including those that encourage students to examine different historical perspectives and current controversies. For example, in Fall 2006, as Michigan voters were assessing the merits of Proposal 2 to eliminate affirmative

action in state-supported institutions and organizations, the university offered Social Science 180 (cross-listed as History 180, Sociology 180, and Political Science 180), a course titled Affirmative Action: Who Wins? The course was team-taught by professors from the departments of history, political science, and sociology and explored race and gender as they affect the socioeconomic realities and worldview of the United States. Similar courses providing multiple perspectives on contemporary topics are often available to stimulate discussion within the academic community.

Freedom of Inquiry Activities

Grand Valley also promotes freedom of inquiry through sponsorship and support of special programs, initiatives and events that present divergent, controversial or unpopular points of view. A recent sampling includes these examples:

- In 2006, the Cooperative Institutional Research Program (CIRP) survey indicated that Grand Valley students were more likely than students at peer institutions to identify “getting a better job” (74 percent vs. 70 percent) or “train for a specific career” (75 percent vs. 69 percent) as important reasons for attending college. In response to this increased level of pragmatism, the College of Interdisciplinary Studies convened “Campus Conversations”, which are an invitation to the university community to explore society’s big questions. In 2007–2008, Grand Valley explored the questions of poverty and economic justice through lectures, literature, service, performance, and dialogue.
- In 2007, the Office of Multicultural Affairs, as part of its Professionals of Color Lecture Series, sponsored a panel discussion titled, “The ‘N’ Word, the ‘B’ Word, and Beyond,” to discuss actions by the NAACP and New York City to eliminate certain pejorative racial terms. The series is an annual event that serves as a public vehicle to showcase and highlight diverse and divergent career journeys of successful professionals of color across the nation. In addition, the series brings to campus dynamic role models to educate the community and initiate dialogues on various issues.
- In 2006, the Office of Multicultural Affairs presented an Affirmative Action/Michigan Civil Rights Initiative panel discussion, which featured perspectives on the state’s Proposal 2 ballot issue related to affirmative action. The event was open to the public and attended by 750 individuals.
- In 2006, the mother of Matthew Shepard, a gay man murdered because of his sexual orientation in a widely publicized hate crime incident, spoke on campus as part of the Professionals of Color Lecture Series.
- In 2003, Oscar Arias, former president of Costa Rica and Nobel Peace Prize Laureate, was keynote speaker for the Fall Teaching Conference hosted by the Faculty Teaching and Learning Center.

Planning and Financial Allocation Promotes a Life of Learning

Planning and resource allocations encompass more than financial considerations at Grand Valley. Budgeting and spending of all funds are directly aligned to university goals and support academic excellence. As previously discussed, although financial allocations of all types have been increasingly challenging for public institutions in Michigan in the wake of the state’s economic downturn, Grand Valley has benefited from the support of family-based philanthropies in the region that have allowed it to create new learning spaces institution-wide. In keeping with its strategic plan of developing and allocating financial resources to advance its mission, the institution has partnered with the state and community to accomplish many capital improvements in the past decade. These accomplishments, including new building and facility improvements in student housing, health and recreation facilities, and academic facilities, are not limited to those listed in Table 6-1.

Table 6-1: Facilities Development

Project	Square Footage	Type of Space
New facility John C. Kennedy Hall of Engineering	51,800	Classrooms, offices, laboratories
Expansion Mackinac Hall	83,000	Classrooms, offices, study areas
New facility Honors College	228,000	449-bed living center, classrooms, offices, student study and meeting areas
Expansion Russel H. Kirkhof Center	30,000 +	Offices for Women's Center, office of Multicultural Affairs, study areas, meeting rooms
New facility Movement Science and Indoor Recreation	138,000	Indoor athletic and spectator space, multi-use room and faculty offices

In addition to capital improvements, the university has invested in the addition of new faculty lines (discussed in Criterion Two) and in the establishment and expansion of educational programs to support student learning, such as the math and sciences student support initiative, Structured Learning Assistance (SLA) courses, and tutoring centers. The latter programs are discussed as a part of Criterion Three.

Support for Professional Development Opportunities

The university provides and makes available numerous professional development opportunities for its administrators, faculty, and staff across a range of external and internal programs. Through the budgets of department, college, and academic and administrative support units, the institution supports faculty and staff participation in an ever-expanding range of internal and external professional presentations, meetings, and seminars.

Access to External Development Opportunities

Resources of the Faculty Research and Development Center support faculty scholarly travel to professional meetings where faculty present their work, chair sessions, or serve as officers in their professional organizations. Funding for faculty scholarly travel has increased by 68 percent over the past decade. These resources are often matched by departmental funds and sometimes by funds from the Pew Faculty Teaching and Learning Center (FTLC), the Padnos International Center (PIC), and the Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership. In 2007–2008, for example, the PIC Intercultural Studies Faculty Development grants, Faculty/Staff Exchange grants, and Council on International Educational Exchange (CIEE) Faculty Development Seminar grants totaled \$65,500.

Other professional development opportunities are supported when a faculty member or administrator assumes new duties within the university. For example, members of the Human Research Review Committee receive support to participate in national meetings in the field of human research protections and, in particular, the Institutional Review Board 101 program. Similarly, as faculty members move into administrative roles, they receive support to attend leadership development programs nationwide. Many administrators and staff maintain membership and participation in relevant professional organizations with the institution's support and resources.

Development Opportunities Within the Institution

Internal Grand Valley programs directed toward the professional development of faculty, administrators, and staff across the university are also numerous. They include, but are not limited to, the following:

- The Pew FTLC conducts training for faculty and academic advisors across a variety of topics, provides online teaching resources, and offers consultations and classroom visits to enhance teaching. These resources and supports are discussed in significant detail as a part of Criterion Three.
- Grand Valley's Office of Grants Development and Administration offers many professional development opportunities to faculty, staff, and the university's community partners. Each fall and spring an external grant-writing expert offers a series of workshops on writing grants for state and federal funding, private foundation and corporate funding, working as teams on grants, and similar topics. Audio workshops and webinars are two common ways Grand Valley delivers high-level workshops to its faculty and other constituent groups.
- The university sponsors a human resources leadership development series for faculty and staff. Recently it has included professional development programming as follows:
 - The Journey to Professional Excellence series
 - Faculty unit head leadership training
 - Inclusion and advocate training
 - Administrative professional staff leadership development
 - Development and training for clerical, office, and technical (COT) staff
 - COT mentoring manual
 - COT technical and non-technical development workshops
- The university's library system is a resource for faculty conducting research and making contributions to knowledge.
- The university's technology infrastructure, computing resources, and Statistical Consulting Center support faculty research and the professional development of faculty as effective researchers.
- The university's laboratories and other research facilities support the professional development of faculty and staff as effective researchers.
- The institution's academic units provide support for faculty and staff research and professional development from their individual budgets.
- Research and professional development are supported directly by Grand Valley's administrative infrastructure for submitting grants, conducting ethical reviews, complying with safety regulations, and complying with federal accounting rules.

Grand Valley also illustrates the value it places on professional development through support of faculty for research sabbaticals. For example, \$1,651,200 was expended for faculty sabbaticals in 2006–2007, equating to 0.7 percent of the university budget, and benefiting 2.2 percent of tenure-track faculty each semester.

To date, the university has been able to fund all approved sabbatical leaves and has provided sabbatical opportunities to a greater proportion of its faculty than any other state university in Michigan.

Public Acknowledgement of the Achievements of Students, Faculty, and Staff

Public recognition of intellectual, creative, athletic, political, social, and other achievements of students, faculty, and staff takes many forms at Grand Valley. For example, colleges and related programs acknowledge students' intellectual achievements through many departmental honors and awards ceremonies and events.

Student Award Programs

Grand Valley annually recognizes the intellectual achievements of its students and faculty at the annual university Honors Banquet. In 2007, for example, 71 undergraduates and 21 graduate students were recognized at this event for their exemplary academic performance, and eight faculty members were recognized for their exemplary teaching accomplishments in their programs.

Grand Valley also recognizes the academic and intellectual achievements of graduating students at this event. One graduating student from each program in the institution is named as the Department Honors Scholar. Other institutional honors are also awarded: Two undergraduate students and one graduate student are recognized for overall distinction, academic excellence, leadership, and service by the Niemeyer Award (named for the university's long-time, retired provost), along with awards for leadership and excellence in student affairs.

Since 2005, the Graduate Student Celebration, which is hosted by the graduate dean in collaboration with the Graduate and Professional Student Association, has been held at the end of fall and winter semesters to recognize the accomplishments of post-baccalaureate students completing their degree programs and their outstanding faculty mentors. The graduate dean's Citations for Excellence include the following:

- Awards for Academic Excellence in the Major
- Award for Excellence in Service to the Community/Profession
- Award for Excellence in Leadership/Service to GVSU
- Outstanding Thesis in a Major Award
- Outstanding Project in a Major Award
- Outstanding Publication Award
- Outstanding Thesis and Outstanding Project

The Laker Leadership programs for students include seminars, a leadership summit, awards and recognition of leadership endeavors, and the Venderbush Leadership Luncheon. See <http://www.gvsu.edu/leadership/>.

Student Honor Societies

Further evidence of the university's institutionalized attention to and recognition of students' intellectual achievements across disciplines is the presence of 17 national honor society chapters on its campuses. These are detailed in Table 6-2.

Table 6-2: Grand Valley Honor Societies, 2007

Society	Discipline(s)	College (s)
Phi Kappa Phi	All	All
Pi Alpha Alpha	Public Administration	College of Community and Public Services
Alpha Kappa Delta	Sociology	College of Liberal Arts and Sciences
Beta Beta Beta	Biology	College of Liberal Arts and Sciences
Delta Phi Alpha	German	College of Liberal Arts and Sciences
Dobro Slovo	Languages	College of Liberal Arts and Sciences
Phi Alpha Theta	History	College of Liberal Arts and Sciences
Phi Epsilon Kappa	Physical Education	College of Liberal Arts and Sciences
Pi Sigma Alpha	Political Science	College of Liberal Arts and Sciences
Psi Chi	Psychology	College of Liberal Arts and Sciences
Sigma Delta Pi	Spanish	College of Liberal Arts and Sciences
Sigma Tau Delta	English	College of Liberal Arts and Sciences
Sigma Theta Tau	Nursing	Kirkhof College of Nursing College of Health Professions College of Liberal Arts and Sciences
Sigma Xi	Sciences	Kirkhoff College of Nursing
Beta Gamma Sigma	Business	Seidman College of Business
Beta Alpha Psi	Accounting	Seidman College of Business
Upsilon Pi Epsilon	Computer Science	Seymour and Esther Padnos College of Engineering and Computing

Faculty Honors and Awards

Grand Valley sponsors and supports a range of honors and awards that recognize faculty for achievements in acquiring, applying, and disseminating knowledge.

- Beginning in 2007, the university library initiated an author recognition reception for members of the faculty publishing a professional article, book, or other publication. A booklet recognizing these individuals is published and widely distributed for this event.
- In Summer 2007, the provost announced the addition of a winter Faculty Awards Convocation celebration with a formal ceremony expressing the university's appreciation for and recognition of their achievements. The first Faculty Awards Convocation was held in February 2008. Awards for 25 to 40 years of service at Grand Valley were presented at the Convocation, along with the following honors and awards:
 - Outstanding Teacher
 - Distinguished Contribution to a Discipline
 - University Service Award
 - Community Service
 - Pew Teaching Excellence
 - Outstanding Academic Advising
- A promotion and tenure dinner is held annually in the fall semester to honor faculty who have earned tenure and/or have been promoted in the immediately preceding semester.
- The annual Grants on the Grand Celebration, initiated in 2005, recognizes the contributions and accomplishments of faculty and staff who sought and received sponsored program funding.

Faculty and staff successes with internal grants are also routinely recognized in the research and development annual report and bi-annual newsletter, and success with external grants is noted in the university's "Grants Studies and Grant Administration Highlights." Recent copies of the

research and development annual report, bi-annual newsletter and “Grants Studies and Grant Administration Highlights” are available in the resource room.

Staff Awards and Recognition

Several awards honor and reward administrative and professional staff members of the university:

- Achievement
- Commitment to Diversity
- Commitment to Students
- Innovation
- Outstanding Advising and Student Services
- Outstanding Team Project
- Service to Community

Other Recognition

The creative achievements of Grand Valley students, faculty, staff, and other distinguished scholars are recognized through the Fall Arts Celebration. The arts celebration includes a Distinguished Academic Lecture Series, Music at Grand Valley faculty and student showcase concert, Art Gallery Exhibits, Dance Stars Across America performance, and Poetry Night. Additionally, senior artwork exhibits from the art and design department and photography department are featured at the Grand Valley Art Gallery. Works by students in theater and the performing arts are presented throughout the year at the Performing Arts Center.

In addition to college and departmental newsletters highlighting faculty, staff, and student achievements, the university also publicly recognizes these achievements in the following ways:

- “Forum”, the Grand Valley newsletter, highlights faculty and staff news, interviews, publications, and presentations. See www.gvsu.edu/forum/.
- GVSU Success Stories provides online articles covering significant accomplishments of faculty, staff, and students, such as grants secured, awards for research, awards for artistic endeavors, and acceptance of students into distinguished graduate and doctoral programs. See www.gvsu.edu/successstory/.

Across the university, faculty demonstrate their sabbatical activities through institution-wide or college level presentations, as well as internal and external newsletters and reports. An example of the recognition of creative works produced by faculty on sabbatical is the annual Faculty Sabbatical Showcase sponsored by the College of Liberal Arts and Sciences. The showcase provides a forum for faculty to share their sabbatical experience with peers on campus. Media attention to university sabbatical programs highlights the activities faculty engage in while on sabbatical.

Faculty and Students Engage in Scholarship

Grand Valley’s academic community actively produces scholarship and knowledge through its basic and applied research activities. Much of this scholarship is disseminated through formal presentations and publication in peer-reviewed journals, juried art exhibits, and other recognized channels for the distribution of the results of scholarly inquiry.

A list of the recent publications and other scholarly works of faculty and students is provided in the resource room. References to these also appear on faculty vitae.

Financial Support to Promote Scholarship

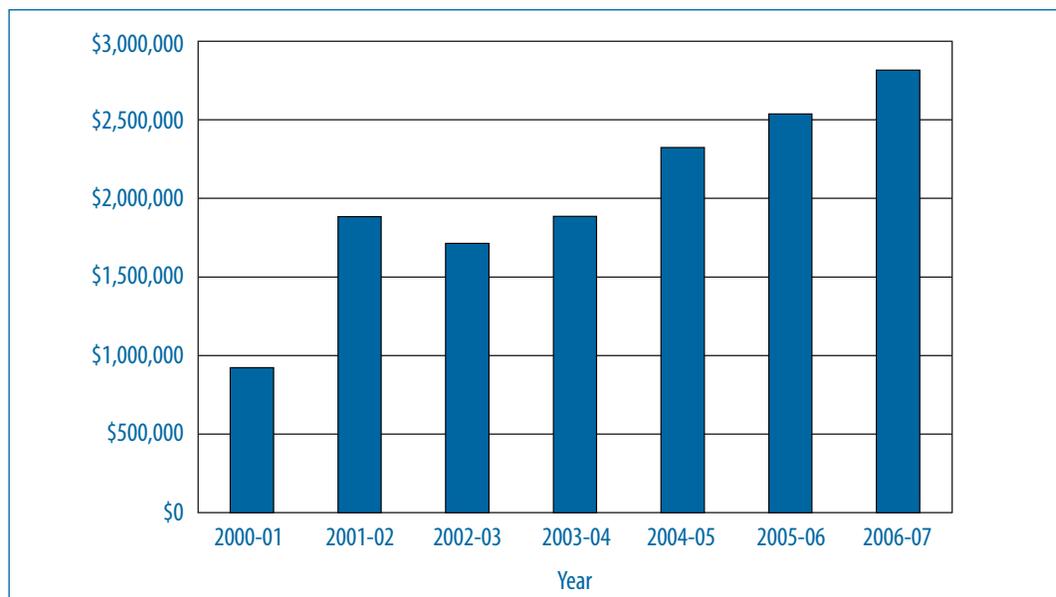
Among evidence of Grand Valley’s commitment to lifelong learning is its provision of financial support for faculty research. Table 6-3 summarizes changes in the level of financial support for research by the Research and Development Center over the past decade.

Table 6-3: Changes in Support from the University’s Research and Development Center, 1998-2007

Faculty Scholarly Travel Grants	1998-1999	2006-2007	Difference	% change
Number	290 grants	487 grants	197 grants	68%
Dollars	\$126,493	\$283,301	\$156,808	124%
Faculty Research Grants				
Number	20 grants	26 grants	6 grants	30%
Dollars	\$49,900	\$63,755	\$13,855	28%
Faculty Summer Research Stipends				
Number	5 stipends	11 stipends	6 stipends	120%
Dollars	\$27,000	\$55,000	\$28,000	104%

The institution’s general fund expenditures on research have also increased in the period — growing by 175 percent between 2001 and 2007. Figure 6-1 reflects general fund expenditures for research centers and support of individual research projects institution-wide.

Figure 6-1: General Fund Expenditures on Research, 2000-2007



These fund expenditures do not include Grand Valley’s support for faculty time spent engaging in research and scholarship. The 2006–2007 estimated value of faculty time for research and scholarship was \$9,222,364, which is in addition to the amounts shown in Table 6-3 during the period.

In addition, the Pew FTLC awarded another \$1 million in competitive faculty grants between 1998 and 2007.

The academic units' support for professional development of the faculty includes matching funds for research and development grants as well as reassigned time. Reassigned time is granted on a case-by-case basis for scholarly activities, curriculum development, or team-teaching activities as well as for faculty who undertake major administrative responsibilities, such as chairing a department.

Grant Support

Grand Valley faculty and students receive external support for their scholarship and research efforts from external grants and related awards. The university's Office of Graduate Studies and Grants Administration collects information about grant funds received for externally funded projects and programs at the university.

A sampling of recent awards includes the following faculty support:

- \$1,250,000 per year from April 2001 through September 2008 from the Michigan Department of Education for Statewide Autism Resources and Training (START)
- \$1,307,990 from the National Science Foundation for Target Inquiry: Investigating the Teacher and Student Effects of a New Model in Chemistry Teacher Professional Development
- \$1,000,000 from the Michigan Public Service Commission's Michigan Energy Efficiency Grant for Biomass to Methane to Electricity
- \$603,200 from the Michigan Department of Community Health and Michigan Department of Labor and Economic Growth for the Accelerated Health Care Career Training Initiative
- \$519,413 for a five-year grant from the National Science Foundation for CAREER: Microtopography-Controlled Puddle-filling to Puddle-merging (P2P) Overland Flow Mechanism: Discontinuity, Variability and Hierarchy
- \$375,000 from the Michigan Department of Community Health and the U.S. Department of Health and Human Services for the Healthcare Training Accelerated Program
- \$292,780 from the National Science Foundation for the Grand Valley Summer Undergraduate Research Program in Mathematics
- \$250,000 from the National Science Foundation: Microbial Interactions and Processes Program for Lake Huron Sinkholes – Microbial Composition and Processes in Biogeochemical Hotspots

Grand Valley students have also garnered funding and grants for their scholarship from multiple sources and across disciplines, including the following examples:

- Two students earned recognition and support from the Polish Ministry of Education and the Kosciuszko Foundation of New York City for study in 2006 –2007 in Krakow, Poland.
- Three students were awarded grants from the Michigan Space Grant Consortium for their studies: “The Effects of *Ailanthus Altissima* on Root Nodulation in Legumes;” “The Kentland (Indiana) Meteorite Impact Crater Shatter-Cone Study;” and “Water Evaporation in Tropospheric Aerosols.”
- Three students in the Biology Department received grants to pursue research on the ecosystems of Michigan, including “A Stable Isotope Study of Food Web Linkages in Submerged Sinkhole Ecosystems of Lake Michigan;” “A study of Main Channel and Side Channel Invertebrate Community Structure and Biomass on the Madison River;” and “Distribution of Zebra Mussels in Great Lakes Coastal Ecosystems: Are Wetlands Resistant to Invasion?”

Scholarship and Research Stimulate Educational Improvement

The findings of scholarly inquiry are routinely used to inform the process of institutional improvement at Grand Valley. For example, the course HST 206 American History Since 1877 is designed to teach both historic context and process. The Center for Educational

Policy Research, on behalf of the College Board, conducted a study of 133 U.S. history courses to identify best practices to aid the College Board in restructuring the advanced placement history course. In this study, Grand Valley's HST 206 was identified as exemplifying best practices overall and designated as an exemplary practice course. These findings have been used to help shape other courses within the university.

Another specific example of how the university uses scholarship and research to stimulate organizational and educational improvement is evident in the Seidman College of Business's Enterprise Resource Planning (ERP) educational initiative. This initiative integrates ERP software from SAP AG, the world's largest ERP software development company, across the upper-division curriculum. The Seidman faculty worked with SAP's University Alliances program to secure support from SAP, as well as with individual business disciplines to incorporate ERP content across the curriculum. Faculty then developed a case specifically for faculty to use to promote student learning about ERP and ERP implementation. Input from the regional business community was provided through the Seidman ERP Advisory Board, made up of representatives from Perrigo Company; Dematic Corporation; Wolverine World Wide, Inc.; The Holland Group, Inc.; and Jackson Products, Inc.; along with University Alliances—United States, SAP AG. The SAP initiative directly benefits students and regional employers by providing students with SAP training that otherwise would cost employers up to \$25,000 per new hire.

Core Component 4b: **The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

Grand Valley educates students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through in-depth learning, excellent teaching, active scholarship, and public service. As reflected in its values statement, the university's highest priority is delivering outstanding teaching in all undergraduate and graduate programs.

This emphasis affirms the university's belief that liberal education provides the best and broadest preparation for life in a fast-changing world. Its liberal education approach fosters critical thinking, creative problem solving, and cultural understanding for the benefit of lifelong learning and global citizenship.

A Grand Valley undergraduate education is more than preparation for a career. In addition to equipping its students to make a living, the university strives to prepare them to make a life. For this reason, it is committed to assuring that all undergraduate students, regardless of their academic major or intended profession, receive a broad and general education rooted in the arts and sciences. Providing a high quality liberal education is one of the main values articulated in the university's strategic plan. At Grand Valley, the general education program is the primary path for achieving this broad, liberal preparation.

The focus of the university's general education program is to provide students with an education that balances depth with breadth, the specialized with the general. Its general education program helps students become literate in a sophisticated way in a number of disciplines, and it fosters their ability to make connections across multiple domains of knowledge. Such preparation provides students with the general knowledge and skills necessary to participate meaningfully in the discourses that shape local, national, professional, and global communities.

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in the university's general education program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions

of a body of knowledge up to inquiry, question, and discussion. Learning in this tradition helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the general education program and continues through the more specialized studies comprising each student's major and minor areas of study.

Grand Valley is dedicated to ensuring that students, via their academic majors, become competent specialists in their chosen fields of endeavor. An equally pressing priority is that its graduates possess the knowledge and competencies of a generally educated person — that they acquire the broad knowledge and life skills that will allow them to be informed and thoughtful people. These ideals intersect within the university to produce graduates who can contribute to their own well-being and success and to the well-being and success of their communities, their professions, and the world in which they live.

A Brief History of Grand Valley's General Education Program

In the 48 years since Grand Valley was founded, its general education program has been reorganized six times. All six iterations have used a “cafeteria approach” in which students select courses from a menu of specific categories. The most recent program change was implemented in 2000–2001, with the addition of an upper-division themes component and the articulation of specific skills students are expected to develop through courses in the general education program. The themes aspect was developed to ensure that general education is infused throughout the undergraduate curriculum and across all four years of a student's education.

The Grand Valley General Education Approach

The Grand Valley general education program provides a broadly-based liberal education experience that fosters lifelong learning and informed citizenship. It prepares students for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities. Structurally, the program is divided into three areas — foundations, cultures, and upper-division themes.

Since 2000–2001, courses in the general education program have been designed to promote the achievement of seven specific goals:

Knowledge Goals

1. Students are knowledgeable about the major areas of human investigation and accomplishment — the arts, humanities, mathematical sciences, natural sciences, and social sciences.
2. Students have an understanding of their own cultures and the cultures of others.
3. Students know the tradition of humane inquiry that informs moral and ethical choices.

Skills Goals

1. Students engage in articulate expression through effective writing and speaking.
2. Students think critically and creatively.
3. Students locate, evaluate, and use information effectively.
4. Students integrate different areas of knowledge and view ideas from multiple perspectives.

Transfer Students and Students Completing a Second Undergraduate Degree

Grand Valley participates in the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) agreement that enables students who have an associate of arts or science degree from an approved institution to fulfill some of the university requirements, e.g., the general education foundations, WRT 150, and one Supplemental Writing Skills (SWS) course.

In 2007, more than 1,559 students transferred into Grand Valley, each with an average of 47 credits. These students typically have completed a majority of their general education requirements before matriculating at the university.

In addition, on average nearly 1,300 students annually enroll at Grand Valley for a second baccalaureate degree. These students are not required to complete general education requirements. Additionally, students transferring in AP/CLEP courses may fulfill some general education requirements prior to enrolling at Grand Valley.

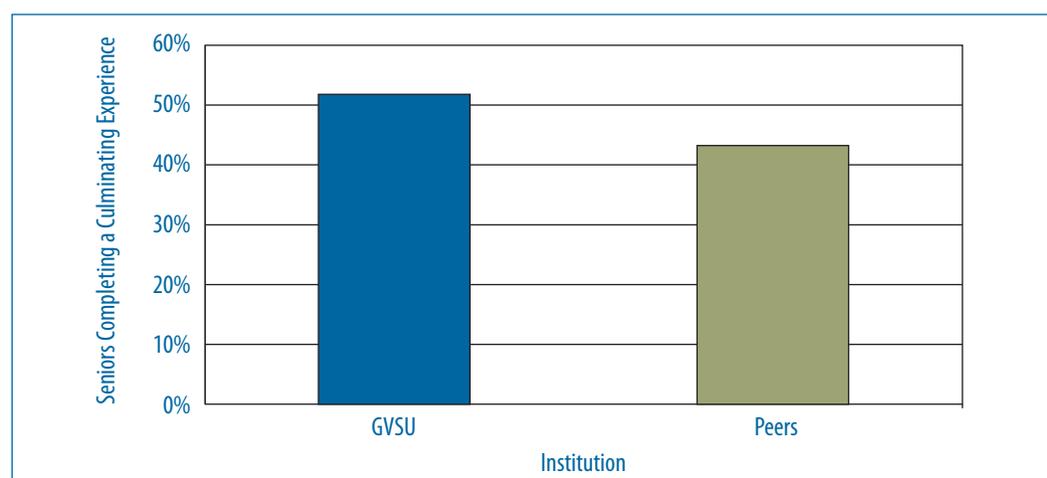
Each year approximately 1,000 students are enrolled in the Honors Program (comprising 4.8 percent of all undergraduates in Fall 2007). These students complete all general education requirements through the institution's integrated and interdisciplinary honors curriculum.

The Senior Capstone

Grand Valley utilizes the senior capstone approach to promote further integration of general education principles and skills into undergraduate learning. As stated in the undergraduate and graduate catalog, every major at Grand Valley requires students to complete a “senior-level capstone course aimed at providing a broad and comprehensive perspective on the fundamental assumptions, issues, and problems of the field.”

The institution ranks above its National Survey of Student Engagement (NSSE) peers in terms of the number of seniors who have completed a culminating experience (see Figure 6-2). As is the case with other universities, some of the university's seniors taking the NSSE had not yet completed this requirement for graduation.

Figure 6-2: Capstone Participation in Culminating Experience at Grand Valley and NSSE Peer Institutions, 2007



All University Requirements at Grand Valley

Grand Valley's general education program is administered by an elected 17-member body, the General Education Subcommittee (GES), a subcommittee of the 16-person elected University Curriculum Committee (UCC). A faculty member on three-quarter time release serves as the administrative director of the program and as an *ex-officio* member of the GES.

The director reports to the dean of the College of Interdisciplinary Studies, who reports to the provost. Together the General Education Subcommittee and general education program director work to administer the program in accordance with the HLC Statement on General Education. The subcommittee reviews courses for inclusion in the general education program and facilitates the assessment process. Grand Valley faculty members who teach the courses are charged with assessing how effectively students are learning and achieving the goals and objectives. The General Education Subcommittee serves as the reviewer of this process.

When the university's Academic Affairs division was reorganized in 2004, all university requirements — such as the general education program, junior level writing exam, and SWS program — were moved into the newly formed College of Interdisciplinary Studies to strengthen the connection within, between, and among academic units. Faculty now receives release time to administer the integrated SWS program and the junior level writing exam. Faculty coordinators for MTH 110 and WRT 150 receive release time and/or a stipend for this responsibility.

The Supplemental Writing Skills (SWS) program is administered by a separate faculty governance committee comprised of 11 elected faculty and the director of SWS, the director of the Fred Meijer Center for Writing and Michigan Authors, and the chair of the Department of Writing, the latter three serve in an *ex-officio* capacity.

Centrality of General Education

A central value of the university's mission is that all students, regardless of their degree, achieve a liberal education. The general education program is vital to achieving the mission. In a 2008 survey, 85% of faculty, staff, and administrators agreed or very strongly agreed with the statement "The General Education curriculum is an important component of a GVSU education." During the university's strategic planning process, its General Education Subcommittee reaffirmed the general education mission, as follows:

The Grand Valley general education program provides a broad-based liberal education experience that fosters lifelong learning and informed citizenship. The program prepares students for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

Efforts to help faculty, administrators, and staff understand the centrality of the general education program to achieving Grand Valley's mission occur regularly.

For example, the General Education Subcommittee recently analyzed how well its program is aligned with national benchmarks for the values, skills, and knowledge the institution expects of its students. As an Association of American Colleges and Universities (AAC&U) Liberal Education and America's Promise (LEAP) signatory campus, the university is committed to delivering the learning outcomes necessary for students to shape their lives, their professions, and their societies. A campus survey of the appropriateness of the LEAP goals for Grand Valley and an assessment of how to most effectively achieve these goals was conducted in early 2008. A series of campus fora are planned for Fall 2008 to engage the broader community in the discussion about whether to reaffirm our goals or to revise them to be more closely aligned with LEAP goals.

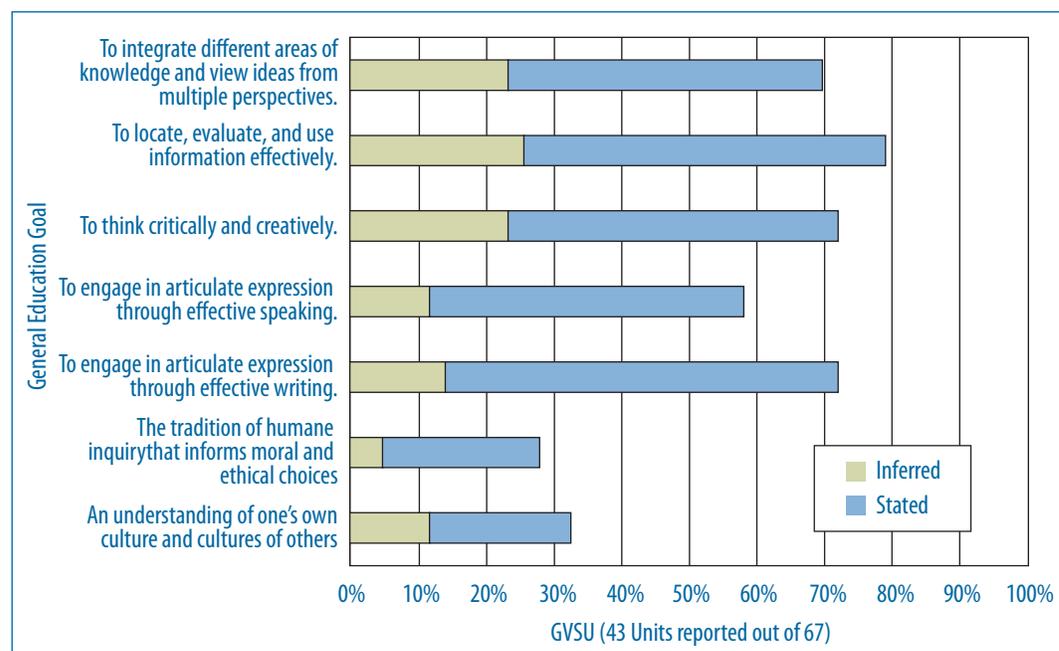
All faculty, staff, and administrators annually receive a copy of the university's General Education Handbook, which outlines the program's philosophy, goals, and structure. In addition, a general education video is shown during new faculty orientation. The provost speaks on the importance of liberal education and general education's role within that context at the beginning of each academic year.

Beginning in Winter 2007, faculty were provided a series of "talking points" to emphasize the value of the general education program to their students and asked to include a summary of these points as an attachment to their syllabi. In a survey of 200 faculty to determine whether they had used these materials, 67 percent of respondents had included the attachment, 79 percent had explained to students how the course fit into the general education program, 67 percent had explained the importance of the skills and concepts taught in general education courses, and 71 percent discussed how general education is a critical component of a high quality liberal education and that a liberal education is the best preparation for life. These talking points are updated annually and distributed to faculty prior to the start of each semester.

In May 2006, a general education workshop was held to revitalize faculty commitment to the general education program. It served as the impetus to a larger effort at reinvigorating the faculty teaching in the general education program. Multiple workshops were held in 2006–2007 and 2007–2008 to share the expectations for teaching in the general education program. After the workshops, faculty evaluations indicated that 93 percent of those responding understood the institution's expectations for teaching general education courses. The institution believes that faculty who understand these requirements are more likely to design courses and develop assessments that identify how well students have mastered general education concepts and achieved the program's essential outcomes.

All academic units assessment plans also have been reviewed recently. As shown in Figure 6-3, many Grand Valley academic units include some of the general education skills and knowledge goals in their own unit assessment plans, indicating the widespread importance of achieving these goals.

Figure 6-3: Academic Assessment Plans Reflecting General Education Goals, 2006



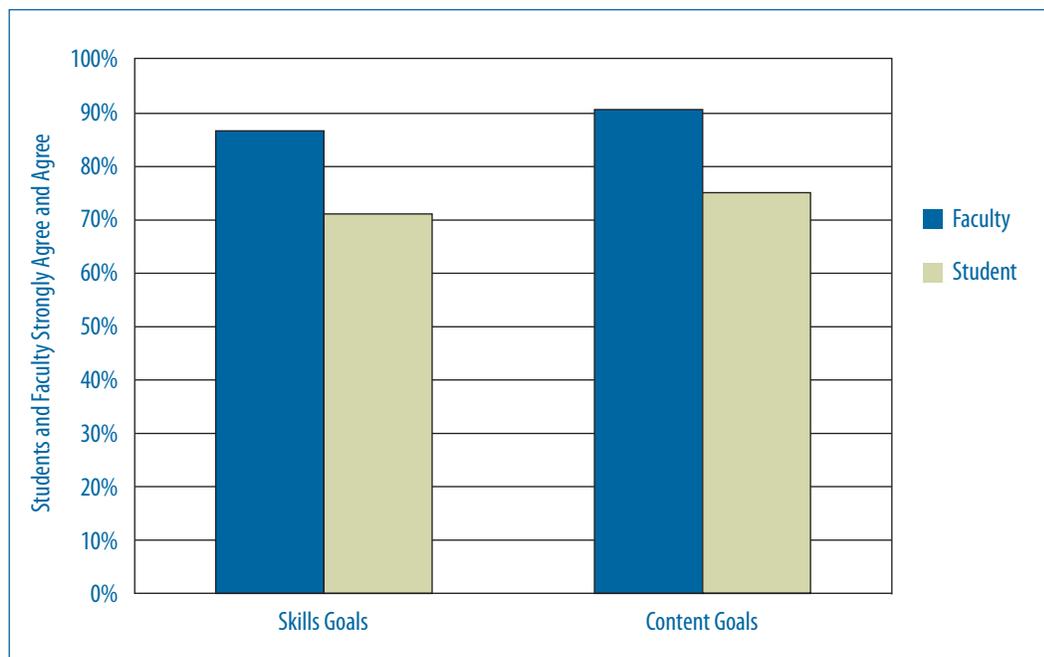
According to 2006 data, four of the seven general education goals were included, either directly or by inference, in 70 percent or more of all academic units' assessment plans, with two of the seven referenced by a third or fewer of the units.

Communicating the Importance of General Education to Students

Grand Valley has developed ways to communicate the importance of general education in achieving its mission to students. For example, extensive revisions to orientation were made in 2006, when the university focused orientation issues on academic readiness as well as course scheduling. Modifications were made to dramatically improve the General Education Handbook and to emphasize the skills and knowledge students are expected to acquire in each general education category.

All faculty in the general education program in Fall 2006 were invited to participate in a short survey — a goals audit — about how well they thought their general education course(s) achieved the general education skills and content goals. All of the students in general education courses of participating faculty were invited to participate in a student survey via Blackboard. Some 94 faculty and 2,599 students were involved in this process. They were asked, “How well did this course achieve the following goals?” Responses for the “strongly agree” and “agree” were combined. Although results depicted in Figure 6-4 are student and faculty perceptions rather than direct evidence of student learning, they suggest that students and faculty perceive that Grand Valley’s general education courses are achieving the desired skill and content goals.

Figure 6-4: Student and Faculty Perception of the Degree to Which General Education Courses Achieve Skill and Content Goals



In Winter 2007, a random, Internet-based survey was conducted of Grand Valley’s undergraduate students to identify their perceptions about skills and knowledge gained in general education courses, as well as their overall perceptions about the university’s general education program (Table 6-4). As seen in Figure 6-4, the results were similar to those of the 2006 goals audit.

Table 6-4: Student Understanding and Valuing General Education Goals, 2007

Student Feedback on General Education	% Agreeing
I value the knowledge and skills I gained in my General Education courses.	81%
I understand why I need to complete GVSU's General Education program.	63%
I think that I have the knowledge and skills to participate intelligently in public dialogues in local, national, and global communities.	70%

Assessment of Student Learning in the General Education Program

Assessments of the university's general education program prior to 2007 were largely descriptive. In 2003, an assessment plan was developed by an ad hoc committee distinct from the General Education Subcommittee. The plan was ambitious and costly; it was never adopted and assessment activities ceased, pending an institution-wide discussion and decision about how to implement assessment along with the proposed reorganization of the Academic Affairs division.

Following new directions from the University Assessment Committee in 2005, the General Education Subcommittee developed a strategic plan and an assessment plan during Winter 2006. One of the major emphases of the General Education Subcommittee since then has been the implementation of this assessment plan, which includes review at program, category (foundation, culture, or theme), subcategory, and course levels.

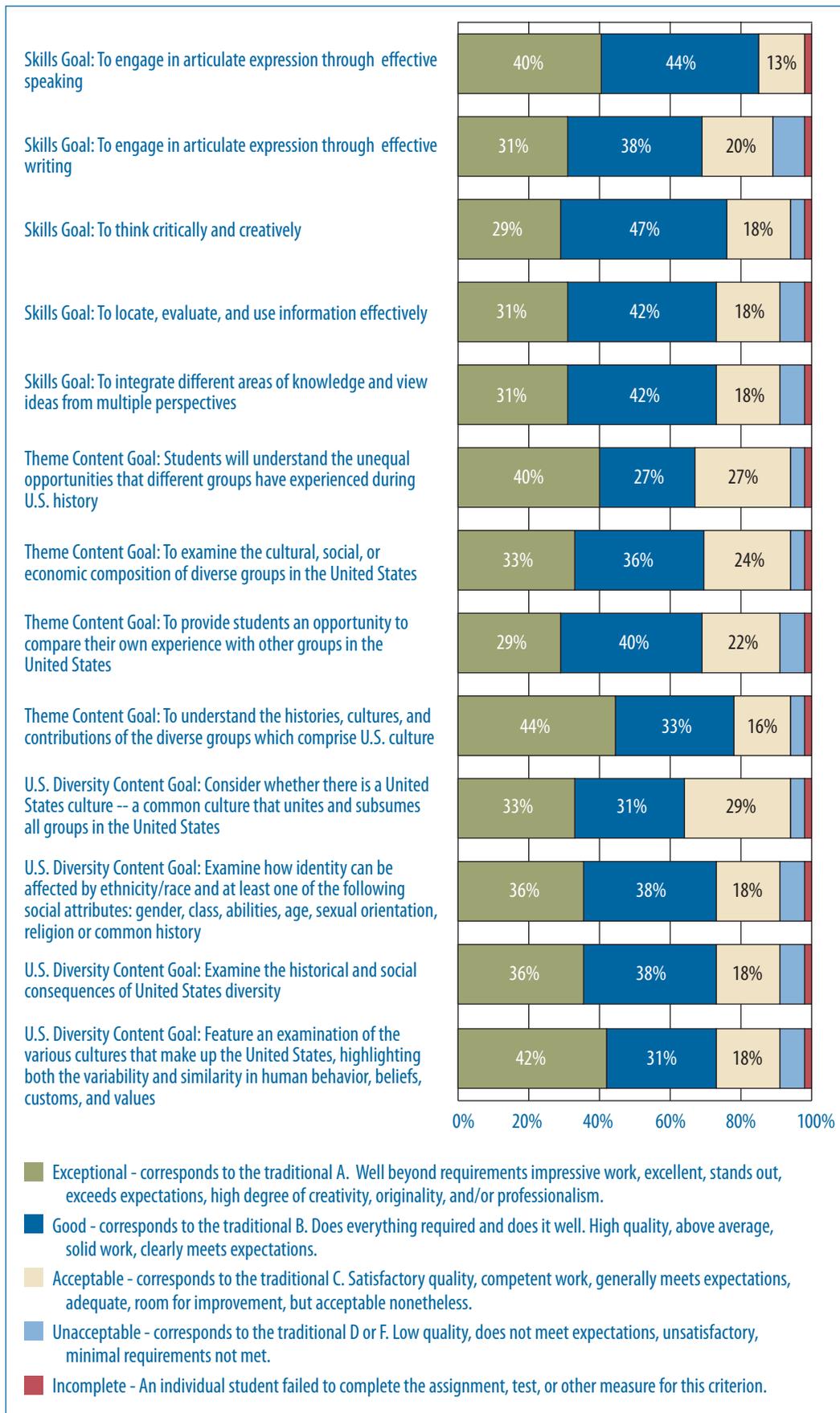
The first step in the process was for faculty to review the title, description, and goals for each of the 30 subcategories in the general education program. Faculty met in Winter 2007 and Fall 2007 and either reaffirmed their support for the existing language or made modifications to the title, description, or goals for each subcategory. These were then reviewed and approved by the GES and UCC.

Faculty subsequently attended a workshop to develop course-specific measures for each general education skill and knowledge goal, as well as to develop a sampling plan for data collection. One hundred fifty-two faculty attended a workshop, representing 212 classes in the general education program, to develop a course assessment plan to determine how well students are learning the skills and knowledge needed to succeed in the world. Course assessment plans have been submitted for 256 general education courses. Faculty in each course of the 30 subcategories began assessing student learning on a three-year cycle, beginning in Fall 2007.

Faculty collect data from various course assignments using a four point rubric where a 1 represents any score that would normally receive a D or an F, 2 represents a C, 3 represents a B, and 4 represents an A. Once the data are collected, they are imported into the Chalk and Wire management assessment system, and tabular and graphic results are generated.

Faculty are provided figures and tables that summarize the learning that took place in their classes. An example of data from one course is shown in Figure 6-5. The data are distributed back to faculty who use the information to summarize what they learned from the assessment data and to discuss changes they plan to make to improve student learning. The assessment working group in the General Education Subcommittee then reviews the faculty assessment report, and the working group writes a report that aggregates the results from each of the courses in a given subcategory (e.g., all nine courses in the mathematical sciences subcategory). This is redistributed to faculty for comments and will then be distributed to the campus community. A report of the results and the anticipated changes in courses based on these results is available in the resource room.

Figure 6-5: Results from a General Education Theme Course



Recent NSSE Results

The NSSE is increasingly recognized as a measure of student engagement in learning in key areas across institutions of higher education. Grand Valley participated in NSSE in 2005 and 2007. The institution's 2007 student learning outcomes as reflected in NSSE results are provided in Criterion three of the self-study document. These results afford Grand Valley an opportunity to go beyond an assessment of student outcomes and estimate the extent to which students perceive that they have been prepared for their futures across a range of nine skills associated with the acquisition of a liberal education.

The 2005 and 2007 NSSE results are available for analysis. Average (mean) scores on nine specific dimensions of students' perceptions about the liberal education preparation they received during the course of their undergraduate study are available from two student cohorts — freshmen and seniors — at a single point in time. The mean comparisons highlighted on Table 6-5 reflect differences in the average perceptions of freshmen (FY) and seniors (SR) at that time, not the change that occurred within a single cohort of students between their freshman and senior years. It also compares the perceptions of Grand Valley freshmen and seniors across these nine dimensions to the perceptions of freshmen and senior students at universities considered to comprise the institution's peers.

Table 6-5: Grand Valley NSSE Scores Compared to Peers

		GVSU 2005	GVSU 2007	GVSU NSSE-PEERS 2007	Effect Size
Acquiring a broad general education	FY	3.14	3.24*	3.07	.22
	SR	3.18	3.24*	3.18	.08
Acquiring job or work-related knowledge and skills	FY	2.60	2.67	2.66	.01
	SR	2.94	3.06*	2.91	.16
Writing clearly and effectively	FY	2.92	3.03*	2.91	.14
	SR	3.08	3.12*	3.02	.12
Speaking clearly and effectively	FY	2.53	2.57*	2.73	-.18
	SR	2.80	2.90*	2.87	.03
Thinking critically and analytically	FY	3.05	3.17*	3.10	.09
	SR	3.27	3.34*	3.26	.09
Analyzing quantitative problems	FY	2.81	2.89*	2.82	.08
	SR	2.95	3.00*	2.94	.07
Understanding people of other racial and ethnic backgrounds	FY	2.48	2.58*	2.65	-.07
	SR	2.42	2.52	2.58	-.06
Solving complex real-world problems	FY	2.46	2.54	2.59	-.06
	SR	2.53	2.69	2.66	.03
Developing a personal code of values and ethics	FY	2.39	2.48*	2.54	-.07
	SR	2.38	2.52	2.52	.00

* $p < .05$ (2-tailed)

Internal Comparisons

In general, when compared to freshmen perceptions, seniors at Grand Valley perceive that they are better prepared across seven of the nine liberal education dimensions. Of these paired comparisons, the mean scores for seniors are significantly higher in the following categories:

- Acquiring job or work-related knowledge and skills
- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analyzing quantitative problems
- Solving complex real-world problems

In two of the liberal education skills — “understanding people of other racial and ethnic backgrounds” and “developing a personal code of values and ethics” — Grand Valley freshmen perceive their preparation has been stronger than the university’s seniors perceive their preparation, but the difference between the two cohorts is not statistically significant. The scores for freshmen and seniors for all of the items increased between 2005 and 2007, an indication that Grand Valley is improving in areas shown to impact student engagement with their educational programs.

External Comparisons

The perceptions of Grand Valley seniors about the strength of their preparation is not significantly different than those of seniors in peer universities, in the following:

- Writing clearly and effectively
- Analyzing quantitative problems

Given the effect size of the senior sample, the perceptions of Grand Valley’s seniors are lower, though not significantly, than the perceptions of seniors in selected peer universities, master’s level universities and the overall NSSE cohort in terms of how well they perceive they have been prepared for the following:

- Acquiring a broad general education
- Speaking clearly and effectively
- Understanding people of other racial and ethnic backgrounds
- Solving real-world complex problems
- Developing a personal code of values and ethics

The perceptions of Grand Valley’s freshmen students are no different from the perceptions of freshmen in selected peer universities, master’s level universities, or the overall NSSE cohort in terms of how well they perceive they have been prepared for the following:

- Acquiring a broad general education
- Analyzing quantitative problems

The perceptions of Grand Valley’s freshmen are not significantly different from the perceptions of freshmen in the peer universities in terms of how well they perceive they have been prepared for the following:

- Writing clearly and effectively
- Thinking critically and analytically
- Understanding people of other racial and ethnic backgrounds
- Solving complex real-world problems

The perceptions of Grand Valley’s freshmen are significantly lower than the perceptions of freshmen in selected peer universities in terms of how well they perceive they have been prepared for the following:

- Acquiring job or work-related knowledge and skills
- Speaking clearly and effectively
- Developing a personal code of values and ethics

In analyzing Grand Valley’s NSSE scores, many of the differences between Grand Valley student perceptions and those of students in other universities appear to be associated with the extent to which Grand Valley’s freshmen and seniors differ from freshmen and seniors at the other institutions, specifically in terms of factors known to affect student engagement in learning. These include factors such as the proportion of students that reside on campus, the proportion who work full or part-time while pursuing their undergraduate degrees,

(Grand Valley students work more hours per week than students at peer institutions, according to NSSE 2005) and the extent to which the students are focused on achieving and sustaining high academic performance. The university believes that factors such as these — rather than the quality of learning and teaching at Grand Valley — may explain why many of Grand Valley students' perceptions of their liberal education preparation are lower than those of students in other institutions.

It is notable that seniors have higher levels of engagement than freshman. More importantly, the change between 2005 and 2007 in all categories is one that indicates increased engagement for both groups. As General Education Subcommittee members move forward in course and program assessment, they use existing and new NSSE data to develop and implement strategies to improve students' perceptions of the skills and knowledge they gain from the general education program.

Linkages Between Curricular and Co-Curricular Activities

Numerous efforts work to foster and strengthen the links between students' activities in and out of classrooms at Grand Valley. For example, faculty routinely inform their students of co-curricular activities related to their classes. In a Web-based survey of a random sample of students in Winter 2007, 72 percent of respondents said that in most classes the instructor mentioned at least one outside lecture, performance, exhibit, or other experience they could attend related to the class.

Another effort to promote students' understanding of the importance of a liberal education included the revision of LIB 100 Introduction to Liberal Studies. This general education foundation course was revised and enhanced to enable each student to learn about the value of a liberal education, take responsibility for his/her education, and integrate activities in and out of the classroom into a coherent whole. In Fall 2005, the class was structured to identify sections for freshmen only. In 2007–2008, 53 percent of all sections were freshmen-only sections. Students in each of these sections are required to participate in at least one co-curricular activity in each of five categories during the semester:

1. Academic life
2. Academic planning and career planning
3. Healthy choices and behaviors
4. Intercultural interactions
5. Community engagement and leadership

LIB 100 faculty help students reflect on the connections between their academic studies and the events they chose. Approximately 100 co-curricular activities are approved for student participation each semester. Each of the co-curricular activities has student learning outcomes associated with the activity. Students work to align their co-curricular experiences with the outcomes of the course in which they are enrolled as a means of gaining broader exposure to, familiarity with, and knowledge of the core concepts and values of liberal education. Plans are presently underway to reorganize some of the co-curricular categories.

Learning Outcomes—Direct and Indirect Measures

Grand Valley has used numerous metrics and protocols to ensure its graduates have the skills and knowledge to succeed in the diverse workplace and world.

Collegiate Learning Assessment

Grand Valley has participated in the Collegiate Learning Assessment (CLA) since 2005, as a means of assessing the depth and breadth of students' knowledge and skills, and as an assessment of their capacity to exercise intellectual inquiry. The CLA measures students' analytical writing skills, their ability to make an argument, and their ability to critique an argument. The skills assessed are critical thinking, analytic reasoning, problem solving, and written communication.

In Fall 2005, 309 freshmen student volunteers participated in the CLA, and in Winter 2006, 90 senior volunteers participated. Results of this initial administration showed that Grand Valley freshmen were performing at the level predicted by their SAT/ACT scores in all categories.

At the time of this baseline measure, Grand Valley seniors performed well above the expected performance level in these areas: analytic writing tasks, and make-an-argument, and critique-an-argument. They also performed above the expected level in the performance task area. The CLA senior results support the NSSE results with regard to seniors' perceptions of their ability to write clearly and effectively as well as think critically and analytically.

CLA testing in 2007 contrasted the academic ability of 2005's incoming freshmen with their academic achievements as rising juniors in Spring 2007. One hundred eight rising juniors (28.6 percent of the group tested as freshmen in 2005) completed the survey. Results showed that Grand Valley's rising juniors scored at their expected performance levels on all test components, including performance task, analytic writing task, make-an-argument, and critique-an-argument.

Overall, the CLA reports reflect well on Grand Valley's academic preparation. As the initial study period reaches completion, the institution anticipates being able to draw additional and more specific conclusions and make recommendations for curricular and pedagogical improvements based on its results.

Project SAILS

Project SAILS (Standardized Assessment of Information Literacy Skills) is a standardized test of information literacy skills based on Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. This Web-based tool allows libraries to document information literacy skill levels for groups of students and to pinpoint areas for improvement. In Winter 2007, Grand Valley's library staff administered the SAILS instrument to 304 freshmen, 24 sophomores, 6 juniors, and 102 seniors representing a range of majors.

Results showed that the university's students performed better than the institution-type benchmark schools on: searching and understanding economic, legal, and social issues. They performed about the same as their peers at the institution-type benchmark schools on developing a research strategy, selecting finding tools, using finding tool features, retrieving sources, evaluating sources, and documenting sources. These results provide evidence that Grand Valley students are mastering information literacy skills. As part of the library's 2008 strategic plan, the results will serve as a baseline measure for a future assessment in 2009 - 2010 of the institution's success in developing these skills in students.

External Accreditation and Culminating Projects for Graduate Programs

Most graduate programs at Grand Valley utilize a combination of strategies to assess their effectiveness and the degree to which students have developed a depth of expertise. In many of these graduate programs, there is an external professional association that accredits the program for the quality and depth of its curriculum. External accreditation is a process of ensuring that professionals are well prepared to meet the evolving standards of professional practices.

Graduate programs with professional accreditation include accounting, business, education, public administration, social work, and various health professions from nursing, occupational therapy, physician assistant studies, and physical therapy. Other programs experience a thorough scrutiny that is not “accreditation” per se, but a review by experts in the field of graduate education. This scrutiny was applied to the professional science masters (P.S.M.) approval process for the bioinformatics, biotechnology (cell and molecular), and biostatistics programs.

Accreditation not only establishes standards for curriculum content, but also the credentials that are required of faculty (typically a terminal degree in the field for graduate level faculty assignments), their engagement in scholarly work and professional service, and the ratio of faculty to students. Such measures are viewed as ways of ensuring that a program is effective.

All graduate programs at Grand Valley have been successful in attaining accreditation. A recent example was the College of Education gaining National Council for Accreditation of Teacher Education (NCATE) accreditation and approval at the program level across the degrees offered within the college. The Seidman College of Business also attained Association to Advance Collegiate Schools of Business (AACSB) accreditation for its M.B.A. and M.S.A. degree programs.

In addition to externally validated assessments of the programs’ effectiveness, there are culminating projects in each program that enable its faculty to assess an individual student’s knowledge base and depth of expertise. Such culminating experiences demonstrate a synthesis of knowledge in the field as well as ability to create new knowledge in the field. Experiences available to graduate students at Grand Valley vary by program and range from capstone courses that engage students in a major team project, case presentations, internships, theses, professional projects appropriate to the discipline or field, and comprehensive examinations. Each program determines which culminating projects are most appropriate for its field and secures Graduate Council approval for their choices as part of their program plan.

Each graduate program in the institution assesses student learning outcomes as part of the process led by the University Assessment Committee (UAC). They have established student learning outcomes for each program and monitor these learning outcomes on a three-year cycle.

Graduate Student Surveys, 2003-2005

Grand Valley State began to use online surveys to assess the needs and concerns of its graduate students in 2003; 694 students participated in this inaugural survey. Similar surveys were subsequently undertaken in 2004, with 173 graduate students responding, and in 2005, with 217 responding.

A range of graduate student issues was identified through these early surveys. The issues most frequently cited by students were:

- Interest in more opportunities to interact with graduate faculty and other students
- Perceptions that they lacked connection to the university
- Interest in an orientation broader in scope, rather than program-specific
- Interest in easier access to assistantship opportunities and more financial support resources

Institutional response. In response to survey findings, a concise, yet comprehensive, general orientation was developed for graduate students. It is offered every fall and winter semester, during the week prior to the start of classes. This orientation exposes graduate students to relevant services and resources; provides opportunities to interact with faculty, staff, administrators, and fellow students; and provides time to obtain a student ID, and purchase textbooks. The program includes presentations, hands-on workshops, information about departmental resources, student panels, and tours.

To accommodate students who are unavailable to attend in person, a Virtual Orientation for new graduate students was created and is available on the university's graduate studies Web page, www.gvsu.edu/gsga/virtual/.

The creation of the Graduate Council in Fall 2004 provided opportunities for two graduate student representatives to serve as voting members and afforded a new platform for graduate students to represent the needs of their peers. Furthermore, the Graduate Council has become instrumental in listening to the concerns of the newly formed Graduate and Professional Student Association.

Since its inception, the Graduate and Professional Student Association has become the de facto campus organization to advocate for the needs of all graduate students. In 2007, the organization became affiliated with the National Association of Graduate Colleges and Professional Schools (NAGPS).

Graduate Student Survey, 2008

Although previous surveys had revealed areas of concern for graduate students, the university was not satisfied with the response rate to this survey, or with the downward trend in student participation over time.

To improve the rate of participation, in April 2008, an e-mail invitation was sent to all 3,677 enrolled graduate students. Of these, 1,087 students returned a completed survey. This level of participation resulted in a much-improved response rate of 29.6%. Several hundred of the participating students included open-ended, optional responses that gave the results additional depth and utility.

Findings

According to the most recent survey, the greatest proportion of Grand Valley graduate students attend classes part-time, are employed 30+ hours per week, reside off-campus, are at least 30 years of age, and their primary interest in graduate education relates to career advancement and professional growth. Overall, they place a much greater emphasis on academic/learning issues, along with access and cost; compared to campus life issues and involvement. The most important issues to them are the overall quality of the academic experience, interaction with and access to faculty, challenge and reputation of their graduate program, intellectual caliber of fellow students, access to excellent computer and library resources, and support services related to the academic experience.

The institution continues to interpret the 2008 survey data, using cross-tabulated results by graduate programs and categorizing written responses by topic and by graduate program. The data are being shared with graduate students, program directors, graduate council and faculty, deans, departments, and other university officials. The data are also being reviewed by the Enrollment Development, Planning, and Assessment Committee (EDPAC) subcommittee focused on graduate education.

Advisory Committees

Advisory committees are typically assembled by graduate programs to assess and provide feedback on the adequacy of student preparation in professional or applied fields of study. These committees usually comprise diverse community members who have an interest in the program, including but not limited to respected practitioners in the graduate field of study, individuals from allied fields of practice who come in contact with and have opportunities to judge the preparation of program graduates, educators in other disciplines or colleges, and institutional or community leaders who have knowledge about the community's needs and concerns.

The university uses the information from advisory committee members in determining how effectively its graduate programs identify, organize, and transfer knowledge that prepares students to enter professional disciplines as qualified practitioners. It also solicits recommendations from members regarding curricular improvements that will enhance graduate programs' educational quality and results. Advisory committees are discussed further in Criterion 5a.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Grand Valley recognizes that its students, faculty, and staff must be prepared to achieve success in a world that is rapidly changing economically, politically, socially, and demographically. Forces well outside of West Michigan, including but not limited to rapid globalization and a stepped up pace of diversity, mounting environmental challenges, and an accelerated rate of technological innovation, drive many of the changes they must be prepared for. The university measures its curricular and co-curricular activities by standards that, in part, reflect how well it ensures that all members of the academic community have many occasions to ready themselves for the formidable challenges and opportunities that lie ahead.

Grand Valley serves a region, state, and nation that are increasingly part of and affected by globalization. To prepare students and other members of its academic community to assume responsible service and leadership roles in the current and emerging global society, the university provides many opportunities — both curricular and co-curricular — for them to learn about other nations, cultures, languages, and world views. Curriculum-based approaches include promotion of foreign language study, area study opportunities, courses that include extensive international content, a two course requirement in general education, one-semester or year-long study abroad opportunities, and international service learning experiences for undergraduate or graduate credit. Co-curricular activities include support for student organizations, programs, and events with a global or international focus or emphasis.

As discussed in Criteria 1b and 2b, 11.9 percent of the university's enrollment for Fall 2007 represented students of color. This indicates an increase from the past year and the highest percentage of students of color in the past five years. Grand Valley recognizes the need to continue to increase the enrollment of racially and ethnically diverse students to ensure all students are prepared to live and work in a diverse society.

A survey conducted in the summer of 2007 of employers who hire Grand Valley students and alumni — consisting of more than 250 respondents representing various organizations from banking, manufacturing, education, health care, government, and social/human services indicated the following: Seventy-five percent either agreed or strongly agreed that "GVSU alumni are prepared to function in a diverse workplace." Only 4 percent of respondents disagreed.

Foreign Language Courses and Requirements Contribute to Global Preparation

Grand Valley's curriculum includes instruction in Spanish, French, German, Arabic, Chinese, Italian, Japanese, Russian, and Polish languages. To receive a Bachelor of Arts degree, students must demonstrate third-semester proficiency in a foreign language. The Seidman College of Business also requires students receiving a bachelor's in business administration (B.B.A.) with a major in international business to have third-semester proficiency in a foreign language.

Area Studies Contribute to Global Preparation

Grand Valley has five area study departments: African and African American Studies, East Asian Studies, Latin American Studies, Middle East Studies, and Women and Gender Studies. In Fall 2007, six sections of African American Studies, one section of East Asian Studies, three sections of Latin American Studies, two sections of Middle East Studies, and 15 sections of Women and Gender Studies were offered to a total enrollment of 461 students.

Courses in the General Education Program Contribute to Global Preparation

One knowledge goal of Grand Valley's general education program is for students to acquire an understanding of one's own culture and the cultures of others. Among general education's three sections is the cultural emphasis requirement, a category within which students are required to take a class that includes a world culture perspective and another class that includes a United States diversity perspective.

Total enrollment of students in cultures-designated courses for Fall 2003 was 3,179 students in 54 world perspectives course sections and 62 U.S. diversity course sections. Total enrollment for Fall 2007 was 5,852 students in 76 world perspectives course sections and 93 U.S. diversity course sections. Overall, this represents a 39 percent increase in enrollment for these courses.

Students are also required to select from the theme section of general education and take three classes from that theme. Of the 22 theme courses, 10 reflect a strong international or diversity component. During Fall 2007, 1,772 students were enrolled in these classes.

The Padnos International Center Contributes to Global Preparation

Many students, faculty, and staff at Grand Valley benefit from the broad and inclusive programs, events, and activities provided under the aegis of the Barbara H. Padnos International Center (PIC), whose mission is "to engage the university community in the development of meaningful international experiences which foster an appreciation and awareness of diverse cultures, people, and ideas." The PIC received national recognition in March 2008 from the New York-based Institute of International Education and received an honorable mention for the Andrew Heiskell Award for Innovation in International Education in the study abroad category.

The center was noted for its encouragement of longer-term and independent programs. Grand Valley has maintained a policy of keeping the world of study abroad as open as possible; students may apply for some 4,000 programs, including direct enrollment, at institutions around the globe. This policy, along with financial incentives for independent study abroad, has been the university's way of trying to increase participation in study abroad programs by students as individuals, not as part of a group. The university's commitment to maintaining a robust study abroad program is central to Grand Valley's mission of educating students to shape their lives, their professions, and their societies.

Opportunities to Study Abroad Expand Students' Horizons

The university's international study abroad program encourages students to pursue their degrees on every continent, except Antarctica. As Table 6-7 shows, between 2001 and 2007, the number of students in independent programs more than tripled. Today 650 Grand Valley students annually take advantage of these study abroad opportunities to prepare themselves to live and work in a global society.

Many academic departments provide Study Abroad Advising sheets as a way to help students identify programs overseas they can use for credits in their major areas. Students also can complete their general education theme requirements abroad.

Table 6-6: Study Abroad Participation by Grand Valley Students

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Academic Year SA	10	14	18	23	28	27	30
Fall SA	26	21	29	56	71	85	74
Winter SA	24	40	57	65	77	84	101
Spring/Summer SA	39	40	46	64	91	157	-
Internships	-	-	5	22	13	17	-
Total Independent	99	115	145	230	280	370	-
Faculty-led programs	233	215	239	245	240	254	-
Total Study Abroad	332	330	344	475	520	624	-

Enrollment of International Students

The enrollment of students from other nations and their presence in curricular, co-curricular, and extracurricular offerings of the university also contributes to the preparation of members of the academic community for life in a global society. Over the past decade, Grand Valley’s international student enrollment has more than doubled. In 1997, the university enrolled 99 students from other nations; in 2001, it enrolled 144 students from abroad; and in 2007, it enrolled 281 students (127 undergraduates and 92 graduates). These students’ contributions to the institution broaden the university’s discourse and afford international students and students from the United States with exposure to varied international perspectives on many topics, as well as opportunities to form relationships that transcend national boundaries and borders.

Support for International Scholars

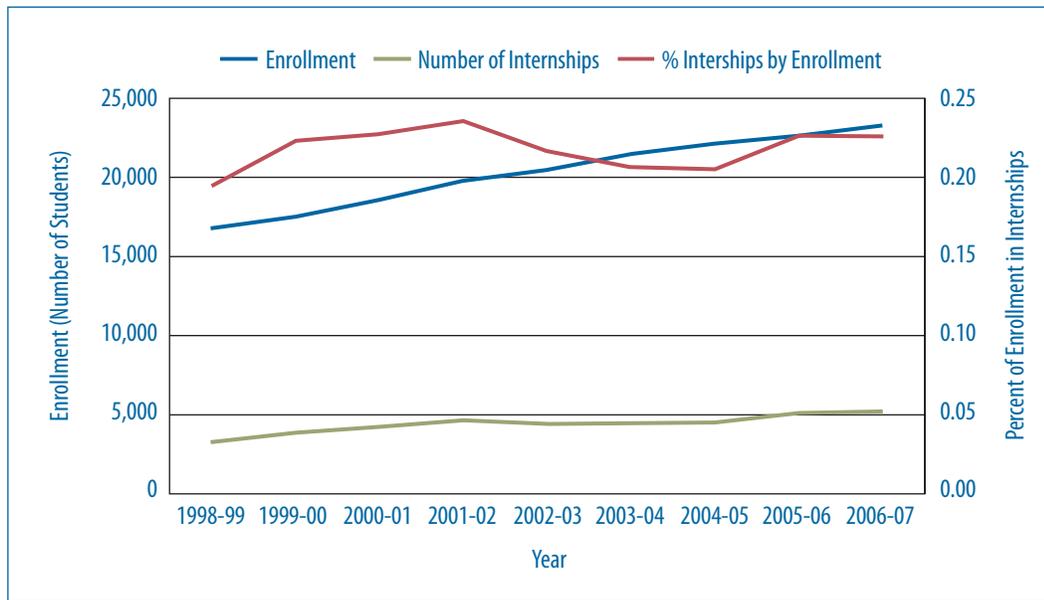
The Grand Valley academic community also seeks and welcomes the participation of faculty and staff from other nations, including visiting and adjunct faculty. In a typical academic year, 20 individuals from other countries take part in teaching and research activities, from which students can gain a more global perspective. The participation of international scholars affords the university’s students another opportunity to form relationships and connections that expand their understanding of the world and increase their connections within it.

Preparation for participation in a diverse society requires that students have academic and social exposure to a diverse community of students, staff, and faculty during their undergraduate and graduate courses of study. Grand Valley’s diversity value statement is focused on ensuring that the university community is as diverse as possible, i.e., “The institution seeks and welcomes a diverse group of students, faculty, and staff.”

Opportunities Outside the Classroom Contribute to Global Preparation

Grand Valley engages students in applied learning opportunities outside the classroom through internships, cooperative education, student teaching, clinical rotations, practica, service learning, and faculty-mentored research to prepare them for participation in the workforce and their communities. As shown in Figure 6-6, the number of students participating in credit-bearing internships, cooperative education, student teaching, clinical experiences, and practica increased to 5,281 in 2006–2007. More recent figures show a further increase of 12 percent to 6,916 students participating in applied learning opportunities in 2007-2008.

Figure 6-6: Student Enrollment in Credit-bearing, Outside-the-Classroom Experiences



On average, about 52 percent of junior and senior level undergraduate students engage in credit-bearing, outside-the-classroom experiences, a figure that does not include students who participate in learning experiences that are noncredit-bearing (e.g., work in an organization that augments skills or knowledge acquired in the classroom). NSSE 2005 data confirm that 45 percent of Grand Valley seniors complete a practicum, internship, field experience, co-op experience, or clinical assignment. Enrollment in credit-bearing experiences has ranged between 25 – 30 percent of the total institutional enrollment annually over the past nine years. Sixteen academic programs within the university require students to complete an outside-the-classroom experience related to their major fields of study, in addition to those programs mandated by accreditation standards of external organizations, such as education, health-related programs, and social work. All but seven academic majors offer a course in which students can obtain credit for internships.

To support the continued growth of internship programs at Grand Valley, two internship specialist positions were added to the career services office in 2006 and 2007. These specialists identify, advertise for, and support students seeking internships as a means of diversifying their perspectives and preparing for their future after graduation.

Participation in Organizations Prepares Students for a Diverse Society

Responses from a 2007 survey of academic leaders at Grand Valley showed that eight academic units have student organizations focused on cultural diversity within a professional or disciplinary context. An example of such an organization is the National Society of Black Engineers sponsored by the School of Engineering. Its mission is to “increase the number of culturally responsible black engineers who excel academically, succeed professionally, and positively impact the community.” The university also has 20 other student organizations with a diverse cultural focus, including the Arab Culture Club, Black Student Union, Latino Student Union, Native American Student Association, American Sign Language and Culture Club, You Beautiful Black Woman, and Black Leaders Coalition.

Training Programs Prepare Students for a Diverse Society

At least 11 academic units sponsor diversity training programs for their undergraduate students via coursework and specialized programs. Three examples of diversity and global-knowledge courses offered by Seidman College of Business in the Management Department are The Diversified Workforce, International Human Resource Management, and International Management and Multinational Corporations. Such specialized courses prepare students to serve and lead in their neighborhoods, communities, and workplaces in a diverse society.

Other Support Services Prepare Students for a Diverse Society

Grand Valley provides numerous support services delivered through various offices to students from historically under-represented populations, as well as university-wide education and training on issues of diversity to the broader university community. These offices include the Office of Multicultural Affairs; the Women's Center; and the Lesbian, Gay, Bisexual, Transgendered Resource Center. These offices also originate and deliver campus programs such as the Professionals of Color Lecture Series offered by the Office of Multicultural Affairs, which has been discussed in Criterion One.

Technology

Grand Valley embraces the use of technology as a critical component in support of its goal of providing high quality, student-focused undergraduate and graduate education that prepares students for success in a technology-driven society. The university's facilities include 30 dedicated computer labs and 1,140 student computer workstations, supported with approximately 180 software packages. Most labs have assistive technology stations with specialized software to promote learning for students with disabilities, and all classrooms and labs contain computers, DVD and VCR players, and projectors. All academic buildings have wireless access and many student living areas are also wireless or, at a minimum, contain hard-wired access. Every member of the university community has access to free dial-up service within the state of Michigan.

There is extensive technological support for students, faculty, and staff through hands-on training, courses, conferences, and Web-based materials. Many classes in science, mathematics, statistics, engineering, and computing augment classroom instruction with experience in computer laboratories. The Pew FTLC provides an annual Teaching with Technology award to recognize faculty who use technology in innovative ways in achieving student learning goals. In 2007, faculty in the modern languages and literature department received the Teaching with Technology award for design and implementation of a project which promoted learning French via iPod. This research project examined whether such learning technologies improved student learning and simultaneously increased student awareness of technological innovation. The results show that with the iPods acting as portable language labs, student learning and technological awareness did increase. These results can be found in the resource room. Faculty presentations are listed on the symposium schedule, which is available at www.gvsu.edu/it/itech/symposium/.

Institution-wide high-tech equipment and resources are available and routinely used by faculty and students across all curricular and co-curricular programs. In the computer science and information technology program, an Exploratory Operating Systems (EOS) lab is used to study operating systems, software, and machine architectures in a state of the art data communications lab made possible by a National Science Foundation grant. The Seidman College of Business is one of only a few colleges and universities in the country teaching the SAP Enterprise Resource Planning (ERP) system to students in the operations and information management areas. A "SimBaby" simulator that includes an interactive technologically advanced manikin is used within the Kirkhof College of Nursing to provide advanced instruction in infant care. The Cook-DeVos Center for Health Sciences includes the biomechanics and motor performance laboratory where three-dimensional motion

analysis studies, bioengineering research, and clinical training in the areas of isokinetic motor performance and balance testing are conducted.

Blackboard Academic Suite™ technology is used extensively to promote student learning across all disciplines. In Winter 2007, just over 50 percent of all courses used Blackboard, and several faculty members have made exceptional use of this technology. For example, faculty in the Statistics Department use Blackboard to facilitate classroom discussions and to allow students to complete quizzes and surveys and submit homework. Courses use “coffee house” boards with anonymous postings for immediate student feedback that results in more free-form conversations than class discussions. Feedback on this technology suggests that many students who would not contribute in class contribute to online discussions.

eVideon™ technology is available to provide video on demand and live video streaming on all networked computers on Grand Valley campuses. For example, faculty in the College of Education use Tegrity software to record short video introductions to each week’s materials, consisting of a headshot of the instructor introducing the material and stating expectations. A final example comes from a professor of movement science faculty. Blackboard is used to help students learn in-depth Microsoft® Excel skills by using a handheld device as a data manager for activity-based professions, allowing students to enter, track, and analyze real-time data collected as part of a study being conducted in a local K-12 school district.

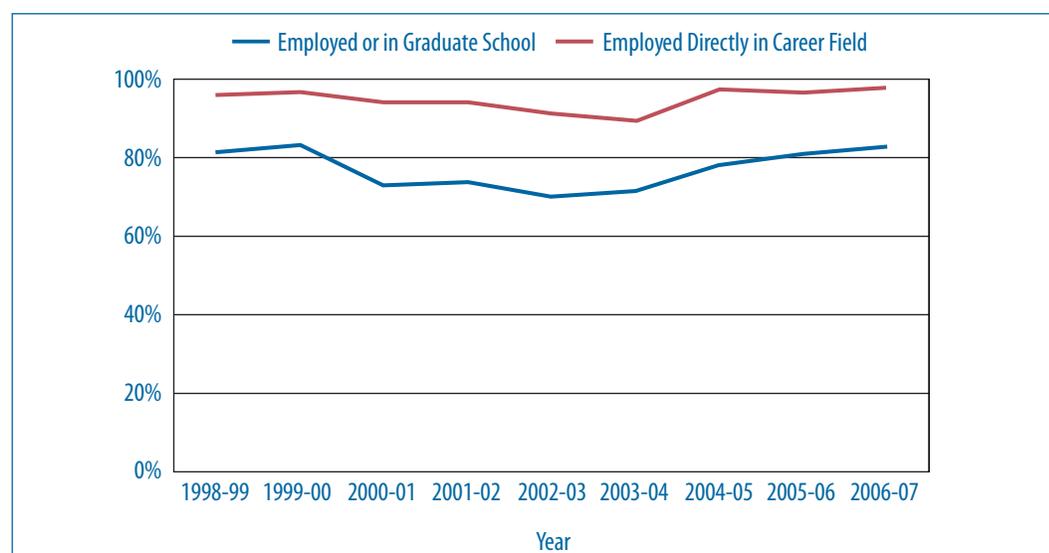
Technology is used throughout campus to create and sustain a high quality learning environment for students that prepares them for a society that is increasingly technology enabled and dependent in all professions.

Post-Graduation Plans Provide Evidence of Achieved Learning Outcomes

Grand Valley’s statement of values includes the statement that the university “is committed to providing each student a broad educational experience that integrates liberal learning with preparation for career or profession.” Grand Valley graduates do well in obtaining meaningful employment after graduation or continuing onto graduate study, which are considered important outcomes of the institution’s programs across all disciplines.

The number of students either employed or in graduate school within six months of graduation has grown from 91.0 percent in 2001 –2002, to 97.9 percent in 2006 –2007 (Figure 6-7). This is particularly noteworthy since the state’s unemployment rates have fluctuated between 5.0 and 7.0 percent over that period.

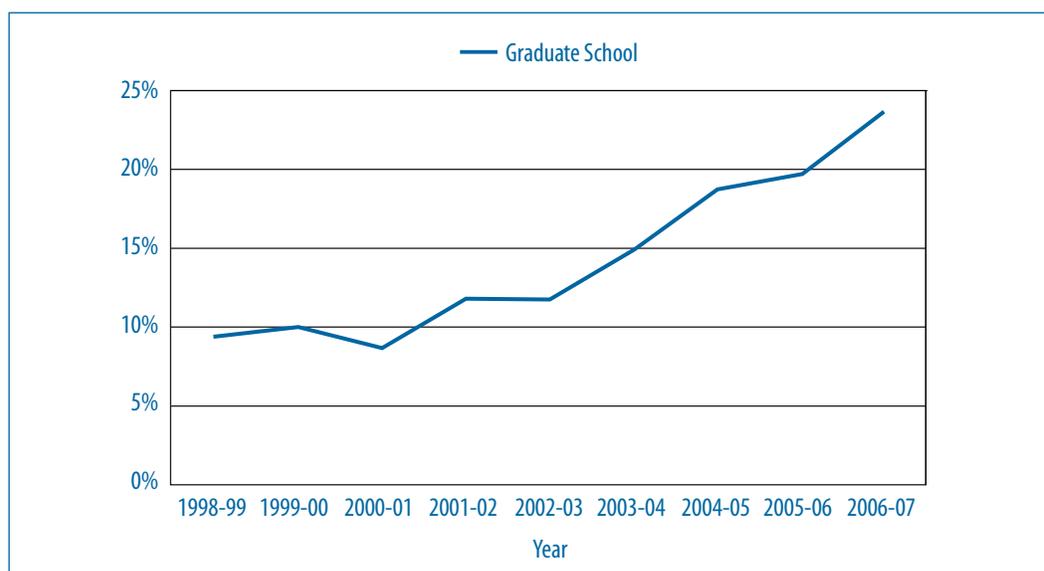
Figure 6-7: Total Student (Undergraduate and Graduate) Post-Graduation Employment and Graduate School Plans



Of graduates employed in 2005–2006, approximately 84 percent (comprising 93 percent of those in advanced degree programs and 74 percent in undergraduate programs) were working in a career that was related to the student’s field of study at Grand Valley.

Of particular note is growth in the number and percent of Grand Valley graduates attending graduate school. In 2001–2002, the percent of students attending graduate school was 8.7 percent, which grew to 23.7 percent in 2006–2007 (Figure 6-8). Not only are more students attending graduate school, but the number of students attending highly competitive graduate programs is increasing as well. For example, in the 2004–2006 years, the institution’s former students were in graduate programs in 27 states including programs at Johns Hopkins University, Penn State University, Princeton University, University of California-Berkeley, University of London, University of Michigan, and University of Texas-Austin.

Figure 6-8: Percent of Students Attending Graduate School



Employers support the institution’s conclusions about the employability of its graduates. The Summer 2007 Employer Survey found that 78 percent of respondents either agreed or strongly agreed that “Grand Valley alumni have the knowledge and skills needed to be successful” in the workplace. The survey also asked employers to compare Grand Valley graduates with graduates of other institutions. Twenty-eight percent of respondents either agreed or strongly agreed that “Grand Valley alumni are better prepared than alumni of other institutions of higher education with the skills needed to be successful” in the workplace, while 12 percent disagreed with the statement. Employers concur that Grand Valley graduates are either as prepared or better prepared to enter the workplace than students of other institutions. Finally, 67 percent of employers who responded indicated that Grand Valley undergraduate programs were very satisfactory or exceeded expectations; only 1 percent found them unsatisfactory.

Curricular Review to Assure Relevance

The curriculum at Grand Valley is subject to ongoing review at multiple levels. Once curricular proposals have been approved by an academic unit, these proposals move to further review at higher levels. All academic colleges within the university have a curriculum committee. The UCC, composed of 16 elected faculty members, a student representative, and two ex officio members, oversees all university curricular matters. See www.gvsu.edu/facultygov/.

Based on the activity log of the UCC for 2002–2003 through 2006–2007, the curriculum is dynamic and agile. The UCC considered and approved 916 actions during this period. Slightly

more than 40 percent of these proposals were for new courses and slightly less than 40 percent were for course changes. Course change proposals include changes in prerequisite, description, credits, or type activity, along with changes of courses within the general education program.

During 2002–2007, the UCC considered and approved 10 prospectuses for new programs or majors, including those for the B.S. in athletic training, B.S. in movement science – exercise science, educational specialist degree in leadership, masters of health administration, M.S. in bioinformatics, M.S. in biostatistics, M.S. in biotechnology, masters in school counseling, minor in applied linguistics, and the doctorate in physical therapy. The UCC also approved 56 curricular drops during the period, mostly involving the removal of outdated courses. In addition, a number of programs were reorganized, including the MBA programs in accounting, management, and marketing, the M.S. physical therapy program, and Greek and Latin majors.

The UCC considered curricular actions advanced by all academic colleges during this time span including 424 from the College of Liberal Arts and Sciences, 126 from the College of Education, 116 from the College of Health Professions, 74 from the Seidman College of Business, and 70 from the Seymour and Esther Padnos College of Engineering and Computing.

Curricular evaluations involve alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Numerous programs have mechanisms for engaging external constituents in the curricular review process. For instance, the schools of computing and information systems, criminal justice, engineering, public and nonprofit administration; the department of accounting and taxation; Kirkhoff College of Nursing; and curriculum and instruction concentration within the College of Education all have advisory boards which meet annually or biannually and provide curricular review for their units. In addition, several units including leadership and human services, physician assistant studies, and radiologic and imaging sciences conduct regular assessments of their alumni which include reviews of curricular matters.

Student Scholarship

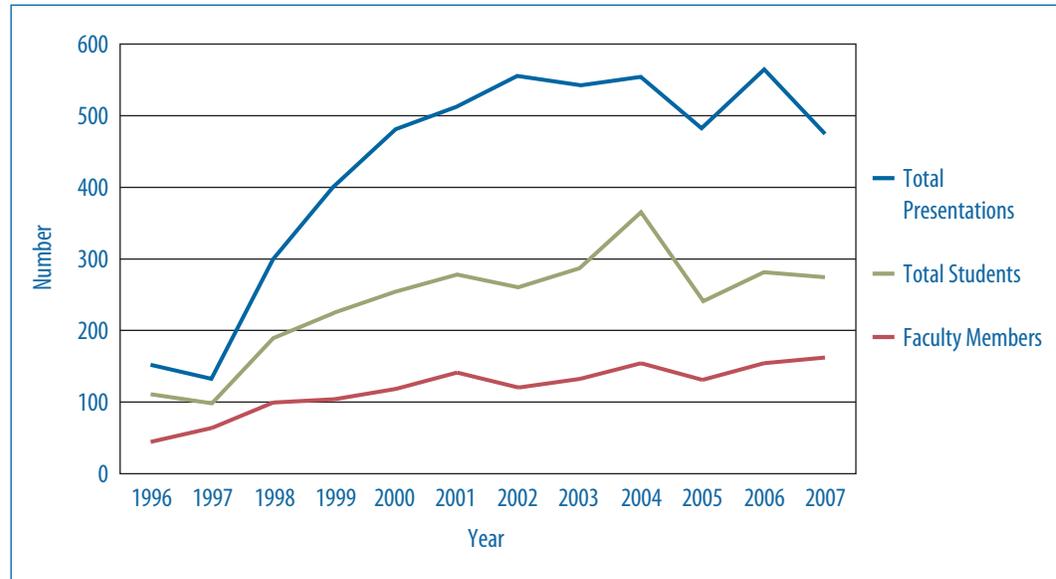
Grand Valley provides a wide range of opportunities for students to engage with faculty in scholarly and other creative endeavors. These opportunities are supported through significant financial resources and forums available institution-wide, including Student Scholarship Day, Summer Student Scholars, and scholarly grants for students.

In the 2005 Faculty Survey of Student Engagement (FSSE), Grand Valley faculty were asked, “How important is it to you that students at your institution do the following: Work on a research project with a faculty member outside of course or program requirements?” More than 50 percent of the faculty felt that such research involvement was either “important” or “very important” for lower division and upper division students. When students were asked on NSSE whether they had engaged in a research project with a faculty member outside of course or program requirements, 14 percent of Grand Valley students responded in the affirmative. This presents an opportunity for improvement with respect to involving more students in scholarly collaborations.

Student Scholarship Day

Student Scholarship Day is a university-wide event providing students a forum to showcase and present their scholarship and creative art. First held in 1996, the event was originally called Student Research Day and primarily focused on the work of science and mathematics majors. The first year yielded 111 presentations by 152 students mentored by 44 faculty. In 1998, scholarship day became a university-wide event, and the number of participants, presentations, and faculty mentors increased. In 2007, Student Scholarship Day included more than 281 presentations with 563 student presenters, and 154 faculty mentors (Figure 6-9).

Figure 6-9: Student Scholarship Day Participation



Summer Student Scholars (S³)

The Summer Student Scholars (S³) is a university-wide program administered by the College of Interdisciplinary Studies. It supports student research through grant awards to students who engage in research projects with faculty. The S³ program began in 1995 in the former science and mathematics division as the summer undergraduate research program. At that time, six students were recipients of these competitive summer research grants that supported their research activities with faculty. This change in funding for student scholarship reflects a major commitment by Grand Valley faculty and executive leadership to undergraduate research experiences. This program supports both students and faculty, although many faculty members forego the stipend to ensure that the necessary supplies are on hand to complete the research.

Since its inception, the S³ program has provided more than \$665,000 in student stipends, faculty stipends, and research supplies.

Table 6-7: Student Summer Scholars (S³) and Research and Travel Grants (1998–2007)

Student Summer Scholars	1998-99	2006-2007	Difference	% change
Number	9	31	22	240%
Dollar Amount	\$15,000	\$182,400	\$167,400	1160%
Student Scholarly Travel Grants	2002-03	2006-2007	Difference	% change
Number	25	77	52	208%
Dollars	\$9,382	\$26,835	\$17,453	186%
Graduate Student Research Grants (one time funding)	2004-05	2006-07	Difference	% change
Number	17	9	(8)	(47%)
Dollars	\$8,189	\$4,500	(\$3,689)	(45%)

Scholarly Grants

The Faculty Research and Development Center provides student scholarly travel grants and Graduate Student Presidential Research (GSPR) grants. Often students who receive one of the research grants also receive a student scholarly travel grant to present their work at a professional conference.

Student scholarly travel grants are administered by the Pew FTLC and available to both undergraduate and graduate students. Students may be awarded up to \$400 to help defer costs for their attendance at an academic conference.

The GSPR is available to graduate students to conduct research that is relevant to their graduate degrees, often their thesis or final scholarly projects. In the first two years of the program, 30 students were awarded more than \$14,000. The funding level for GSPR grants recently was increased in Winter 2008 to \$1,000 per student.

The Graduate and Professional Student Association (GPSA), formed in AY 2005–2006, is an institution-wide club for graduate students that provides mini-grants to cover registration costs of graduate students attending professional conferences.

Opportunities to Promote Social Responsibility

Grand Valley students are engaged in many curricular and co-curricular opportunities to develop and sustain social responsibility. Examples of student participation in activities that promote social responsibility include the following:

- In 2006 the Seymour and Esther College of Engineering and Computing partnered with a nonprofit housing agency in the local community to build an energy efficient home for a low-income family. More than 70 engineering students worked on this home and more than 20 local businesses joined the effort. The result is a six-bedroom that is exceptionally energy efficient home, dubbed the “Green House on Watson.”
- Community Working Classics, a course in the Philosophy Department, combines a traditional classroom with elements of community organizing, urban study, and student teaching. Its students deliver courses in the liberal arts to residents in both the downtown Grand Rapids area and the Muskegon Correctional Facility. The program has been recognized by the American Philosophical Association through its Excellence and Innovation in Philosophy Programs Award and by the Kellogg Foundation through a \$197,000 two-year grant award from January 2005 to December 2006.
- Students majoring in therapeutic recreation provide a service to a community agency, which may include day-care programs, respite programs, homeless shelters, nursing homes, support group associations, or any other organization not associated with a hospital or rehabilitation program. Various service experiences include working one-on-one with clients, program development and educational activities for a group of clients, and implementation of surveys or needs assessments.
- In Summer 2006, as part of a social work course, three faculty members from the institution’s graduate social work program traveled to New Orleans after Hurricane Katrina. The group combined service learning and research to assist New Orleans residents impacted by the disaster. The group later reported their experiences in a multi-media presentation called “Katrina: One Year Later.”

Additional information on these and many other examples of student participation are available for review in the resource room.

Service Learning Opportunities Out of the Classroom

There are 23 service and advocacy student organizations at Grand Valley, most of which complete at least one service learning project annually. In addition, the Office of Student Life's Community Service Learning Center links faculty members to specific service learning projects for their students. The center reported 20,614 service hours completed by Grand Valley students in 2006–2007, a 2,000-hour increase from the previous year.

Other examples are plentiful. For instance, the Alternative Breaks student organization sponsored 18 alternative spring breaks, three alternative weekend breaks, one alternative winter break, and one alternative spring break for students in the College of Education. The Environmental Advocacy group sponsored a two-day sustainability conference. The Senior Citizen Advocacy group sponsored four visitations to Covenant Village Assisted Living Center, one harvest dance for seniors, and one senior prom for seniors. The American Cancer Society CARE (Cancer Awareness Resistance & Education student organization) raised more than \$100,000 in its 2006 annual Relay for Life.

Other Grand Valley student organizations also conduct service projects, including fraternity and sorority life and multicultural organizations.

Undergraduate and Graduate Students Independent Study Opportunities

In Winter 2007 through Winter 2008, 1,156 undergraduate students and 209 graduate students were enrolled in independent study courses. The university supports independent study options; all departments utilize independent study opportunities to afford students the flexibility many need to pursue topics of interest.

Core Component 4d: **The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

Grand Valley motivates its students, faculty, and staff to adopt lifelong learning practices by supporting a wide range of services, programs, and activities that foster the responsible acquisition, discovery, and application of knowledge. Opportunities for developing ethical reasoning skills combine with opportunities for service learning and leadership development to instill a heightened commitment to professional and social responsibility. These hallmarks of the university's learning and teaching experiences reflect an institution-wide culture that produces competent, caring graduates and develops faculty to serve as exemplary models.

Focused Emphasis: Learning Ethics and the Responsible Use of Knowledge

An emphasis on the ethical acquisition and use of knowledge is ubiquitous at Grand Valley. This emphasis arises through both content focus and moral reasoning skill development. Academic units offer an average of five courses focusing on personal ethical development and understanding of professional and social ethics standards; the number of such offerings is increasing. Faculty administrators support the practical application of moral reasoning, and that skill is emphasized in many academic and co-curricular programs.

For example, in the School of Computing and Information Systems (SCIS), a faculty-led effort was launched in 2005 to strengthen ethics in the school's curricular and co-curricular activities. Funding from the Pew FTLC was secured to support several initiatives including establishing a bi-monthly ethics book club and selecting two required courses to incorporate

formal ethics instruction and assessment using case studies and the Association of Professional Machinery Code of Ethics. A campus-wide lecture series with nationally prominent speakers and a student debate program on ethical issues in Internet privacy were actively supported by the provost, and the university president introduced the programs. Additional innovations in ethics and the responsible use of knowledge are planned to support a future SCIS application for Association for Computing Machinery (ACM) accreditation.

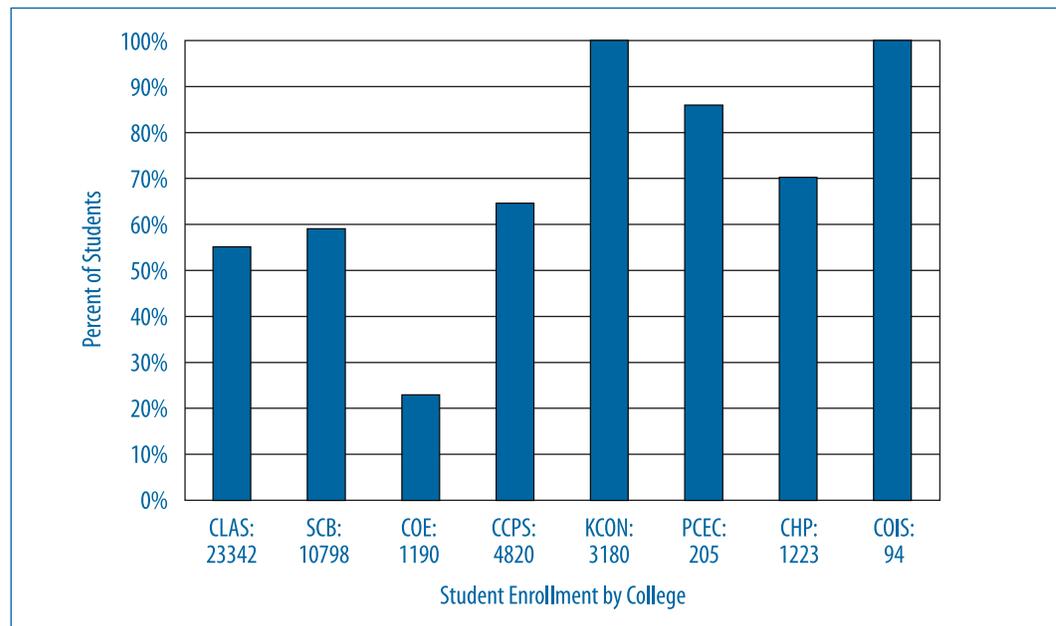
In a second example, the Seidman College of Business (SCOB) identifies ethics and integrity among its core values. Ten years ago the college established one of the first ethics centers in a United States college of business. This center's goal is to raise awareness of issues of integrity and morality through regular meetings among the local business community and faculty. From these interactions, local business leaders have become increasingly active in the Grand Valley learning community in uniquely interactive ways, including facilitating discussions with students, sponsoring guest speaker seminars, and providing practical experience perspectives to emerging ethical issues in business. This dialogue infuses the learning environment with heightened ethical sensitivities.

Seidman College of Business undergraduate majors are required to take as many as four courses with a significant ethics content component. Faculty who teach these courses coordinate content with an ethics coordinator for the school and with philosophy business ethics faculty. In 2006–2007, the ethics center established two inaugural two-year undergraduate scholarships in business ethics. Additionally, there is an ethics theme, a short ethics course in the graduate curriculum, and the college-required ethics component which is available across all business disciplines. Ethics was identified as one of SCB's strengths during its 2006 accreditation review. Accreditation document is available in the resource room.

In addition, Seidman College of Business graduate programs have two ethics requirements and sponsor the annual Barry Castro Memorial Ethics lecture series. All M.B.A. students must complete a 1.5 credit Ethical Problems and Perspectives course, and as of Fall 2008, all M.S.A. students must complete a three-credit Ethics for Accountants course. The state of Michigan requires the latter course for CPA certification, though the course has enjoyed wide popularity for several years as an elective.

Across the university, tenure-track faculty predominately serve as ethics mentors and role models to students. This assures that students have opportunities for repeated faculty connections over time and enables better faculty assessment and guidance of students' professional and personal ethical development. Students in pre-professional and professional programs are especially well mentored in this regard; the proportion of students taught ethics by tenure-track faculty averages above 60 percent across the university, 85 percent in the college of engineering, and 100 percent in the colleges of nursing and interdisciplinary studies. Figure 6-10 represents total enrolled students, by college, for the period of Spring/Summer 2004 through Winter 2008. These eight colleges represent 90 percent of the university's students.

Figure 6-10: Percentage of Students Taught Ethics by Tenure-Track Faculty by College (SS04–W08)



Grand Valley Promotes Responsible Use of Knowledge Through Standards of Conduct

As stated in the Grand Valley Student Code, the university’s academic community seeks, disseminates, and uses knowledge in pursuit of truth. Freedom of inquiry and expression are considered indispensable elements of academic life for both students and faculty. While the university advocates for a thoughtful and reasoned search for truth, individuals must be socially and ethically responsible in expression and action, respecting the rights of others.

Section 200.00 of the Grand Valley Student Code delineates the rules and regulations governing student conduct and instructor responsibilities. Standards specifically related to responsible use of knowledge include appropriate use of computer technology and electronic transmission; availability, accessibility, and destruction of educational records; integrity of scholarship and grades; plagiarism; and circulation of information.

Students are introduced to these conduct standards and academic policies during freshman and transfer student orientation, and many courses include the relevant sections of the Student Code in their course syllabi. All faculty and staff are given an overview of all policies and procedures during their orientation to the university and receive updated versions of the Grand Valley Student Code on an annual basis. Faculty, students, and staff demonstrate their commitment to these ethics standards through professionalism in pedagogy, community outreach in education, and research integrity.

In education, engineering, social work, the health professions, and nursing, most faculty teach the professional code of ethics from the national organizations, even though students cannot be held to some of the codes’ provisions (e.g. required reporting of risks to minors or patients). Students are not licensed professionals, so the professional code of ethics does not apply to them, though the student code of ethics does. Some professional school faculty require their students to report unethical field work experiences for discussion and possible action. It is an excellent educational experience that draws on many aspects of learning to apply knowledge responsibly.

Grand Valley Promotes Responsible Application of Knowledge Through Service Learning

In addition to traditional classroom instruction in ethics, many units offer opportunities for service learning as a means of translating knowledge about social responsibility into social action. Service learning helps students apply ethics reasoning skills, develop leadership, and demonstrate socially responsible application of classroom content. Examples include the following:

- Nursing 451 includes a community-based direct care service component for city residents of selected neighborhoods.
- Statistics 311 students, via a public survey, collected and analyzed community perceptions of needed changes in local city infrastructure.
- Seymour and Esther Padnos College of Engineering and Computing sponsors a non-curricular project on playground construction and housing repairs for underserved neighborhoods and an annual Pinewood Derby car building and racing activity for fifth-grade students.
- An annual, two-week international service learning opportunity for undergraduate and graduate students in the School of Social Work to work with health, human service, and community development organizations in El Salvador is offered as a three-credit global service learning course.
- Sororities and fraternities volunteer at God's Kitchen; Hospitality and Tourism Management students volunteer at Dégagé Ministries drop-in center for homeless persons.

Grand Valley Promotes the Responsible Conduct of Research

In July 2006, the Graduate Studies and Grants Administration (GSGA) division established an office of grants development and administration to better coordinate and support research development, conduct, and oversight. The GSGA provides oversight to the development of explicit policies and procedures to ensure ethical conduct in its approved research activities.

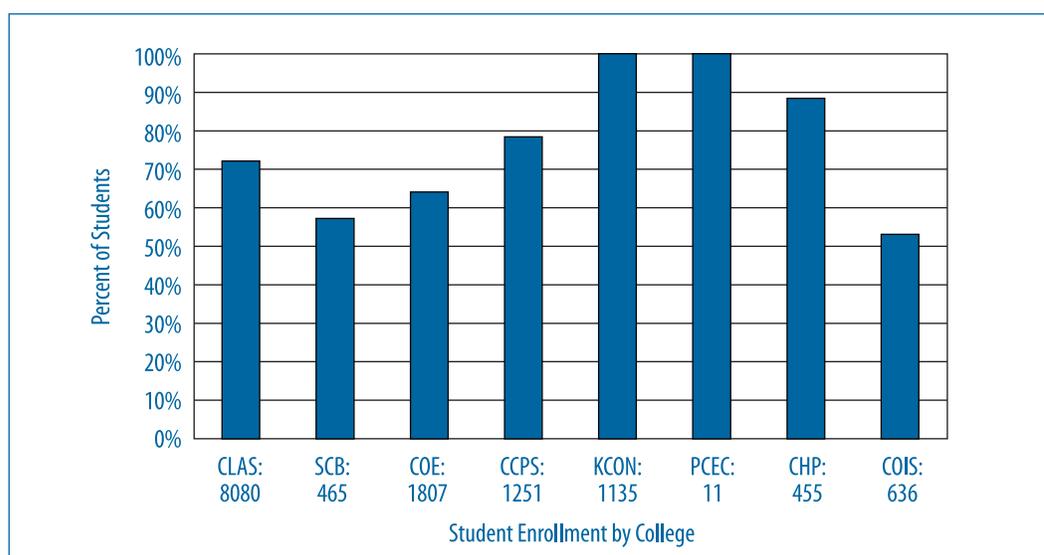
The Human Research Review Committee (HRRC) — the university's Institutional Review Board — and Institutional Animal Care and Use Committee (IACUC) are comprised of experienced faculty and community members dedicated to the protection of human and animal research subjects. The Chemical Hygiene Committee oversees compliance with standards for the handling of hazardous materials. Together, these three committees foster the responsible conduct of research throughout the university.

All university researchers and their affiliates, partners, and collaborators at other institutions are offered free online and local seminar training in research subject protections and interpreting the federal regulations. All three committees' members are expected to be fully trained and stay current with regulatory developments. In Fall 2005, a university-wide task force under the leadership of the HRRC chair developed policies and procedures for responding to allegations of research misconduct. The work was based on the model program suggested by the federal Office of Research Integrity and was completed and approved by the Board of Trustees in June 2006. The Office of the Provost has authorized the HRRC to begin preparations for pursuing independent accreditation by the Association for Accreditation of Human Research Protection Programs (AAHRPP).

The research enterprise is not limited to faculty; Grand Valley also requires its undergraduate and graduate students to conduct research in conformity to the ethical principles in the Belmont Report. One-fifth of Grand Valley students are pursuing graduate degrees, and many of these must complete rigorous research project requirements. Virtually all students

become either producers or critical consumers of academic research reports, and familiarity with research methods and ethical principles is needed for both functions. In addition to evaluating scientific merit and validity of the research outcomes, critical thought also must examine the responsible conduct of research procedures themselves. Every academic unit at Grand Valley offers courses in research methods, ethics, and standards, with an average of more than five courses per unit, totaling 239 courses in 42 units. A significant majority of those teaching research courses in each college are tenure-track faculty (Figure 6-11).

Figure 6-11: Proportion of Students Taught by Tenure-Track Faculty 2007–2008



Note: The number shown under each college in Figure 6-11 represents its total enrollment in research courses in 2007-2008.

In addition to human and animal research subject protections, chemical safety and OSHA regulations are followed in every bench research laboratory on all Grand Valley campuses.

Intellectual Property Rights Policy

Beyond compliance with federal and state laws and regulations and ethics standards, Grand Valley regularly creates, disseminates, and enforces policies regarding intellectual property. At its January 28, 2005 meeting, the University Academic Senate (UAS) voted unanimously to approve and disseminate an intellectual property policy that applies to faculty, staff, affiliates, and students. As stated by the Academic Senate, “UAS supports the new Intellectual Property Policy as a way to stimulate creativity and promote interdisciplinary collaboration and innovation among faculty. By creating a cooperative process for entrepreneurs, Grand Valley State University will both promote the public good and foster the creative application of scholarship. The resulting products and potential commercialization may also benefit the wider community.”

In April 2005, the Board of Trustees approved the Intellectual Property Policy (IPP). The policy is published in the university’s Administrative Manual and includes guidelines related to ownership, right to use, and commercial application. The policy reads as follows:

Grand Valley State University seeks to promote the public good through excellence in teaching, active scholarship, and service. In the course of these activities, faculty, staff, and students create Intellectual Property that may be eligible for copyright, patent, and other forms of legal protection. In order to reinforce the fairness of mutual commitment and in the spirit of academic freedom, the university recognizes the rich and varied products of

individual scholarship, in all its manifestations, are rightly the property of the creator except as otherwise defined by this policy. The university also recognizes that Intellectual Property should remain available for the benefit of the entire university community and that the creators shall not use Intellectual Property in conflict or competition with the university. Therefore, the Grand Valley State University community seeks to establish an environment in which the creation of Intellectual Property is suitably recognized as an academic achievement and in which the benefits of intellectual property to the creators, the university community, and the general public are optimized.

The university will continue to review its Intellectual Property Policy for relevance, widely disseminate the policy to its constituents, and initiate changes in this policy, as appropriate.

Conclusion

Grand Valley has made strides in promoting the acquisition, discovery, and application of knowledge by all members of its learning community over the last decade. It has developed effective means of supporting freedom of inquiry, creativity, practice, and social responsibility in ways that are fully aligned with its mission.

Strengths

1. The university supports research and scholarship by graduate and undergraduate students and faculty. It provides access to many venues where outstanding work products can be disseminated, appreciated, and recognized by the academic community and external entities.
2. General education in the liberal arts tradition provides a firm foundation for the university's undergraduate academic offerings. Faculty members are involved in setting, administering, and delivering university-wide programs. The commitment of faculty to liberal education is strong and ensures the curriculum remains faculty-directed.
3. Grand Valley graduates are valued and respected by employers and other institutions as evidenced by their high rates of employment and admission to graduate programs. The university's students attain the knowledge and skills they need to be effective and excel in diverse work environments and community settings.
4. Ethics is integral to the academic climate of the institution. Tenure-track faculty instruction, guidance, and mentoring serve as foundations for the responsible acquisition, discovery, and application of knowledge in all disciplines.
5. Beyond classroom instruction, students demonstrate the responsible acquisition and application of new knowledge through a wide range of service learning opportunities. Personal responsibility is instilled through explicit standards of conduct while at the university and in professional life.

Opportunities for Improvement

The institution recognizes there are areas in which it can make changes that will increase, strengthen, or otherwise improve the participation of members of the academic community in inquiry, creativity, practice, and social responsibility.

1. Increasing and sustaining funding and other resources to expand and extend collaborative faculty and student research is critical to the achievement of its learning outcomes.
2. Fully implementing the existing assessment plans for every course in general education including taking action to translate all assessment results into actions will better align courses with students' learning needs and the institution's mission.
3. Identifying ways to enhance the institution's international programs, including improving and expanding study abroad programs and increasing the number of international students who attend Grand Valley, will add depth and breadth to the entire learning community.
4. Securing, allocating and disseminating resources that will promote the growth of faculty scholarship and research, at state, national, and international levels, will help balance workloads and enhance the institution's reputation as an effective learning community.
5. Increasing the diversity of the university's student body, faculty, staff, and administration will more effectively prepare students to participate in a pluralistic society and compete in a global economy.



**GRAND VALLEY
STATE UNIVERSITY**
www.gvsu.edu

**Chapter Seven
Criterion Five: Engagement and Service**



Accreditation Self-study Report 2008



Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

The complexity of the economic and social problems facing Michigan has focused the attention of the state and its regions on higher education as a crucial resource to help identify and capitalize on the opportunities and respond to the challenges of creating innovative and sustainable economies, livable communities, collaborative governance, and social equity. Grand Valley is a comprehensive university with deep and long-standing connections to West Michigan. It is not only well-situated to serve as a regional steward; it is also positioned to play an active role as a catalyst for state and regional economic growth and social change by continuing to distinguish itself with academic programming that responds to local needs, an emphasis on effective workforce preparation that improves employment chances, and a commitment to providing higher education that is broadly accessible to all residents.

Since Grand Valley's founding in 1960, West Michigan has grown into a metropolitan region of more than 1.1 million residents. The region's identity has also been transformed. From a modestly-sized urban core renowned for the manufacture of office furniture, automotive parts, and other durable goods surrounded by substantial agricultural enterprises, West Michigan is a burgeoning international hub of knowledge production and dissemination. In 2005, the Grand Rapids Metropolitan Statistical Area ranked sixth highest on the Centre for International Competitiveness' biannual World Knowledge Composite Index, an integrated and overall benchmark of the knowledge capacity, capability, and sustainability of 125 leading regions around the world, as well as a measure of the extent to which this knowledge is translated into economic value and transferred into the wealth of the citizens of these regions. Contributing to West Michigan's high overall rank in this index were its top rankings on many specific knowledge indicators. Of the 125 leading economic regions around the world, West Michigan was ranked as follows:

- Third in automotive and mechanical engineering employment sectors per 1,000 population
- Fourth in higher education expenditures per capita
- Seventh in research and development expenditures by business per capita
- 10th in primary and secondary education expenditures per capita
- 16th in patents registered per capita
- 26th in gross domestic product (GDP) per capita
- 30th in biotechnology and science employers per 1,000 population
- 31st in economic activity
- 36th in labor productivity

These high rankings in comparison to the rankings of other global regions illustrate the high demand for businesses and individuals in West Michigan able to create, understand, and utilize knowledge for innovative products and services. Moreover, these rankings help define the context within which Grand Valley's constituents increasingly frame their expectations of the university's roles and its contributions to their lives and the promotion of the common good.

In the tradition of many comprehensive U.S. universities with strong regional ties, Grand Valley engages and serves a range of diverse constituents. This engagement and service is characterized by the following:

- A commitment to excellence and responsiveness within a scope of influence defined by the needs of the West Michigan region, and to outstanding programs and other distinctive characteristics that have a magnet effect, even beyond West Michigan's boundaries
- A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and well-prepared student body, promotes high levels of student achievement, offers effective, timely academic assistance, and provides developmental programs for a limited student cohort

- A range of disciplinary and interdisciplinary academic programming at the baccalaureate and masters levels, as well as a range of professional programs at the baccalaureate and post-baccalaureate levels, including a limited number of professionally oriented doctoral level programs
- A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the university's regional scope of influence
- A commitment to scholarly and creative work to enhance instructional effectiveness, to encourage faculty members' scholarly pursuits, and to conduct research in selected areas of institutional strength, which address regional needs

In the context of its responsibility to identify and serve diverse constituencies, Grand Valley has achieved and sustained a simultaneous focus on students and society. Its purpose as a comprehensive university is intimately tied to its public mandate of providing high quality, accessible, and affordable educational opportunities. The university's focus on student constituents is directed toward maximizing their human capital through the provision of post-secondary opportunities for them to increase their individual, social, and economic value. Such a focus allows students to achieve increased real lifetime income benefits and sustain an improved quality of life for themselves and their families.

The university's focus on its constituents in the broader society is directed toward promoting the common good and maximizing social welfare by increasing productivity and real wealth and expanding civic responsibility and participation. The university adds economic value to the lives of its faculty, staff, and other community members by providing them access to educational opportunities of quality and substance, stimulating their intellectual growth and individual productive capacity, and ensuring West Michigan has a stable supply of knowledge and skills that address the region's greatest needs.

In serving as a responsible steward of West Michigan's many natural, built, and human resources, Grand Valley has become one of its most important economic anchors by making long-term public investments that promote regional stability and by increasing the size, diversity of skills, and productivity of its labor force. The university plays a major role in retaining graduates and jobs within the region, as well as in creating wealth and attracting private investments as it stabilizes the regional economy, stimulates its economic growth, and preserves the value of its economic and social assets for future generations.

Grand Valley's mission-based contributions to social and economic development through education, human capital development, creation of knowledge, and the promotion of innovation are among the principal measures of its direct impact on its constituents. But its indirect impacts on the region are also substantive, extending to every area of the university's operations, including purchasing and procurement activities that have significant multiplier effects and preservation of the economic infrastructure and establishment of a larger and more stable regional tax base; as well as to outreach activities, such as business incubators, entrepreneurial assistance and collaborations with other institutions of higher education, businesses, and government.

In a state such as Michigan, where the brain drain and the loss of jobs are real threats to individual and regional prosperity, Grand Valley creates value through educational programming that confers a measurable advantage to graduates. Compared with workers with only a high school diploma, its graduates who complete post-secondary degrees are twice as likely to have a job and, on average, to command a significantly higher salary. The university's programs of continuing education are also of economic importance in preserving the market value of specialized education — particularly in professional fields. These programs and other university workforce development initiatives provide support for entrepreneurial activity and promote the creation and retention of jobs in Michigan.

Since its founding in Allendale in 1960, Grand Valley has grown to become a vital part of the education and research efforts in Michigan, developing campuses in Grand Rapids and Holland and centers in Muskegon and Traverse City. Within Grand Rapids, the university has played a leadership role in the recent initiative to make the state's second largest metropolitan region a hub for the biotechnology industry. In 2003, the university opened the Cook-DeVos Center for Health Sciences on the Medical Mile, an area of Grand Rapids it shares with the Van Andel Institute and Spectrum Health, two of its health care education and research partners. In 2007, the presidents of Grand Valley State University and Michigan State University signed an agreement to collaborate on future research and academic projects that will enhance the state of health care in the region.

In 2003, the West Michigan Science and Technology Initiative (WMSTI), a partnership between the Right Place, Inc., Van Andel Research Institute, Grand Valley State University, the City of Grand Rapids, and Grand Rapids Community College, was created to promote and attract high technology business development to the area using a business incubator model. This partnership has recently expanded to include Spectrum Health, Saint Mary's Health Care, Mary Free Bed Rehabilitation Hospital, and the Grand Angels. The initiative is one of two SmartZones of the university authorized by the Michigan Economic Development Corporation; the other is located in Muskegon. See <http://www.wmsti.org/>.

WMSTI tenants occupy the fifth floor of Grand Valley's Cook-DeVos Center for Health Sciences and have access to the New Venture Center, which includes laboratory facilities, machinery and equipment such as tissue culture laboratories, a cold room, a warm room, sterilization area, preparation room, radio-isotope room, microscopy suite, specialized instrumentation room, and cell and molecular biology laboratory. Current WMSTI clients include a range of corporations that enhance the West Michigan academic and economic environment. These include SoyUltima, which has developed a patented processing technology that unlocks the bioavailability and functionality of the whole soybean; Avalon Laboratories, a medical device product development organization; the Center for Molecular Medicine, a joint venture between Spectrum Health and the Van Andel Institute that is developing new technologies for the diagnosis of disease; and Elkins Innovations, which is developing new prosthetic technologies.

Collaboration with a range of regional constituents has played a major role in WMSTI's success. The Biotechnology Commercialization Collaboration program brings health services and education providers together to produce commercially viable opportunities. To date, four patents have been filed, with several other projects continuing on the commercialization pathway. In 2006, WMSTI and the Van Andel Institute announced the construction of a new, FDA-approved good manufacturing practice lab. The facility will support the development of new drugs to treat cancer and other diseases.

The university's mission-focused research efforts are neither limited to Grand Rapids nor even to biotechnology and medical research. The Robert B. Annis Water Resources Institute (AWRI) in the Lake Michigan Center on Muskegon Lake, promotes collaborative research and educational programming with strong regional impacts on many constituents. It operates two research vessels, offers the Water Resources Outreach Education Program for K-12 schools and community groups, and hosts an international, interdisciplinary, water science and education program for formal and non-formal educators of K-12 students. See <http://www.gvsu.edu/wri/>.

West Michigan has a tradition of encouraging and valuing higher education and its contribution to the region's quality of life and economic vitality. Since its founding, Grand Valley has prepared nearly 65,000 graduates for productive careers. Of these, an estimated 85 percent live and work in the region — an impressive and significant contribution to its economic well-being.

Looking ahead, Grand Valley has plans well underway to meet the growing and changing higher education needs of the region, including the needs of traditionally underserved communities.

It is continuing to expand its core educational offering with new programs designed to improve student experience and retention and ensure academic success, including new learning communities, and increased on-campus housing. It has upgraded its assessment strategies to provide appropriate feedback to all of its constituencies and foster confidence in its results. With convenient locations, relevant programs, a wealth of student services, and affordable fees — among the lowest of any comparable institution in the nation — Grand Valley is well positioned to help students of all backgrounds discover and develop their personal potential and career paths. It is also poised to achieve its broader mission to generate knowledge that results in new products, services, jobs, and entrepreneurial opportunities for the region, as well as to improve the educational, cultural, economic, environmental, and social conditions in West Michigan.

Core Component 5a: The organization learns from regional, state, national, and international constituents/communities.

The university learns from the communities it serves, most notably through college and departmental service-learning initiatives and collaborative research endeavors. These projects and initiatives allow members of the university community to participate in collaborative efforts where theory and practice are combined for the mutual benefit of the students and the community. Beyond the immediate region, these formal educational partnerships and activities of faculty, staff, and students allow the university to become an integral contributor and active member of state, national, and international communities.

Public/private partnerships are made possible in part by successful advisory committees. These committees provide direct feedback from community members and practitioners in their respective fields. This feedback includes curricular advice and input on trends in the discipline or the community that would benefit from university response to keep our offerings targeted to regional needs.

Engineering

For the Seymour and Esther Padnos College of Engineering and Computing, an active advisory board of leaders from area manufacturers and private engineers has resulted in a strong interest among employers in co-op employment (more than 200 businesses) and sponsorship for senior design projects (15–20 corporate sponsors per year, often resulting in proprietary products or systems for the companies and invaluable hands-on experience for students). Both programs offer a direct channel for real-world input into the curriculum.

Nursing

The Kirkhof College of Nursing has an active advisory committee; the Community Advisory Council, which has wide representation from the nursing profession and local health providers. The committee provided valuable input into the college's strategic planning and re-accreditation processes. Outcomes of committee involvement included the following:

- Focusing curriculum content on the emerging needs of the aging population
- Raising awareness of the need for nurse leaders in the community
- Expanding the pool of racially and ethnically diverse nurses
- Increasing outreach to constituent groups about the KCON's research capabilities
- Connecting the KCON with the health needs of specific local populations

The KCON Advisory Council was instrumental in creating community partnerships including those with agencies like the local area Agency on Aging on the Get the Lead Out project and Spectrum Health, which generated a \$1.4 million grant for an accelerated second degree program from the state of Michigan. The Spectrum Health project addresses nursing shortages by expediting the time needed for students to move through their respective programs.

The KCON's receptiveness to partnering with social service agencies was instrumental in two community health ventures now yielding benefits for area populations:

- KCON Academic Nurse-Managed Center (ANMC)

The ANMC, known as the GVSU Family Health Center, is housed in the Ferguson Renaissance Center (FRC), a community-based, integrated housing center. The FRC, provides physical, mental, and spiritual support services for low-income, previously homeless community members. The center, located in the Heartside neighborhood of Grand Rapids, is near the city's center and offers KCON a diverse client base, with exceptional opportunities for faculty practice, clinical research, graduate and undergraduate student experiences, and collaboration with other disciplines and services in providing primary health care.

The ANMC relationship with Grand Valley began in 1998, when KCON was one of a consortium of schools of nursing in Michigan to receive funding from the W.K. Kellogg Foundation to develop and operate academic nurse-managed health centers. Since this initial funding ended in 2004, money has been allocated in KCON's base budget to support ANMC personnel and operating expenses. These monies, along with revenue from client visits, have provided the necessary funds for continued operation.

At the GVSU Family Health Center, KCON faculty members participate in professional practice, clinical care, and administration. They mentor graduate students in research activities and have assisted with the development of educational and orientation materials. The center offers an excellent clinical practice site for students and selected faculty, as well as primary health care services for the community.

- Muskegon Community Health Project (MCHP)

In Fall 2001, staff from the Muskegon Community Health Project approached Grand Valley for research consultation regarding a proposed prevention project intended to address the burgeoning problem of morbidity associated with diabetes mellitus in Muskegon County's African American population. After a highly successful research translation project funded by a grant from the Blue Cross Blue Shield Foundation of Michigan, MCHP staff and KCON representatives met in 2005 to discuss the possibility of a formal research partnership between the campus and the community. In recent developments, space at the Grand Valley Michigan Alternative and Renewable Energy Center (MAREC), which is located near the MCHP, has been allocated for this partnership.

Business

The Seidman College of Business Dean's Advisory Board is engaged in its activities to achieve the mission of the college. CEO's and upper management executives serve on the board and have increased the college's stature in the business and broader community, helped to evaluate curriculum, made presentations in classes, and provided internships and employment opportunities for Seidman graduates. The board is comprised of 30 members; and 10 percent of the members are alumni of the college.

This advisory board has its parallel in the Seidman Alumni Association board, which sponsors a speaker's breakfast series and promotes the recognition of alumni accomplishments through recognition dinners. The breakfast series is held several times a year, with attendance ranging from 100 to 250 people from various business sectors.

Aided by strong community connections, the college continues to earn laurels. Aside from earning its reaccreditation in January 2007, the college was named by the Princeton Review in October 2007 as one of the Best 290 Business Schools for 2008.

Other colleges, such as the College of Health Professions, are now developing advisory committees through community health partners, clinical relationships, and private supporters. The College for Health Professions is recruiting members from Lansing, the lakeshore, Grand Rapids, and Kalamazoo, representing the breadth of West Michigan. The activities of the advisory boards include academic and curricular advising as well as fundraising.

Initiatives Involving Neighborhoods

The School of Criminal Justice, in coordination with local community leaders, faculty, and local police agencies through Project Safe Neighborhoods (PSN), engages in and evaluates crime reduction strategies in West Michigan. PSN is a national anti-gun violence program sponsored by the U.S. Department of Justice and the Bureau of Justice Assistance. PSN is directed by the lead law enforcement agent in each of the U.S. Federal Districts and the Office of the U.S. Attorney. Grand Valley's School of Criminal Justice serves as the fiscal agent and PSN task force advisor for the Western District of Michigan. Grand Valley's School of Criminal Justice has been awarded approximately \$2 million over the last four years for this initiative.

The Muskegon Community Health Project is a research initiative that seeks to assertively expand health research in Muskegon County and West Michigan. Muskegon County and its municipalities of Muskegon and Muskegon Heights are some of the most disparate communities in the state of Michigan. For example, rates of death from diabetes per age group are higher in Muskegon County than the state death rates from this disease. The project and the faculty and students participating in the project engage in many initiatives that are concerns to health care researchers in all of the health professions programs offered at the university.

In Grand Rapids, the Kirkhof College of Nursing faculty members work with the Southwest Area Neighborhood (SWAN) to provide community-based care and service. In this diverse neighborhood, senior nursing students have opportunities to apply community health nursing theory. They provide health education and screening services, supply case management services for high-risk individuals and families, and engage in community participatory research. As a result, during the past four years a culture of health has developed within the community. Current research activities include a lead paint retailer project and the development of a community program to reduce lead exposure.

Educational Partnerships

In Grand Rapids, the College of Education, working in partnership with Grand Rapids Public Schools and the departments of history, geography, and political science in the CLAS, is completing the second year of a Federal Title II grant designed to improve teacher quality. This nonrenewable award was for \$175,000. The purpose of the civics grant is to assist the Grand Rapids Public Schools in the implementation of civics instruction at the high school level. This project allows university faculty to interact with teachers to bring together both theory and practice regarding the best in both content and pedagogy.

The College of Education teams with Godfrey-Lee Public Schools in Kent County to provide summer school for K-12 students who speak languages other than English. The English Language Learner (ELL) Summer Literacy Program addresses the growing ELL population in West Michigan and provides educational experiences for graduate candidates in the M.Ed. Reading/Language Arts program and Teachers of English to Speakers of Other Languages (TESOL). In addition to providing an excellent learning environment for candidates enrolled

in master degree programs at the university, the ELL Summer Literacy Program extends the educational setting into the community, which enhances and builds a stronger understanding of individuals in the community as well as the diversity of the community as a whole. Over the past two years, the program has grown from 20 public school students to 72 students.

The Seymour and Esther Padnos College of Engineering and Computing faculty and students work with fifth grade students at Sibley Elementary — a Grand Rapids Public School — providing instruction of basic engineering principles. The project, Sibley Elementary Science and Engineering Learning, supports the college's mission of engaging young students in opening their minds to careers in science, technology, engineering, and mathematics. Consistent with the Padnos College of Engineering and Computing mission, the Science, Technology, and Engineering Preview Summer Camp (STEPS) provides young women from low-income backgrounds, who are entering the seventh grade, opportunities to experience the excitement of science and engineering by immersion in a hands-on engineering project, which results in a fully functioning remote controlled airplane. The STEPS program was tracked by the Society of Manufacturing Engineers (SME) and will continue to be tracked through the university's Padnos College of Engineering and Computing Science.

Community Working Classics is an award-winning service-learning seminar at the university devoted to testing the value of a liberal arts education by taking the course to places and people who have little or no access to such an education. Under the authority of the liberal studies and philosophy departments, Grand Valley faculty and advanced students offer humanities courses to participants at the Muskegon Correctional Facility, the Job Corps, and The Source in Grand Rapids.

Public School Academies/Charter Schools

President Arend D. Lubbers initially recommended to Grand Valley's Board of Trustees that the institution become an authorizer in Michigan to contract with non-profit school board corporations to operate public schools. He expressed a desire to assist the state's schools by providing university expertise and introducing public school competition. The university approved the first contracts in 1994.

Although the law identifies such schools as "public school academies," they are often called "charter" schools. Grand Valley issues a contract, appoints a school board and holds this board accountable for the performance of the school. The school board is responsible for operating within federal and state laws, as well as within the parameters of the university-issued charter agreement.

Today, Grand Valley authorizes 30 public school academies. The Charter Schools Office (CSO) reports to the university's president and board of trustees on the performance of these schools. The CSO comprises the special assistant to the president for charter schools, one administrative assistant, a school performance specialist, a compliance officer and four field service representatives. The CSO reviews and evaluates the performance of the schools in several areas including governance, student achievement in comparison with comparable schools, attainment of educational goals, adherence to law, compliance with reporting requirements, facilities, and financial stability. The university funds CSO operations through a fee of up to three percent of state funds allocated to the schools.

In April of 2007, the university's Board of Trustees broke new ground again by becoming the first Michigan university to approve a contract for another new public school, the urban high school. Up to 15 such schools may be chartered in Detroit. These high schools may include grades K-12, but must include the high school grades within five years of opening and are sponsored by a non-profit corporation to provide support to the school. The first school will be the University Preparatory Academy of Science and Math, located at the Detroit Science Museum. It is sponsored by the Thompson Educational Foundation.

After 14 years of experience authorizing these specialized schools, Grand Valley is now the second largest university authorizer in the state.

Sustainability and Environmental Initiatives

The university takes its responsibility for environmental sustainability seriously and has received national recognition for its efforts. It has hired a director of sustainability to lead the sustainability initiative that supports the administration, academic units, facilities, housing, dining, and other university entities to develop sustainable practices. The director of sustainability also works externally with community partners in a collaborative effort to develop a sustainable community.

Grand Valley was a founding member of the 2005 Community Sustainable Partnership, along with the City of Grand Rapids, Grand Rapids Public Schools, Aquinas College, and Grand Rapids Community College. The partnership has now grown to more than 150 stakeholder members including businesses, municipalities, nonprofit organizations, and academic institutions. Grand Valley's role is to provide expertise and intellectual capital to help others develop strategies and practices for sustainability. Grand Valley provides interns and student support for organizations and businesses developing sustainable practices. Members of the partnership are committed to work together to restore environmental integrity, improve economic prosperity, and promote social equity through sustainability "triple bottom line" reporting.

West Michigan unveiled its first sustainability "triple bottom line" indicator report in April 2007, and Grand Rapids issued its first indicator in the second quarter of 2007. To date, approximately 10 organizations have issued sustainability indicators including Grand Valley. Recently the City of Grand Rapids and the Community Sustainable Partnership received the first U.S. designation by the United Nations as a Regional Center of Expertise in education for sustainable development.

In October 2007, the Sustainable Endowments Institute selected Grand Valley as a winner of the Sustainability Innovator Awards for its comprehensive sustainability strategy. The university initiative has also been featured twice on the Society of College and University Planning (SCUP) simulcast highlighting innovative schools.

The Seymour and Esther Padnos College of Engineering and Computing has partnered with others in the community to build a "green" house, track hospital waste, and develop products that support sustainability. Grand Valley's faculty are working with a community in Nicaragua to develop innovative products for sustainable farming and marketing.

In addition, President Haas has joined with other university presidents in signing the Talloires Declaration, which commits the university to work with other educational institutions to provide students with education in sustainable principles and practices. President Haas also signed the Presidents Climate Commitment Agreement, which commits the university to reducing greenhouse gasses, developing climate-neutral strategies, and sharing its sustainability best practices and progress with others.

The university's commitment to serve local and global communities is also apparent in downtown Muskegon. The Annis Water Resources Institute (AWRI) and the Michigan Alternative and Renewable Energy Center (MAREC) are located in industrial sites on the waterfront. This location was chosen in an effort to help revitalize the downtown economy in Muskegon. While benefiting the immediate region, the center utilizes local partnerships to serve the future needs of a global economy.

The Water Resources Outreach Education program of the AWRI involves two research and education vessels: the *D.J. Angus* and the *W.G. Jackson*. These vessels — located in Grand Haven and Muskegon — are designed to serve as floating laboratories for aquatic sciences. Grand Valley encourages the study of the region's water resources by making the vessels

available for educational cruises as well as for research projects. AWRI also receives national funding for projects along Lake Erie and Lake Huron.

Funding has been received from the U.S. Environmental Protection Agency for the “W.G. Jackson” to make its annual “Making Lake Michigan Great” tour of the Lake Michigan basin. The university’s close proximity to Lake Michigan and its watershed make this program relevant to the interests of the community and to the university’s faculty and students. AWRI interns have the opportunity to work with the vessel program on research projects as well as assisting with the instruction of K-12 classes. The Water Resources Outreach and Education program reaches more than 6,000 people annually. Users of the vessels include 4th through 12th grade classes, colleges and universities, organizations, and adult groups. The majority of program participants are students in grades four through eight in Kent, Ottawa, and Muskegon counties.

The Michigan Alternative and Renewable Energy Center (MAREC) is the culmination of a cooperative effort. MAREC partners with several organizations: the Michigan Public Service Commission, City of Muskegon, Muskegon Area First, Muskegon Area Chamber of Commerce, Muskegon Area Community Foundation, Muskegon Community College, and Michigan Economic Development Corporation. The foresight, leadership, and support provided by these organizations have made it possible to pursue a vision with global implications for the development of alternative and renewable energy sources. Recently MAREC partnered with Austrian firm Entec Biogas GmbH on a biodigester project to convert manure to electricity. This project is underway at the Den Dulk dairy farm in Ravenna, Michigan. The project has the potential to bring new conservation techniques and job opportunities to the area.

These examples represent ways in which Grand Valley continuously serves and learns from its constituents, while consistently analyzing its capacity to serve their needs and expectations.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Grand Valley’s Continuing Education Regional Campus and Sites, in collaboration with numerous academic departments and colleges, conducts regular community needs assessments focusing on the academic degree completion and professional development needs of Kent, Ottawa, and Muskegon counties, as well as a number of other communities throughout Michigan reaching well over 2,500 individuals. Through Continuing Education, Grand Valley offers undergraduate and graduate credit courses, student services, advising, and degree completion programs at the university’s Meijer Campus in Holland, at the Stevenson Center for Higher Education on the campus of Muskegon Community College, and at the Northwestern Michigan College University Center in Traverse City.

The university’s Office of Continuing Education hosts the Muskegon Partnership Program, which is a collaborative effort to provide residents of Muskegon and surrounding areas access to a continuum of educational opportunities through recruitment, retention, mentoring, and advising. The particular focus of this program is low-income, first-generation students.

Continuing Education also provides professional development opportunities through initiatives that include the Professional Development Partnerships (PDPs), a collaborative effort primarily between the College of Education and the School of Social Work. PDPs create and maintain partnerships with schools, agencies, and businesses throughout the state of Michigan. In 2007, PDPs provided 278 workshops — 31 more than offered in 2006. A professional development requirement for more than 1,175 individuals was met through the PDPs. This reflects a 40 percent participant increase from 2006.

Grand Forum a division of Continuing Education is an educational outreach program for adults aged 55 years and older. Grand Forum provides the opportunity for individuals of diverse backgrounds to meet in an academic setting for the purpose of intellectual and social exchange. Led by university faculty and administrators, community leaders, Grand Forum members, independent scholars, and local professionals, the forums offer topics in such fields as the arts, business, current events, history, health, and science.

Grand Valley has hosted a regional Science Olympiad tournament for the past 24 years. The tournament is the largest regional tournament in the nation and has a reputation for providing students with an excellent science experience. Teams have routinely advanced to state and national competition. More than 350 faculty, staff, student, and parent volunteers offer their service to make the tournament possible. Approximately 25 high schools and 58 middle schools participate in the Science Olympiad tournament annually.

The Autism Education Center (Statewide Autism Resources and Training Project: START) has a mission to provide professionals and parents knowledge and skills to support individuals with autism spectrum disorder. Accessibility and sustainability are two of the primary objectives of the START project, which is a project funded by the Michigan Department of Education Office of Special Education and Early Intervention Services. The START model provides information, training, and support to local school systems and families, and must be institutionalized in order to continue beyond grant funding. A key goal of this project is to link schools, universities, and agencies within each region to create Regional Collaborative Networks (RCNs). By collaborating with stakeholders in their area, implementing a team collaboration model, and linking with the START project, RCNs are able to identify and expand effective practices, create local training opportunities, and establish local resource access. Although all RCNs share key components, they are individualized to the needs and characteristics of their region and stakeholders.

Grand Valley's Counseling Center joined with centers across the country to develop a national support network that is available to deliver emergency counseling services on campuses when violence erupts. In the recent shooting incident at Northern Illinois University, members of this national network — including three professionals from the Grand Valley Counseling Center — provided assistance to NIU's center staff to facilitate the reopening of this traumatized campus.

Faculty Service

The university's statement of values affirms that Grand Valley encourages and supports the collaboration of faculty, staff, and students with external partners in addressing mutual interests as well as global concerns. Faculty serve on various advisory boards and provide leadership in their professions, community, and professional associations at state, national, and international levels. They develop relationships, programs, and projects that benefit both the university and the communities in which they serve.

One example is the university's director of galleries and collections, who participates in local and state associations that include the Grandville Avenue Arts & Humanities, ArtServe Michigan, Michigan Museum Association, Saugatuck Center for the Arts Exhibition Advisory Committee, Muskegon Public Art Advisory Committee, and Muskegon Community Foundation. One way the university interfaces with the community is exhibitions, which are artist faculty curated by the director of galleries and collections at the Urban Institute for Contemporary Art in Grand Rapids.

Faculty and staff at AWRI serve on committees throughout the tri-region and beyond to offer technical expertise. The goal of AWRI involvement is to provide the best scientific information available that will result in more informed natural resource decisions by community leaders and the general public.

AWRI's collaboration with the West Michigan Strategic Alliance's Green Infrastructure Leadership Council resulted in the design of a map that shows the natural areas of the region. The map has been widely used in the region. The university has been an integral contributor to the state of Michigan as well, through involvement in the Green Infrastructure, which led to the passage of a community referendum resulting in a phosphorus ban in fertilizer in Muskegon and Ottawa counties. Collaborations with the Green Infrastructure Leadership Council also have involved assessing toxicity of contaminated sediments in local lakes and streams, identifying the value of ecosystem services provided by green infrastructure in west Michigan (<http://invest.wri.gvsu.edu/>), and producing a set of regional indicators (http://www.wm-alliance.org/index.php?initiative_id=3/).

The university's executive director of its Homeland Defensive Initiative and faculty member in the School of Criminal Justice serves as one of the world's foremost authorities on religious terrorism. The executive director has worked closely with federal law enforcement agencies since 1993 and more extensively after September 11, 2001, when Grand Valley seconded him to direct an FBI-sponsored anti-terrorism program. He returned to the university in 2005, and students in the School of Criminal Justice glean from his comprehensive knowledge of national security. The executive director continues to work with the U.S. Department of Justice anti-terrorism training programs and the Department of State's Anti-Terrorism Assistance Office.

Numerous examples of the faculty's professional service on behalf of the university, locally, regionally, nationally, and internationally are available for review in the resource room.

Staff Provide Leadership

The university's department of Public Safety supports joint efforts with area police academies. Grand Valley is one of the founding members of the West Michigan Training Consortium that reaches more than 60 police academies to provide training opportunities in West Michigan. The university hosts several seminars on the campus with the most recent held in the summers of 2007 and 2008. Grand Valley has also hosted leadership, supervisory, and other in-service conferences for law enforcement personnel.

Members of the Department of Public Safety also serve on the board of the Law Enforcement Leadership Committee with other chiefs of police from jurisdictions in Ottawa County including the Ottawa County Sheriff and prosecutors from the Department of Mental Health. Additional partnerships include police agencies in greater West Michigan with the AAA Automobile Club of Michigan in relationship to traffic safety and with AAA "Safe Kids" involving child seat inspection. Grant resources for a multi-jurisdictional alcohol enforcement team in and around Grand Valley involve partnerships with the Ottawa County Sheriff and the Holland Police Department in an Office of Highway Safety and Planning grant for Youth Alcohol Enforcement.

Student Involvement

Student Life and Event Services contributes to the vibrant campus community by encouraging student involvement in diverse experiences through increased awareness and accessibility. Approximately 300 Student Life programs and campus-wide events per semester reflect a learning-outcomes model that values community and embraces participation of local, state, national, and international communities. Student involvement at Grand Valley has seen extensive growth in recent years. The number and diversity of registered student organizations has grown by 181 percent between 2003 and 2006, and the number of involved students has grown by 405 percent (1,384 to 5,607), many of which take part in community service. In addition to regular classes, students and faculty collaborate with external partners at a local level through service-learning projects led by the university faculty and staff.

One such example of student engagement in the community is through the School of Engineering in the Seymour and Esther Padnos College of Engineering and Computing, where students worked with Mill Steel to design a customer survey of industrial steel buyers. Students were required to design and implement the project and deliver the results in a presentation to executives in Mill Steel's boardroom. In Grand Valley's program, teams of senior engineering students solve real-world engineering design problems sponsored by participating industries and other organizations. The projects take two semesters to complete, and at the end, the companies that participate have an actual working product.

While Student Life programs are most active in Allendale and Grand Rapids, students at the Meijer Campus in Holland also expressed interest in fostering a sense of student engagement on the small satellite campus. Continuing Education and Student Life partnered in 2006–2007 to hire a graduate student to coordinate activities specifically for the Holland campus. This paraprofessional advises the newly created Holland Student Organization and hosts events to concur with campus traditions including Homecoming, Make a Difference Day, Sibbs & Kids Weekend, and Intercultural Festival. The programs have been highly successful, involving a large number of students, faculty, and members of the Holland community.

Student participation in Grand Valley's location on the west side of Grand Rapids is characterized by significant community development and involvement with the diverse population of local residents. These, as well as other service-learning opportunities, are posted on the Community Service Learning Center Web site at www.gvsu.edu/service/.

Within each college and department of the university, the commitment and capacity to serve and engage with local communities is strong. Grand Valley has a decentralized approach to community service and each individual college and department has the autonomy to allocate resources for community initiatives. Many external partnerships are formed to serve the broader community.

Additional University Commitments Which Engage Constituencies and Communities

Grand Valley's Hauenstein Center for Presidential Studies (HCPS) was established at the university in 2001 to provide a foundation for influencing present and future leaders through the study of the American presidency. From the start, the center worked closely with the Gerald R. Ford Foundation and the Gerald R. Ford Presidential Library and Museum. In September 2000, Richard Norton Smith — a nationally recognized scholar on the U.S. presidency — stepped down as director of the library and museum to become executive director of the Ford Foundation and distinguished professor of U.S. presidential history at Grand Valley. As one of the world leaders in presidential studies, the Hauenstein Center accomplishes its mission through three initiatives:

- Ralph W. Hauenstein series is a succession of lectures, conferences, and debates throughout the academic year that bring American leaders in scholarship and writing to Grand Valley to discuss U.S. presidents and their impact on domestic and world affairs.
- Leadership Academy is a one-year program that provides insight from the scholars and training from the practitioners to help students and young professionals committed to public service. See www.gvsu.edu/hauenstein/leadershipacademy/.
- Allpresidents.org is one of the nation's fastest-growing Web sites devoted to the American presidency. The site is home to several initiatives, and through video and audio recaps it carries the benefits of the center's "off-line" initiatives to people all over the world. See <http://www.allpresidents.org/>.

The Arizona-Indiana-Michigan (AIM) Alliance, housed in the Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership within the College of Community and Public Service at Grand Valley, brings the resources from Arizona State University and

Indiana University to the nonprofit community in West Michigan. The alliance develops common research protocols for nonprofit research at the national level; studies and supports minority philanthropy, developing paths for deeper participation of communities of color in the nonprofit sector; and encourages professional development for young nonprofit professionals.

Grand Rapids Medical Education and Research Consortium (GRMERC) coordinates medical residencies in Grand Rapids, monitors continuing medical education, assists in clinical placements for physician assistants and nurse practitioner students, provides guidance in research projects, and presents an annual research day. Participants in the research presentations include medical residents as well as students from Grand Valley's physician assistant, physical therapy and occupational therapy programs.

The Family Owned Business Institute (FOBI) is involved in partnerships with other organizations within local, state, national, and international communities providing resources for family businesses. Working with local chambers, other universities, service providers, or other organizations, the institute serves as a coordinating body, helping to remove duplication of efforts and maintain focus of energy. It is also active in supporting the development of new research.

The FOBI Scholars Program encourages faculty to conduct new, high-quality research with an emphasis on family business issues. The institute has made this information and new knowledge easily available for family businesses, researchers, students, and consultants by creating a Web portal to build a "one stop" for information on family businesses. On average, the FOBI receives more than 40 inquiries a year from family businesses looking for help and advice. In addition, a number of national and world-renowned institutions such as the Wall Street Journal have contacted the Institute to help locate information and data on family owned businesses. The database of family businesses continues to grow, and the number of businesses willing to share their success stories on the Web site through the family business profiles has grown to about 100. The Michigan Small Business and Technology Development Center (MI-SBTDC™) provides no cost small business counsel, low cost business training, and market research for companies throughout Michigan. The Seidman College of Business serves as both the statewide program host and the regional business assistance provider for Kent, Ottawa, and Muskegon counties. The SBTDC is a learning laboratory for students to get firsthand experience in areas of market research, business plan development, finance, and strategy, while also providing a service to local small businesses.

The Grantmaking School is the only university-based program providing professional development nationally for experienced grant makers. The Community Research Institute, Arizona-Indiana-Michigan Alliance, and the Grantmaking School are all housed in the Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership within the College of Community and Public Service.

Service to Alumni

Reflecting on the need to effectively serve the more than 64,000 alumni of Grand Valley, the Alumni Association developed and implemented its first strategic plan in 2007, which was based on annual planning activities started in 2000. The mission of the association is "to promote, assist, and perpetuate the goals and objectives of Grand Valley State University, to draw together alumni for mutual service to each other, Grand Valley State University, and our communities."

In addition to awarding two endowed scholarships, the Accounting Alumni Scholarship and the Alumni Heritage Scholarship for children of Grand Valley alumni, the association achieves its mission by growing other academic scholarships and distinguished awards including the Daniel Kemp Alumni Leadership Scholarship, the Thomas Seykora Alumni Leadership Scholarship, and the Grand Valley Metro Detroit Alumni Scholarship. To

recognize alumni accomplishment and further raise the profile of Grand Valley alumni, the association presents the Distinguished Alumni Award and Outstanding Educator Award at the spring and winter commencement ceremonies each year. Every fall, the Young Alumni Award and the Alumni Service Award are also given to recipients who have distinguished themselves in areas of service.

Recently, the Office of Alumni Relations has conducted surveys of alumni to gain feedback for programmatic efforts. In Fall 2007, when asked for feedback on the role and design of the alumni Web site and assessing interest in an online alumni community, 904 responses were received, resulting in changes to Web site design and content and plans for the online community. A “young alumni” survey went to 5,471 alums in West Michigan in 2008, earning 499 responses and shaping the content and format of future programs planned for this cohort.

Another indicator of alumni interest and involvement is attendance at homecoming, which has grown from 523 in 2004 to 962 in 2007. Alumni also are showing their desire to stay in touch by providing e-mail addresses; from 2005 to 2008, the number of e-mail addresses grew from 10,152 to 15,700. Between 2001 and 2007, use of the Alumni House increased from 13,400 guests to 14,400 guests.

Alumni Association Board of Directors

To provide effective and representative leadership, the Alumni Association Board of Directors is comprised of members reflecting the diverse nature of all university graduates and acts as a voice for the alumni population. Members are elected to three-year terms of service. In addition, members of the alumni board participate on the university’s Strategic Positioning 2010 Committee and work closely with the Office of Alumni Relations in administration of business, regular, and special events.

Alumni societies and regional clubs give alumni with common interests or geographic locations additional opportunity to come together to share their Laker pride. The association seeks to enhance and expand these organizations as a vehicle for greater service to alumni and connection with the university. Through regional clubs and internships, the university and the association interact with alumni on a regular basis. All university events are open to alumni. The association provides regularly scheduled roundtable seminars where alumni share their professional experiences with current students.

Alumni are also entitled to administrative services, have library access, and can utilize career services. Alumni enjoy the use of the Alumni House and Visitor Center, which is located just south of the gateway to the main campus. This manor-style building was made possible by gifts of alumni and friends of the university.

Facilities

Partnerships enable effective connections with community organizations to benefit the growing student population at the Pew Grand Rapids Campus. For example, though equipped to serve a limited number of students, a workout room was created in Winter Hall — a Pew Grand Rapids Campus Living Center. Through a partnership with the David D. Hunting YMCA, a discounted membership rate is offered to students on a semester basis. The state of the art recreation facility opened in 2005 and is adjacent to the Pew Grand Rapids Campus. Four hundred sixty-five students enjoyed all the privileges of YMCA membership at a fraction of the usual membership fee in 2006–2007.

The expansion of the Russel H. Kirkhof Center in 2002 added 37,154 square feet, providing a contemporary space for students to gather for co-curricular learning and recreational activities. Notable in that expansion was the creation of the Student Organization Center (SOC), a large collaborative space that fosters interaction among the leaders of registered

student organizations. In 2008, the Kirkhof Center opened 24,000 additional square feet of meeting space, renovated dining facilities, offices for Student Media (newspaper, radio, television), and a renovated, accessible office suite to support diverse student groups.

The Recreation Center includes an indoor track, basketball courts, strength training and cardio equipment, a climbing wall, and a swimming pool. With gym memberships open to the general community, the Recreation Center is used by more than 7,000 members annually. Available to the public, the Field House is a large facility available to nonprofit groups that regularly take advantage of Grand Valley's discounted rental rates. A variety of events such as Native American pow wows and Relay for Life; as well as organizations including local area high schools and Boy Scouts and Girl Scouts have access to the facility throughout the year.

Curriculum and Co-curriculum

The Grand Valley Children's Enrichment Center provides child-care and development activities for the children of students, faculty, staff, and community members. The staff at the Children's Enrichment Center advises a student organization called the Student Parent Support Group, serving the unique needs of students with children. The support group was formed in 2006 and organizes family-friendly activities on and off-campus for students with children.

In addition to providing child care, the center serves as a learning laboratory for student volunteers who assist at the center. The STARR (Student Teaching and Receiving Rewards) program involves students who learn early childhood education methods by volunteering in the center at least two hours per week for a semester-long commitment. Observation, research, and journaling activities are coordinated with faculty for students to gain internship credit for their service-learning experience.

Co-curricular opportunities for students in general education classes are available through the Student Services Programming Committee, which creates a comprehensive list of student engagement opportunities that faculty may use to complement in-class activities. These activities include community service programs, films, guest speakers, inter-group dialogues, musical and theater performances, and study skills and stress management workshops. While these programs have been offered for many years on a regular basis, collaboration with teaching faculty provides new depth to student learning opportunities. During 2006–2007, some 145 programs were offered through this initiative.

The College of Health Professions, through the occupational therapy department, engages students in active scholarship and research. Opportunities for fieldwork and service learning for students in a variety of traditional therapy sites throughout the community include Hope Behavioral Services-Side-by-Side Adult Care Program, Gerontology Network CareTree Adult Care Program, and Disability Advocates. The physical therapy program also provides free physical therapy services through several pro-bono clinics in alliance with St. Mary's Health Care in Grand Rapids. These efforts are supported by the College of Health Profession's mission to "impact the health and well-being of the local community" and provide the faculty and students the opportunity to blend theory with practice.

The quantity and quality of experiential education has improved since hiring the first internship specialist. Beyond participation statistics, open-ended responses from students on a variety of surveys express extreme satisfaction and pride in the university's programs and services. In the Student Life Survey, students are given the option to name a faculty or staff member who has made a positive difference to them, and 71 percent of respondents entered a name.

In keeping with the Grand Valley mission of excellent teaching, active scholarship, and public service, many students are enrolled in valuable learning opportunities outside the classroom. These are discussed in greater detail in Criterion 4b and 4c.

Core Component 5c: **The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

The university demonstrates its responsiveness to the communities it serves through the physical presence of its campuses and sites, its programs and projects across the region, its economic contributions, and its ongoing relationships with its stakeholders. Grand Valley has worked closely with community colleges for more than 25 years and has partnerships and articulation agreements with several institutions, most specifically Grand Rapids Community College (GRCC) and Muskegon Community College (MCC).

In the fall of 2007, Grand Valley formed a partnership with GRCC aimed at meeting the educational needs of the adult and nontraditional learners in Ottawa County. There are approximately 23,000 individuals in the area who have some college credits but have not earned a college degree. The liberal studies degree completion program provides flexible and convenient access to services and courses, all offered on the Grand Valley Meijer Campus in Holland. By working closely with faculty and academic advisors, returning adults build on previous coursework to develop a planned program that meets the university degree requirements. The collective resources of GRCC and Grand Valley maximize access to higher education and provide individuals with the opportunity to refresh academic skills and complete a degree at one convenient location. Through this partnership, Grand Valley and GRCC are working collaboratively to respond to the state of Michigan's Cherry Commission education and economic report, which identifies the state's need to provide access to higher education.

In January 2008, Grand Valley and MCC began a new initiative to help non-traditional students in the Muskegon and northern Ottawa counties earn college degrees. This initiative is similar to the GRCC Grand Valley Partnership described above, aimed at adults and nontraditional learners. Under the agreement, Grand Valley and MCC will expand existing collaborations to provide public, educational offerings leading to degree completion. The two institutions began research on educational needs and expectations and will determine by June 2008 whether or not there is sufficient need in the area for a degree completion program. With this new initiative, Grand Valley continues to respond to the needs of the lakeshore communities for access to higher education opportunities.

The university's partnership with the RAPID (Grand Rapids' mass transit system) has evolved to provide the student body, faculty, and staff with an efficient means of transportation between the Allendale and Pew campuses and surrounding areas of the Allendale campus. The university has also contracted with the RAPID to provide off-campus shuttle service to and from adjacent and surrounding apartment complexes. By September 2004, bus ridership reached 120,000 rides per month. Popularity of the bus has grown dramatically. At this level of usage by members of the academic community, it is estimated that more than \$6,675,000 in automobile costs have been avoided, as well as more than \$2,100,000 in gasoline purchases.

The university also achieves sustainable growth in the local community by attending to the present needs of future college students. Exemplifying the mission of excellent teaching, active scholarship, and public service, Grand Valley's TRiO programs provide equal opportunity for first-generation and low-income families in the community. Grand Valley hosts the summer residential program to prepare first-generation and low-income students for the rigors of higher education. University faculty and staff focus on developing and strengthening students who have demonstrated the capacity for or who have indicated an interest in pursuing a career in math and/or science. Students enrolled in the College of Education also serve as weekly one-on-one mentors and tutors to these middle school students and assist them with homework and tutoring.

The TRiO Educational Talent Search is an outreach program for area middle and high school students. Unlike the comprehensive Upward Bound program, TRiO focuses on information dissemination and advising for college preparation. In addition to advising, the program provides tutoring and cultural activities to students.

The Regional Math and Science Center annually services the K-12 math and science curriculum developed at the State Department of Education along with annual performance data in the region in science and math. The center develops professional opportunities where a need is indicated. Founded in 1984, it was reconstituted in 1994 as a state-supported center. The center publishes an electronic newsletter and is distributed to approximately 2,000 math and science teachers. Through the “Building a Presence for Science” initiative, the center has developed teacher contacts in 80 percent of the elementary and secondary schools in the region. Though state financial support has lessened over the past few years, the university has assumed the difference and continues to offer this service.

Continuing Education offers a series of contract and public programs through the Center for Training and Development. The intent of all professional development activities through continuing education is to address the workforce development and leadership needs of local industry and professional organizations and individuals. In 2007, the center offered 97 noncredit programs and workshops and served 459 individuals. This represents a significant decline in service to individuals from 2006, as Continuing Education no longer hosted a major community forum. Plans are underway to explore other opportunities to increase professional development activities through the Center for Training and Development. In addition, TravelLessons provides international continuing education opportunities through a successful partnership with the Padnos International Center housed within the College of Interdisciplinary Studies and the Modern Languages Department.

Core Component 5d: Internal and external constituencies value the services the organization provides.

As Grand Valley approaches its 50th year, the university enjoys good public awareness of its existence and contributions, and it has gained the confidence of donors, evidenced by lifetime gifts that have opened opportunities for the expanded growth of the university’s endowment. Part of the expansion of development in 2000 was the creation of a planned giving program, providing donors with tax advantages and ensuring a long-term source of revenue for the institution from estate gifts and other forms of planned gifts. Most planned gifts are directed to endowment because of its ability to provide support for the university mission in perpetuity.

The university’s recognition society for donors of planned gifts, the Richard M. Gillett Society, was founded in May 2001 with a few charter members. It now includes 207 living and deceased individual members. The announced gifts from these members have a face value of \$14.7 million; other members have not announced the value of their commitments (which may change depending on when their commitments mature and how the value of each member’s estate changes over time).

Growth in Scholarships Signify Community Support and Focus on Students

Approximately \$21 million of the Grand Valley endowment principal in mid-FY07 was dedicated to scholarships, providing awards through a portion of earned interest from more than 160 named endowed scholarships. More than 100 of these scholarship funds, along with 13 non-scholarship endowment funds, have been created by donors since 2000. In 2007–2008, 1,000 students received assistance from funds from private donors.

Grand Valley has enjoyed this growth for many reasons. The university itself is seen as maturing on many fronts and is viewed by donors as a solid investment. It has a reputation for competence and efficiency — an institution able to “get things done.” At the same time, increased marketing of scholarship opportunities has raised awareness about their existence and provided a niche for mid-level donors, many of whom are retired faculty and staff, as well as alumni who have achieved professional success. Scholarships are seen as vehicles to support a specific issue or discipline and, at the same time, leave a legacy.

Before 2000 when the development division began modernizing, Grand Valley did not consistently ask its constituents for annual gifts. Since then, planning and investment by the university has already led to tangible benefits, as evidenced by the growth in endowments, scholarships, and planned gifts. These growth activities by the Development Division are discussed in Criterion Two.

Arts, Humanities, and Broadcasting in West Michigan

Student artists are receiving recognition and making Grand Valley a known brand in the world of theater as a small number of theatre students from the university recently traveled to Milwaukee for the Region 3 Kennedy Center American College Theatre Festival. The national theater program involves students from colleges and universities nationwide and serves as a catalyst in improving the quality of college theater in the United States. With the Shakespeare Festival and the Renaissance Faire hosted on campus, the Fall Arts Celebration, concerts, and gallery shows, Grand Valley already has made itself well known to West Michigan.

Offering events to the general public that include Dance Stars Across America, Van Cliburn Medalist Concert Series, Poetry Night, The Art Gallery Exhibit, Grand Valley's Opera Theatre, and weekend symphony concerts draws large numbers of public attendees. Attendance at these events has increased over the last several years and, in fact, many performances have garnered sold-out crowds. These cultural events provide entertainment to those living in the region. The university's radio and television stations, under call letters WGVU, provide local and National Public Radio and news programming to the West Michigan area.

Intercollegiate Athletics

Grand Valley places considerable emphasis on developing and maintaining a well-rounded athletic program, offering 19 varsity sports programs and 45 active club sports. All athletic events are open to the public and draw spectators from around the region. Attendance at all sporting events has increased substantially over the last 10 years, including a 100 percent increase in football attendance from an average of 4,100 in 1999 to 10,000 in 2007. Grand Valley has hosted GLIAC and Division II tournaments in numerous varsity sports. Membership in the Irwin Fund, which supports intercollegiate athletic activities for men and women, continues to increase.

Grand Valley athletes are actively involved in local community service, for example, through reading, tutorial, and other service programs for inner city children. In addition, 36 Grand Valley football players and coaches spent a week in May 2007 in the Mississippi gulf shore region helping Hurricane Katrina victims rebuild their lives. The personnel and students in all athletic programs take seriously their responsibility to use the platform that competitive college sports gives them to serve as role models for children and youth and as active participants in building better communities for all people, while they are students and throughout their lives.

Measuring Success

Although there is no standard measure for determining the value the university's constituencies placed on the services provided, each program and project has either quantitative or qualitative measures for success. In general, the value constituencies place on the engagement and community outreach services provided by Grand Valley is exhibited largely through anecdotal evidence, repeat clients, and increased activity.

For instance, the value of the TRiO programs to the community is evidenced through a variety of means which include an online alumni group, program staff surveys, and outcome measures which indicate that 82 percent of the individuals who enroll in the program in the ninth grade remain in the program and graduate from high school, and of that, 98 percent enroll in a post-secondary education program.

Foundations and nonprofits purchase Community Research Institute (CRI) services through grants and contracts. In 2006–2007, CRI helped generate 16 percent of the Johnson Center's total operating budget through contracts with area nonprofits and foundations. In addition, the CRI continues to grow and indicates there is much more research work available than they can accomplish at this time. Furthermore, CRI receives feedback from clients who are highly complimentary of the work completed through the institute.

The College of Community and Public Service, through activities in public and nonprofit administration, has provided evaluation services to the Teen Summit Conference on HIV/AIDS run by the Grand Rapids REACH organization as well as evaluation services to the Ivy II Reading Pilot project provided at GRPS Campau Park Elementary by 15 Pearls and A Promise, a local nonprofit organization. These evaluation services have been useful in the planning of new programs and further development of current programs for the organizations. For example, the Ivy II project is now using the results of the evaluation to plan the development of the pilot scheme into a more permanent reading program to benefit elementary students at Campau Park Elementary.

As previously mentioned, Grand Valley has extended services into the K-12 community to foster development of science and mathematics curricula and faculty. In 2000 the Teacher Leader program was developed out of a research program at Kent County Intermediate School District. In the past seven years, 125 science teacher leadership opportunities have developed through grants resulting from that original program. The Regional Math and Science Center continues to serve the science and mathematics education needs of the elementary and secondary schools in West Michigan. Curriculum resources and consultations are always available for local educators.

Other agreements of note are available for review and include the following:

- West Michigan Science and Technology Initiative
- The Van Andel Global Trade Center
- Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership

It is evident through the growth and evolution of its programming and support that the university is committed to the success of the communities it serves, understands their needs, and seeks mutually beneficial solutions to development and sustainability.

Conclusion

Grand Valley is both a product of and contributor to West Michigan. All sectors of the university take seriously their responsibility to identify and meet the needs of others. Students, faculty, staff members, and administrators create value by the transfer of knowledge and through the application of their skills and talents to the problems and concerns of individuals and groups region-wide. The university reaps the benefits of its regional stewardship as the beneficiary of West Michigan philanthropists who believe in and support its mission.

Strengths

1. The university community demonstrates a significant commitment to engagement and service on a local, regional, state, and national scale.
2. The university has made a significant commitment to its sustainability (future) through the consistent contributions of its students, faculty, staff, and administrators and through its partnerships with local and regional stakeholders.
3. The university's service-oriented programs are well established and the ongoing success of many of them is well documented and widely recognized internally and externally.
4. Grand Valley faculty and staff serve as appropriate role models for students through their initiation of and involvement in effective engagement and service activities.

Opportunities for Improvement

1. The university must consistently collect and analyze data across its internal and external constituencies to ensure it has access to the resources required to implement its strategic plan with respect to engaging and serving West Michigan entities.
2. The university must continue to assess its engagement and service activities across the institution, identify potential gaps, and move to address these gaps. Better coordination of its engagement and service activities will benefit all university stakeholders.
3. The institution must build on the momentum of recent philanthropic successes and continue to expand its donor base, as well as strengthen its relationships with philanthropic families whose wealth is being transferred to subsequent generations.

Self-study Summary

The 2008 “Grand Valley State University Self-Study” provides a comprehensive, 273-page document aligned with the requirements of the North Central Association (NCA) for university re-accreditation. This eight-chapter description of both the self-examination process and its outcomes provides detailed, highly focused responses to NCA’s five accreditation criteria. Overall the current document has a positive, upbeat theme in which the five specific accreditation criteria are linked to and examined in the context of the university’s most recently adopted strategic plan, including this plan’s mission, values and goals, as well as the Grand Valley State University president’s strategic imperatives.

The first two chapters of the self-study report summarize the background of Grand Valley and its accreditation experiences. Chapter One is an introductory and overview chapter that is principally historical in character. Chapter Two reviews and summarizes the most significant changes at the university since its 1999 re-accreditation, including how the institution has addressed the challenges identified by NCA site visitors in 1999. Chapter Three describes the university’s mission and its processes for fostering and sustaining institutional integrity. Chapter Four details the organization’s multiple, interconnected processes for planning, allocating resources, and evaluating its progress. Chapter Five presents evidence of student learning and teaching effectiveness that demonstrates how Grand Valley fulfills its educational mission. Chapter Six describes how Grand Valley’s trustees, administrators, students, faculty, and staff support and recognize freedom of inquiry, professional development, academic achievement, basic and applied scholarship, and organizational and educational improvement, as well as how the institution achieves and sustains sound planning and effective financial resource allocation. Chapter Seven explicates how the university fosters engagement and service by its constituencies in ways that promote the best interests of the university community and the citizens of West Michigan and beyond. Chapter Eight addresses federal compliance.

The document as a whole reflects the input of a diverse base of institutional and community constituents. It has been edited to provide a broad and balanced perspective on Grand Valley’s accomplishments, without ignoring or glossing over the challenges the university continues to face. The self-study report leaves little doubt that this institution substantively meets every re-accreditation criteria. However, no one should be surprised when the October 2008 site visit identifies additional challenges to which attention and resources must be directed in the future. Because the university community has been honest with itself in the self-study process, many of these challenges are detailed in the self-study materials, and many individuals on campus are well aware of their magnitude and eager to expand upon them at greater length with members of the site visit team.



**GRAND VALLEY
STATE UNIVERSITY**
www.gvsu.edu

**Chapter Eight
Federal Compliance and Institutional Snapshot**



Accreditation Self-study Report 2008



Federal Compliance and Institutional Snapshot

The following sections discuss Grand Valley's compliance with federal law pertaining to higher education and with the Higher Learning Commission's policies referenced in Chapter 8 of the Handbook on Accreditation.

Credits, Program Length, and Tuition (HLC Policy I.C.7)

The Commission expects an affiliated institution to be able to: 1) Equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education; 2) Justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education; 3) Justify any program-specific tuition in terms of program costs, program length, and program objectives (Handbook of Accreditation, pages 8.2-1)

1. All classes offered for credit are equated to semester credit hours.

Grand Valley operates on the semester system schedule with student learning experiences measured in credit hours. Fall and winter semesters each run on 15-week schedules, which include 14 weeks of course instruction and one week for final examinations per semester. Summer session includes one 12-week session and two 6-week sessions, which run back to back, starting and ending on the same dates as the 12-week session. Grand Valley calculates a semester credit hour as fourteen 50-minute classes, plus two hours of final-exam time. "Flexibly scheduled" courses are offered if the time and effort is equal to the class time and effort of regularly scheduled courses. Course titles, descriptions and assigned credit hours are listed in the Undergraduate and Graduate Catalog and can also be found online at www.gvsu.edu/catalog/. Credits attempted, quality credits, earned credits, credit hours and the grade point average are posted on students' transcripts along with the grade earned.

All undergraduate programs require a minimum of 120 semester hours. The minimum credits in semester hours for the first master's degree is 33; the educational specialist degree in leadership is 30 semester hours beyond the masters and the doctorate physical therapy is 120. As noted in Chapter Five of the self-study, many graduate programs meet additional accreditation requirements for academic and professional associations.

The academic calendar is approved by the Faculty Senate and Board of Trustees. This calendar and the examination schedules are published in the Annual Schedule of Classes and in the catalog. The calendar dates are also available online at www.gvsu.edu/.

Grand Valley is a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the institution follows the AACRAO guidelines regarding best practices in provision of academic services for the university.

Undergraduate and graduate admissions and transfer of credit policies are updated yearly and approved by the provost. Admissions and transfer policies are clearly articulated in the Undergraduate and Graduate Catalogs and posted online at www.gvsu.edu/catalog/.

2. The length of all programs (degree and certification requirements) has been approved by Grand Valley State University's Board of Trustees and is consistent with standards for higher education among comparable institutions.

Course and proposal guidelines are posted on the University Curriculum Committee Web site. Program descriptions are published in the Undergraduate and Graduate Catalogs and are posted on the university's home page. The university's automated degree-audit

system is used by advisors, students, and academic units to track student progress toward degree completion.

3. Tuition rates are justified and publicized to prospective and current students.

Like many universities, Grand Valley charges tuition based on the classification of the student and the course – undergraduate or graduate, lower or upper division, resident or nonresident. The appropriations process within the state of Michigan and the Presidents Council of the State Universities of Michigan routinely includes the comparison of tuition levels and mandatory fees for Michigan universities. The residency policy and tuition rates are subject to change and approved by the Board of Trustees. Tuition rates and information are published in the Annual Schedule of Classes and the university catalog, and can also be found at www.gvsu.edu/quickfacts/.

Institutional Compliance with the Higher Education Reauthorization Act (HLC Policy I.A.5)

The Commission requires: 1) All organizations receiving Title IV funds need to provide copies of documents relevant to Title IV compliance; 2) The self-study report should evaluate the organization's default rate, if any, and its plans for reducing default; and 3) Organizations should comment briefly on their compliance with other Title IV-mandated student notification requirements such as campus crime reporting and release of completion/graduation rates (Handbook of Accreditation, page 8.2-2).

1. Documents relevant to Title IV compliance will be provided to the Higher Learning Commission's site review team.

Documents relevant to Title IV compliance are available in the Office of Financial Aid (Program Participation Agreement; and Eligibility and Certification Approval Report) and the Accounting Business Office (annual A-133 audit results). Copies of some of these documents are available for review in the resource room.

2. Federal loan default rates are maintained below national averages.

Grand Valley's official default rates for the past three years, as provided by the Department of Education, are as follows:

Fiscal Year 2005

Number of borrowers entering repayment: 4215

Number of borrowers who entered repayment and defaulted: 63

Official Cohort Default Rate: 1.4%

Fiscal Year 2004

Number of borrowers entering repayment: 3826

Number of borrowers who entered repayment and defaulted: 75

Official Cohort Default Rate: 1.9%

Fiscal Year 2003

Number of borrowers entering repayment: 3475

Number of borrowers who entered repayment and defaulted: 68

Official Cohort Default Rate: 1.9%

Grand Valley also submits, through the Fiscal Operations Report and Application to Participate (FISAP), default rates for the Perkins Loan Program. On June 30, 2007 the cohort default rate was 4.21%.

Grand Valley's collection coordinator, Sue Votsch, has responsibility for Federal Perkins loan collections. A Perkins loan specialist, Jody Reid, who is a full-time employee at Grand Valley, performs the daily administration, billing, and repayment responsibilities for the Perkins Loan Program.

In addition to the in-house collection team, the university uses the Michigan State Agency based in Lansing, Michigan, and Williams & Fudge based in Rock Hill, South Carolina, for its Perkins loan collections. All Perkins loans that are deemed uncollectible are assigned back to the Department of Education.

3. Grand Valley complies with the Crime Awareness and Campus Security Act (i.e., the Clery Act), the Federal Campus Sex Crimes Prevention Act, and Title IV-mandated requirements regarding disclosure of campus crime and graduation rates, as well as Title II requirements on disclosure of teacher preparation information.

In compliance with the Student Right-to-Know and Campus Security Act of 1990, Grand Valley annually provides information regarding security procedures and crime statistics to all of its employees and enrolled students. Three years of campus crime statistics are reported annually. An account of all incidents by campus and site are reported by the university Department of Public Safety to the Uniform Crime Reporting Program. The campus communities are notified of these reports each fall, and they are easy to access online at the public safety and Grand Valley Undergraduate and Graduate Catalog Web sites at www.gvsu.edu/publicsafety/ and www.gvsu.edu/catalog/.

Campus Crime Alerts are also posted on the public safety Web site. They are updated pending an event, and are linked to the Michigan Public Sex Offender Registry online at www.mipsor.state.mi.us/. Grand Valley's crime rate is very low compared to the national average, as well as to the average crime rate of other state universities. Comparable rates are posted on the Department of Education Web site at <http://ope.ed.gov/security/search.asp>.

Public safety personnel offer crime prevention seminars multiple times throughout the year, at different locations, to various university constituents.

Grand Valley's Allendale Campus public safety officers are licensed and sworn police officers in the state of Michigan who are self empowered, receiving their authority from the Board of Trustees. The officers are also sworn Ottawa County Sheriff Deputies. The Grand Rapids and Holland campuses each have a security department. Any police service needs are maintained through the Grand Rapids and Holland Police Departments.

Each institution is required by the Student Right-to-Know Act to report graduation rates for entering freshmen cohorts and to make the information available in publications. This information is available in print and online in the Undergraduate and Graduate Catalog at www.gvsu.edu/catalog/. The general student body graduation rates are also posted at <http://nces.ed.gov/collegenavigator/?id=170082> and student athlete graduation rates are available at http://web1.ncaa.org/app_data/inst2007Div2/262.pdf/.

Additional reports are available in hard copy. They include the Equity in Athletics Annual Report and the Integrated Post-Secondary Education Data System (IPEDS) reports.

Disclosure of teacher preparation information is posted on the College of Education Web site. See www.gvsu.edu/coe/.

Federal Compliance Visits to Off-Campus Sites and Locations (HLC Policy I.C.2)

Federal Regulations for recognition of accrediting agencies require the Commission to conduct a variety of evaluation activities to review and monitor the development of off-campus sites and campuses. . . . The Commission has determined that an off-campus site is a location at which a student can complete fifty percent or more of a degree program. (Handbook of Accreditation, p. 8.2-3)

Grand Valley operates facilities that meet the Higher Learning Commission - North Central Association (HLC-NCA) definition of off-campus sites and secondary campuses. The Annual Institutional Data Update that the university submits to the Higher Learning Commission lists the degree program sites. While courses are offered at each site, all admissions, registration, financial aid, and tuition and fee payments are managed centrally from the Allendale Campus. None of the off-campus sites meet the federal requirements to be a stand-alone campus.

Grand Valley offers courses at its two secondary campuses; the Robert C. Pew Campus in downtown Grand Rapids and the Meijer Campus in Holland. Student services are available at each secondary campus.

Institution's Advertising and Recruitment Materials (HLC Policy IV.B.2)

Whenever an organization makes reference to its affiliation with the Commission, it will include the Commission's address and phone number. . . . In including the Commission's contact information, the organization should use the URL of the Commission's Web site, rather than its street address, and its local, rather than toll-free, phone number. To avoid confusion, particularly among prospective students, organizations should clearly and prominently provide their own contact information so students know how to reach them. (Handbook of Accreditation, p. 8.2-3)

Grand Valley's HLC-NCA accreditation status is mentioned in its Undergraduate and Graduate Catalog as follows: "Accreditation: The Higher Learning Commission; Member of the North Central Association..." This language has been updated in the 2008 -2009 Undergraduate and Graduate Catalog to reflect the HLC-NCA's local telephone number and Web site in order to bring Grand Valley in compliance with HLC-NCA policy.

The following language is in compliance with the HLC-NCA policy and appears on the Grand Valley Undergraduate and Graduate Catalog Web site: "Grand Valley is accredited by The Higher Learning Commission; Member - North Central Association." See www.gvsu.edu/catalog/.

A Web site devoted to Grand Valley's preparation of the self-study report provides contact information for the Higher Learning Commission. See www.gvsu.edu/ncaselfstudy/.

Official Grand Valley publications include contact information for the university, so that students know how to reach the university. Grand Valley's address and telephone number are featured in the footer of many pages on the university's official Web site and in all university publications.

Relationship with Professional Accrediting Bodies (HLC Policy III.S.1)

An organization identifies in its Annual Report to the Commission any adverse actions taken by professional accreditation agencies. (Handbook of Accreditation, p. 8.1-3)

Various programs at Grand Valley accredited by external professional accreditation organizations are listed on the Grand Valley Assessment and Accreditation Office Web site and in the Undergraduate and Graduate Catalog. See www.gvsu.edu/assessment/ and www.gvsu.edu/catalog/.

Requirements of Institutions Holding Dual Institutional Accreditation (HLC Policy III.A.3)

The Commission accredits a small number of organizations that also are affiliated with one or more CHEA-recognized or federally recognized institutional accrediting agencies. (Handbook of Accreditation, p. 8.1-2)

GVSU does not hold dual institutional accreditation. The university is not accredited by any Council for Higher Education Accreditation (CHEA)-recognized or federally recognized institutional accrediting agencies other than the Higher Learning Commission.

Institutional Record for Student Complaints (HLC Policy IV. B.4)

The Commission “expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the student complaints it has received and their disposition. The account should cover the two years of operation preceding the comprehensive evaluation.... One manner of accounting is a log that tracks complaints from inception to disposition.... [T]he Commission believes that the reporting obligations should focus principally on nontrivial complaints, either academic or nonacademic, made formally in writing, signed by a student, and addressed to and submitted to an organizational officer with the responsibility to handle the complaint.” (Handbook of Accreditation, p. 8.2-4)

Grand Valley offers several methods for students to register and resolve complaints through processes spelled out by the Student Code, by the Department of Public Safety, and by the vice provost and dean of students. Other services to help students with particular concerns are available through Student Support Services, Disability Support Services, and individual colleges and units.

Authority for matters related to student conduct is delegated to three administrators at Grand Valley. All of the procedures and timelines are outlined in the Student Code. Every incoming student receives information about how to access the Student Code through the university’s Web site. Records of formal, written student complaints are kept by the assistant vice president for academic affairs and the vice provost and dean of students. See www.gvsu.edu/studentcode/.

Complaints are addressed in a timely manner, most often within the office or department where they originate. Informal complaints, which do not go through the grievance process and come directly to the Board of Trustees, the Office of the President, or the Office of the Provost, are most often referred to the appropriate office or department with responsibility for the area of complaint.

Complaints categorized as “formal” are those made in writing and sent by a student to the Board of Trustees, the Office of the President, or the Office of the Provost. Records of each of these complaints are maintained in the office of the official with responsibility for handling each complaint.

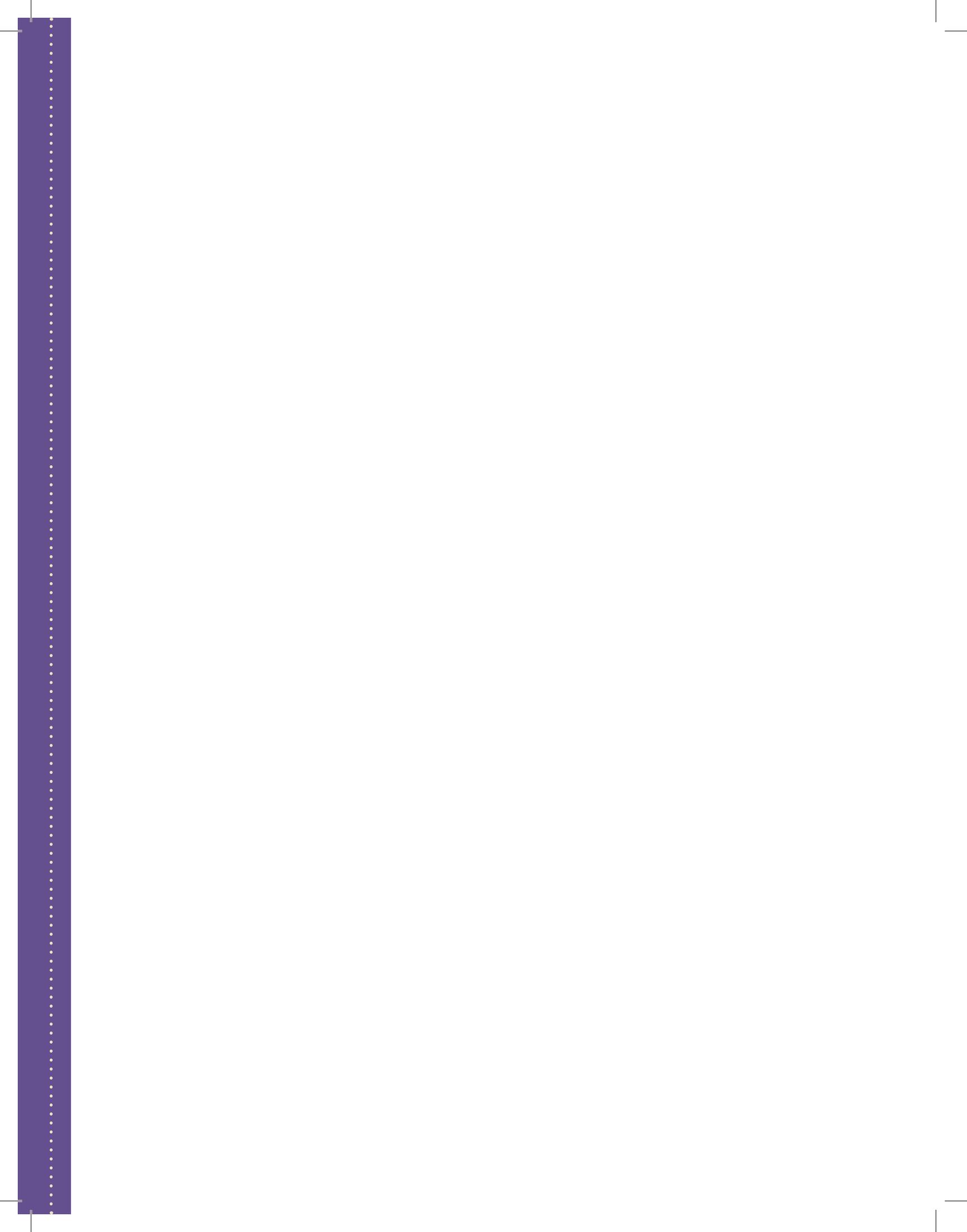
If a student complaint is made in writing to the Office of the President, the special assistant to the president facilitates the resolution of the complaint through referral to the appropriate offices, including to the assistant vice president for academic affairs and vice provost and dean of students.

The assistant vice president for academic affairs in the Office of the Provost, located in 2172 AuSable Hall, handles undergraduate and graduate student complaints that are academic in nature. Examples of such complaints are course grades, examination grades, instructional methods of teaching, academic dishonesty, and related matters. These procedures are outlined in the Faculty Handbook 6.01 and online at www.gvsu.edu/facultyhandbook/.

The vice provost and dean of students, located in 206 Student Services, handles undergraduate and graduate student complaints that are non-academic in nature. Examples include rules and regulations regarding use of drugs and alcohol, disorderly conduct, and related issues.

The assistant vice president for academic affairs and vice provost and dean of students provided the self-study coordinator with a log of formal written complaints handled during the 2006-2007 and 2007-2008 academic years.

Sixty-seven formal, written complaints were received from students during the 2006-2007 and 2007-2008 academic years. Forty-five complaints were referred to the assistant vice president for academic affairs. The vice provost and dean of students received 13 complaints in academic year 2006-2007 and 9 complaints during 2007-2008. The time to resolution for these complaints ranged from three days to three months. Complaints ranged from grade appeals, attendance policy, teaching methods, and complaints of a unique nature. These logs are available for review in the resource room.





**GRAND VALLEY
STATE UNIVERSITY**
www.gvsu.edu

**Appendices
Appendix A - Appendix F**



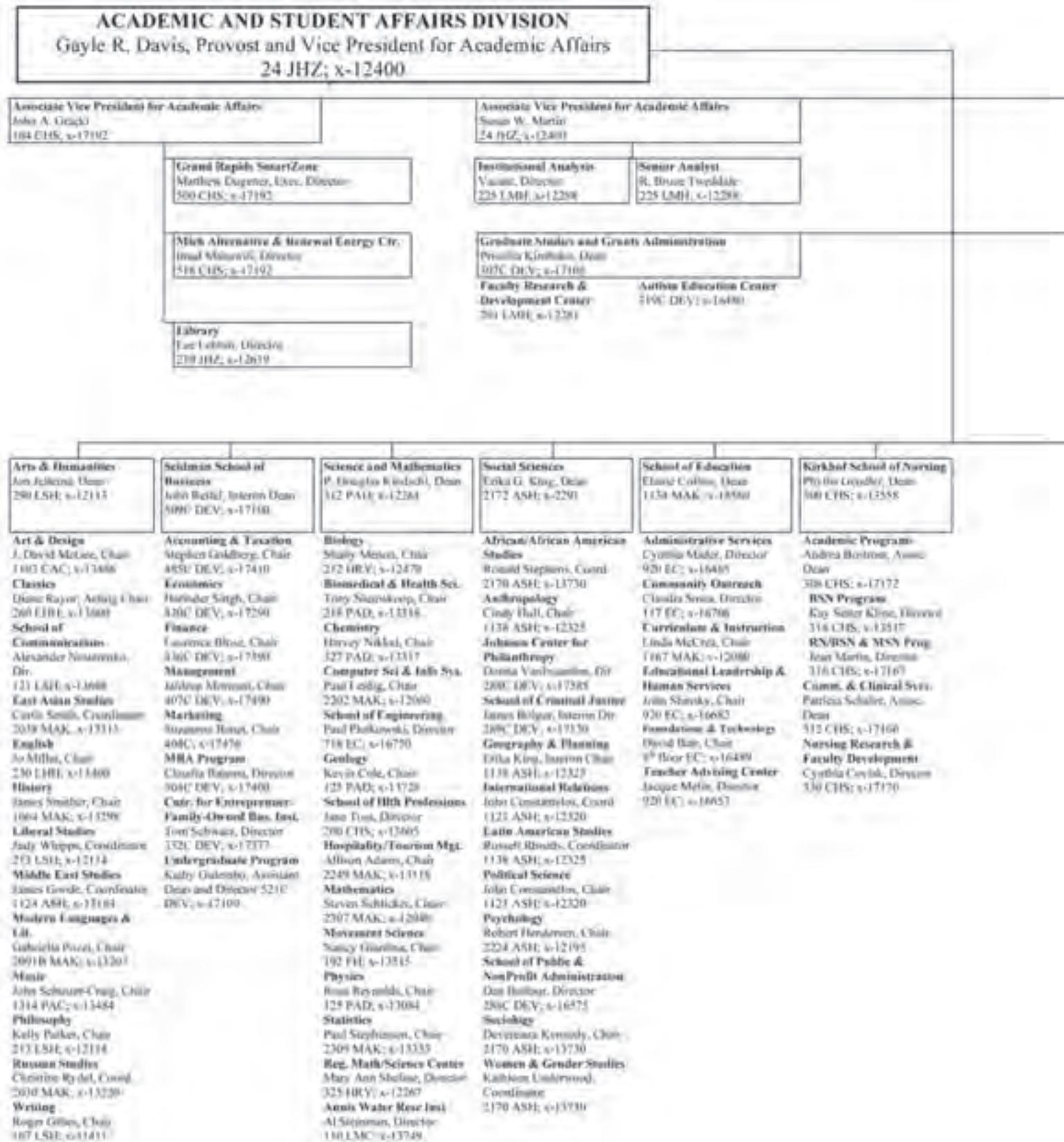
Accreditation Self-study Report 2008

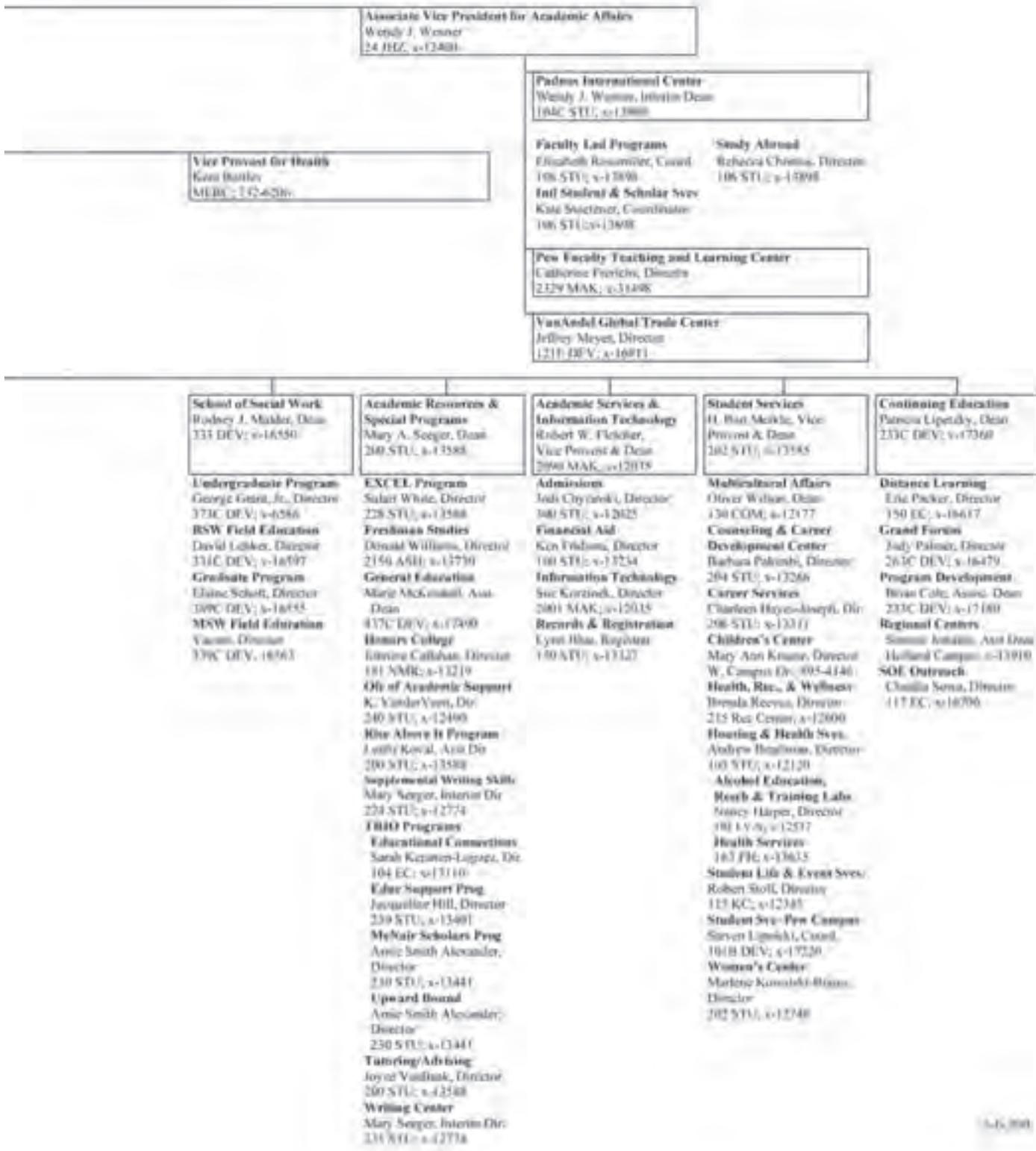
**Appendix A:
Organization Chart Prior to Reorganization**



Accreditation Self-study Report 2008

Appendix A: Organizational Chart Prior to Reorganization





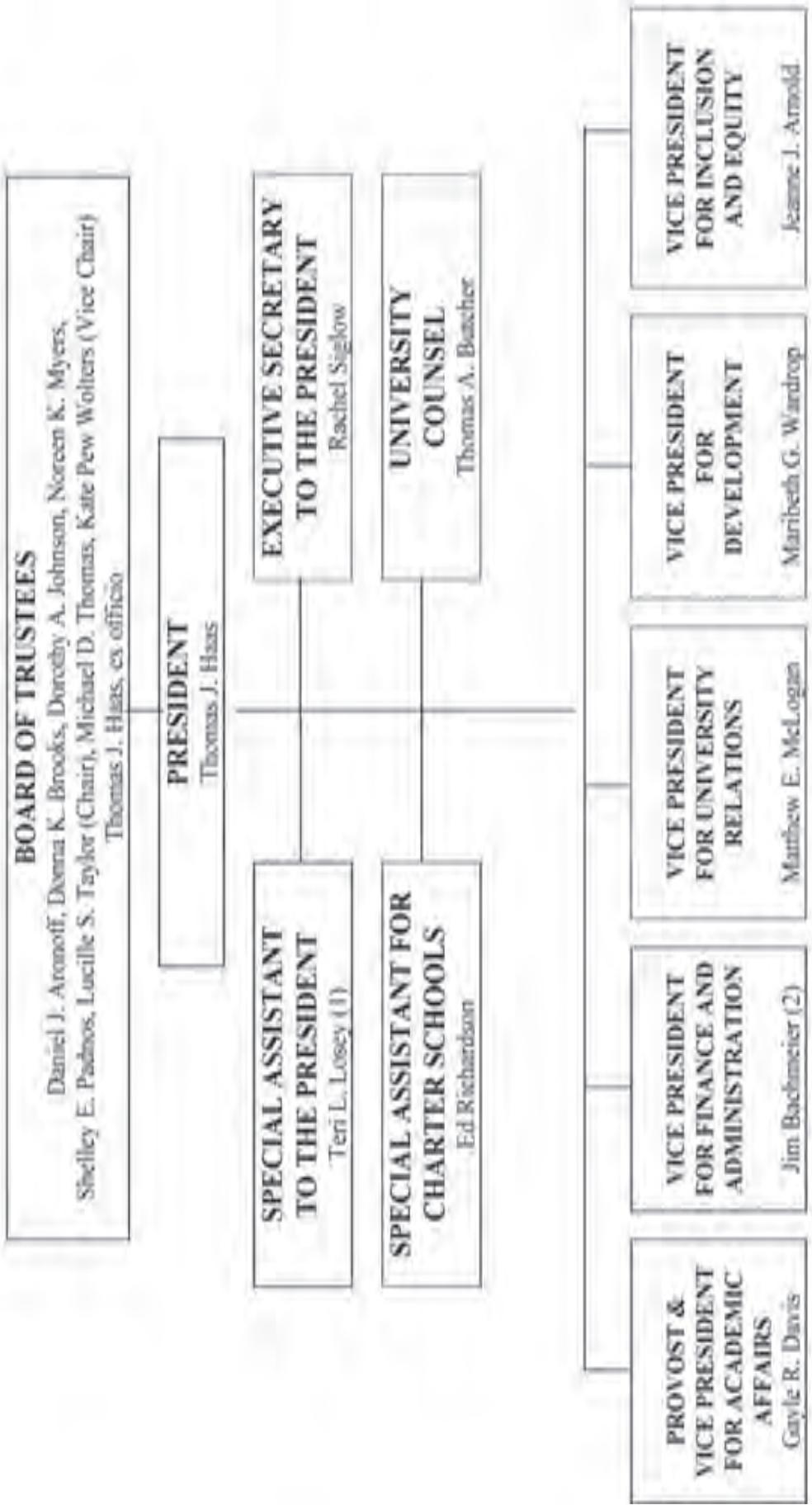
**Appendix B:
Organizational Charts Current**



Accreditation Self-study Report 2008

Appendix B: Organizational Charts Current

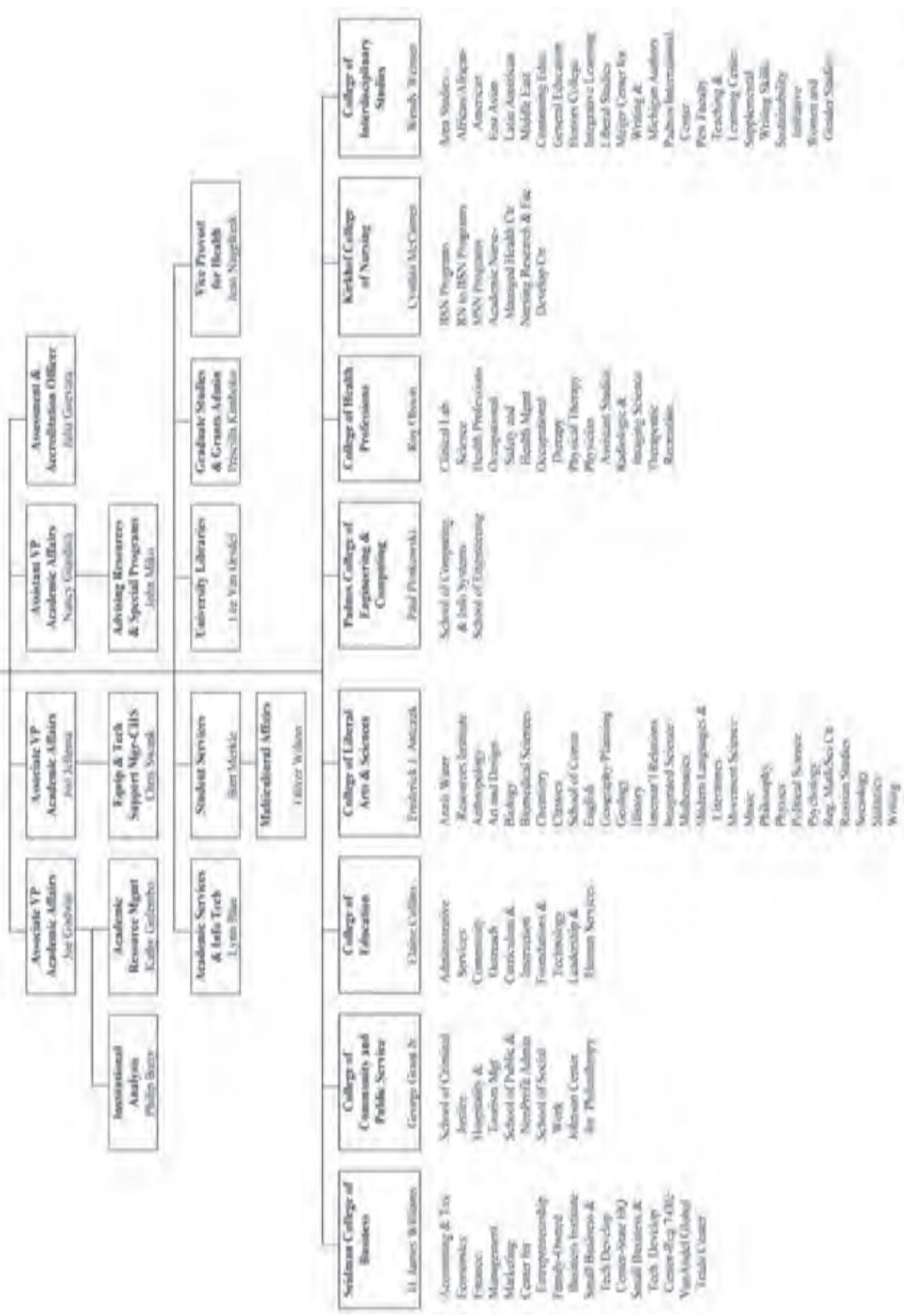
GRAND VALLEY STATE UNIVERSITY ADMINISTRATION



(1) Secretary, Board of Trustees
(2) Treasurer, Board of Trustees

As of 1.1.08

ACADEMIC AND STUDENT AFFAIRS DIVISION Gayle R. Davis, Provost and Vice President for Academic Affairs



FINANCE AND ADMINISTRATION DIVISION
 James D. Bachmeier, Vice President for Finance & Administration
 Treasurer, Board of Trustees

Patty Schneidp, Executive Secretary

INTERCOLLEGIATE ATHLETICS

Tim W. Seigo
 Athletic Director
 Sandra Jennings
 Administrative Assistant
 Lisa Eversly
 Senior Associate Director of Athletics
 Senior Women Administrator
 Len Simon
 Head Coach, Women's Golf
 Casey Newtons
 Head Coach, Men & Women's
 Swimming & Diving
 Andy Boyce, Asst. Coach
 Jesse Black
 Head Coach, Men & Women's Tennis
 Jerry Bates
 Head Coach, Men & Women's Track & Cross Country
 Assistant Coach
 Leo Anzures
 Roy Williams
 Cory Young
 Brandy Skimrod-Gabbert, Coach
 Head Coaches, Cheerleading
 Dana Gilbert, Head Coach, Women's Soccer
 Erica Demers, Asst. Coach
 Kate Harmon
 Facilities Manager
 Dewey Newstrom, Aquatics Dir.
 Kelly Johnson, Climbing Center Dir.
 Brad Wallace
 Facilities Manager
 Jerry Bates, Asst. Facilities Mgr.
 Josh Wink
 Game & Event Operations Manager
 Tim Witt
 Associate Athletic Director for Media Relations
 Anthony Yachas
 Assistant Sports Information Director
 Doug Wink (1/2 with Athletic Marketing)
 Athletics Web & Graphics Designer
 Walter Moore
 Assistant Athletic Director for Compliance
 Doug Lipinski
 Associate Athletic Director for Marketing
 Keith McGinnis
 Athletic Ticket & Fan Development Mgr.
 Doug Wink (1/2 with ATHLETIC MEDIA RELATIONS)
 Athletics Web & Graphics Designer
 Mark Stover
 Head Athletic Trainer
 Meghan Berry
 Assistant Athletic Trainer
 Adam Buchholz
 Assistant Athletic Trainer

BASEBALL

Steve Lyons, Head Coach
 James Deillon, Asst. Coach

MEN'S BASKETBALL

Ed Wesley, Head Coach
 Burt Fiedler, Asst. Coach

WOMEN'S BASKETBALL

Jesse Burgess, Head Coach
 Jeff Vandenberg, Asst. Coach

MEN'S GOLF

Don Underwood, Head Coach

SOFTBALL

Doug Woods, Head Coach
 Dana Gilbert, Asst. Coach

WOMEN'S VOLLEYBALL

Deanne Scintlon, Head Coach
 Lakota Johnson, Asst. Coach

FOOTBALL

Chuck Martin, Head Coach
 Matt Pawlowski, Asst. Coach/Defensive Coordinator/Offensive Backs
 Todd Kistner, Asst. Coach/Offensive Coordinator
 Matt Birkell, Asst. Coach/Linemen/Growth & Conditioning
 Matt Yachas, Asst. Coach/Defensive Line
 Scott Fortis, Asst. Coach/Offensive Line
 Eddie Brown, Asst. Coach/Defensive Line

FACILITIES

FACILITIES SERVICES

Tim Timmewich
 Assistant Vice President, Facilities Services
 Tammy Mosier
 Facilities Services Assistant
 Gary Feenstra
 Maintenance Supervisor
 Jeff Macmillan
 Assistant Maintenance Supervisor
 Ken Sutton
 Facilities Services Supervisor
 Steve Lerner
 Facilities Services Supervisor
 John Winer
 Facilities Services Supervisor
 Gloria Myers
 Facilities Services Supervisor
 Raven McClinton
 Asst. Facilities Services Supervisor
 Terry Hall
 Facilities Engineer
 David Cox
 Safety Manager
 Steven Stoll
 Arbitrator
 Cheryl Fischer
 Customer Services, Office Coordinator

FACILITIES PLANNING

James Boyer
 Assistant Vice President, Facilities Planning
 Mary Ann Hooten
 Facilities Planning Assistant
 Bob Brown
 Assistant Director Facilities Planning
 Karen Ingle
 Project Manager
 Jim Flanders
 Project Manager
 Brad Newman
 Project Manager
 Open
 Project Manager

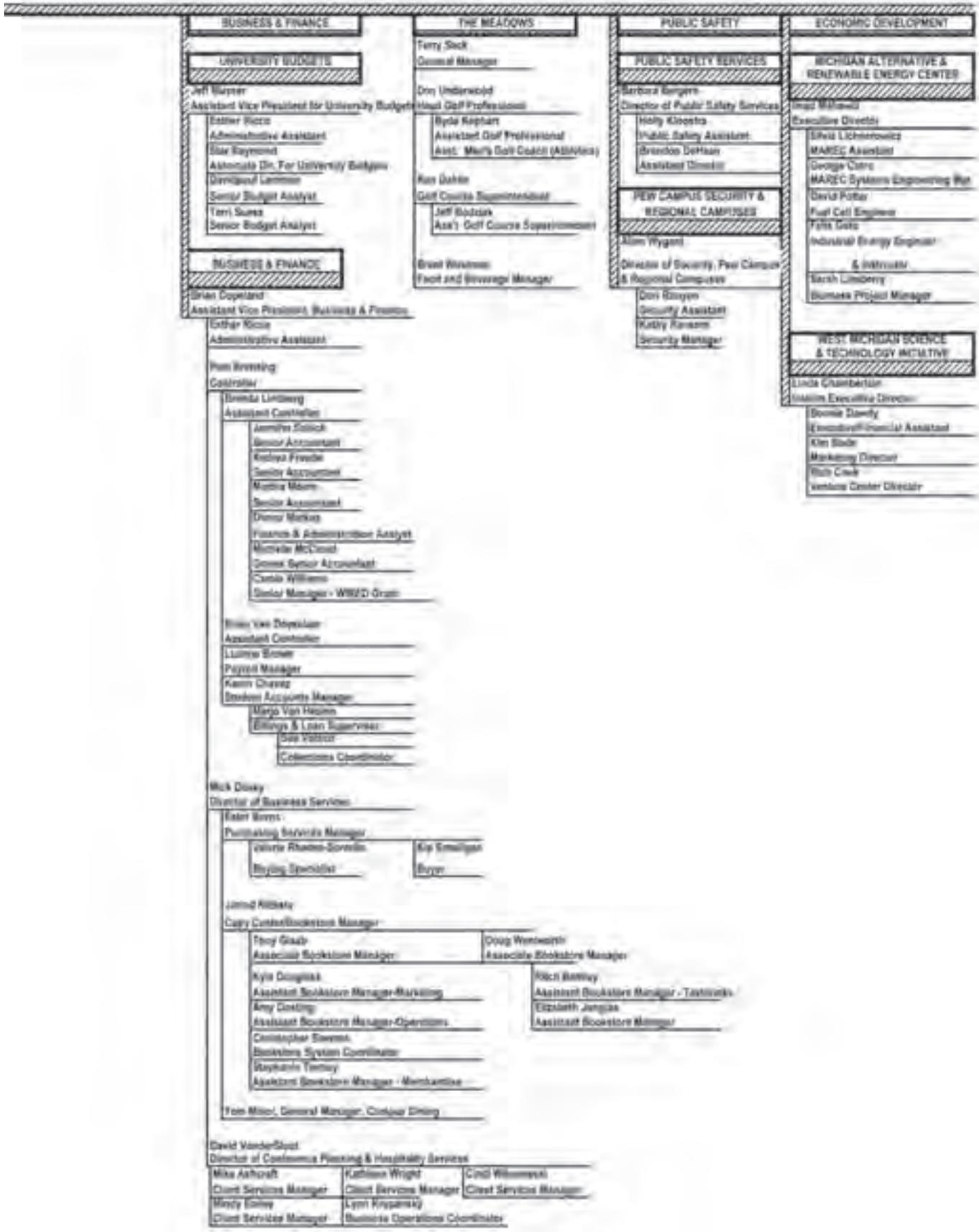
PEW CAMPUS OPERATIONS

Lisa Rogers
 Assistant Vice President, Pew Campus Operations & Regional Centers
 John Van Timmeren
 Pew Campus Operations Assistant
 Tim Parsons
 Assistant Director, Operations
 Bill Larkstedt
 Manager of Operations
 Erin Salmer
 Manager of Operations
 Ron Wickman
 Manager of Operations

HUMAN RESOURCES

D. Scott Richardson
 Associate Vice President, Human Resources
 Tommy Miska
 Human Resources Assistant
 Maggie McCrystal
 Director, Staff Relations
 Melonie Bates
 Human Resources Representative
 Linda Yulka
 Director, Compensation & Employment Services
 Sue Linkup
 Employment Manager
 Dave Smith
 Director, Benefits Services
 Tara Brown
 Staffing Specialist
 Purkains Griffin
 Manager, e-Recruitment
 Susan Shipley
 Work Life Consultant

Prepared by schneidp 8/9/2007



UNIVERSITY RELATIONS DIVISION

Vice President for University Relations
Matthew E. McLogan - 12190

Executive Secretary
Greta Haysler - 12187

News and Information Services
Assistant Vice President
Mary Eileen Lyon - 12221

Institutional Marketing
Assistant Vice President
Rhonda Lubberts - 12525

Public Broadcasting
WGVS-TV & WGK-TV
WGVS-AM/FM & WGV-AM/FM
General Manager
Michael T. Walenta - 16737

WGVS/WGK-TV **WGVS/WGK-TV**
Continued

Director of Engineering
Robert Lambert - 16735

Engineering Supervisor
David Davitt - 16805

Business/Information Mgr
Barbara Cytel - 16519

Traffic Supervisor
Ed Spier - 16722

Assistant General Manager for Operations
Ken Kolbe - 16725

Program Manager
Carme Corbin - 16780

Ready to Learn/Educational
Linda Davis - 15782

Production Manager
Phil Lane - 16793

Producer - Directors
Jim VanderMass - 16786
Jan Holland - 16721
Deb Kiv - 16711

Grant Writer
Steve Chappell - 16505

Marketing/Development Manager
Pamela Holtz - 16818

Fundraising Coordinator
Jim Rademaker - 16713

Membership Coordinator
Linda Kennedy - 16777

Marketing Coordinator
Emily Moulth - 16785
Brad Gordon - 16526

Graphic Designer
Mikyl Tooin - 16526

Graphic/Web Designer
Mike Ruzcyn - 16784

Underwriting Manager
Gary Hunt - 16734

Underwriting Representatives
Kim Brummet - 16445
Patty Saino - 16680
Tim Elmisse - 16630
Jim Narousse - 16632

WGVS-AM/FM
News and Public Affairs Manager
Fred Marston - 17223

Reporter - Producer
Kurt Steiner - 16717
Shelley Irvine - 16712

Producer - Announcer
David Moore - 16816

Music Director
Scott Venable-Wert - 17223

Production Coordinator
Rick Blasing - 16714

Communications Specialists
Doree Barnes - 12953
Brian Rowe - 12222
Michelle Coyell - 12224
Mary Joa Pirkola - 12228

Photography Services Manager
Bernadine Cahen-Tucker - 12798

Photographer
Courtney Newbauer - 12321

Photography Coordinator
Elizabeth Johnson - 12221

Advertising & Communications Manager
Bryan Blockford - 19623

Web Manager
Dave Poorvial - 19626

Web Coordinator
Ben Hagen - 15014

Web Developer
Rick Dony - 12241

Web Developer
Eric Strick - 12055

Web Developer
Gan Slaughtier - 12323

Art & Design Manager
Jeddie Cuddy - 12525

Senior Graphic Designer
Rick Lutz - 12879

Design Assistant
Christie Parkes-Sollow - 12399

Recruitment Communications Manager
Jennifer Abang - 12566

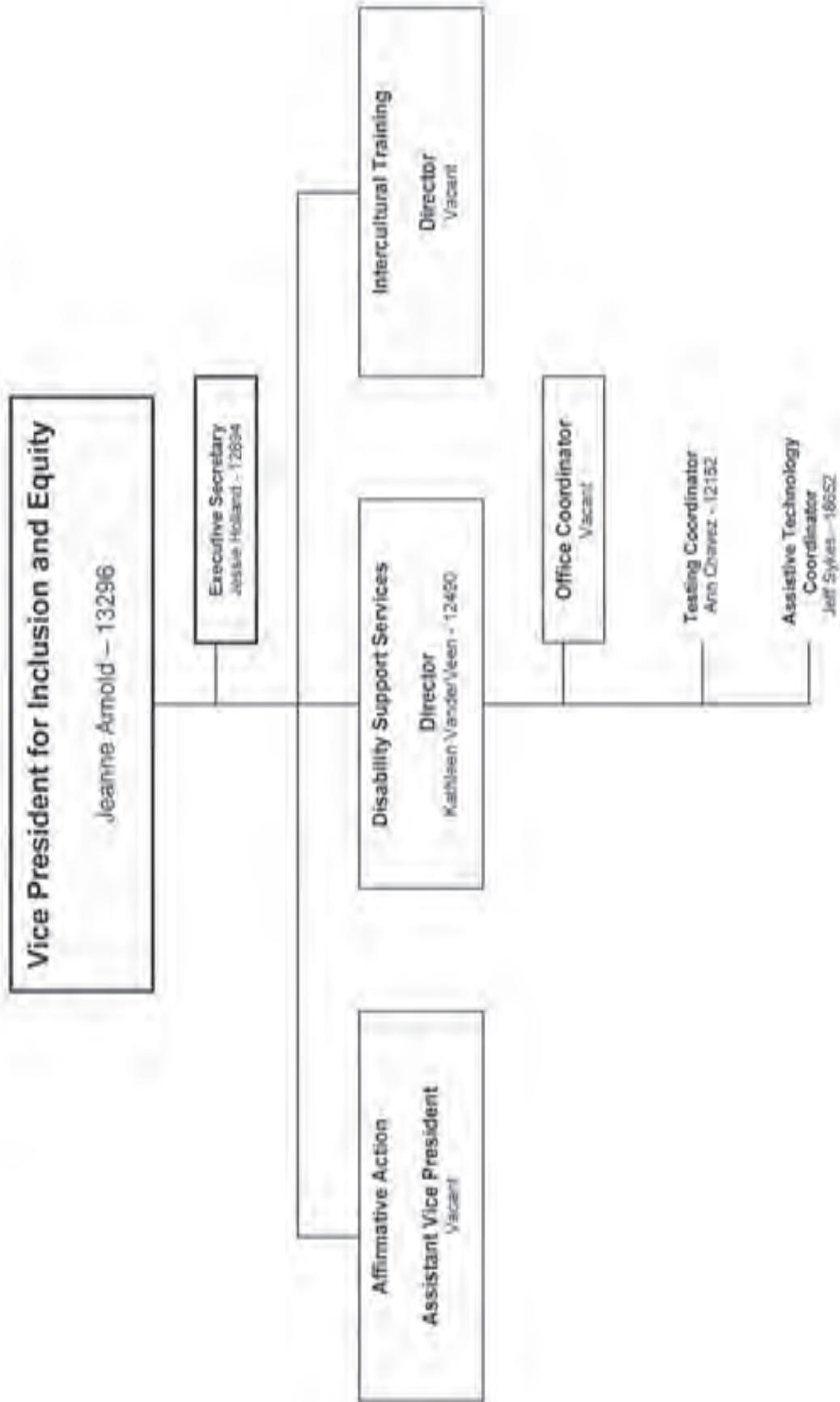
Marketing Assistant
Nick Vuok - 18013

University Communications Manager
Nancy Ottobender - 12525

Marketing Assistant
Dan Pasa - 18604

July 1, 2007

INCLUSION AND EQUITY DIVISION



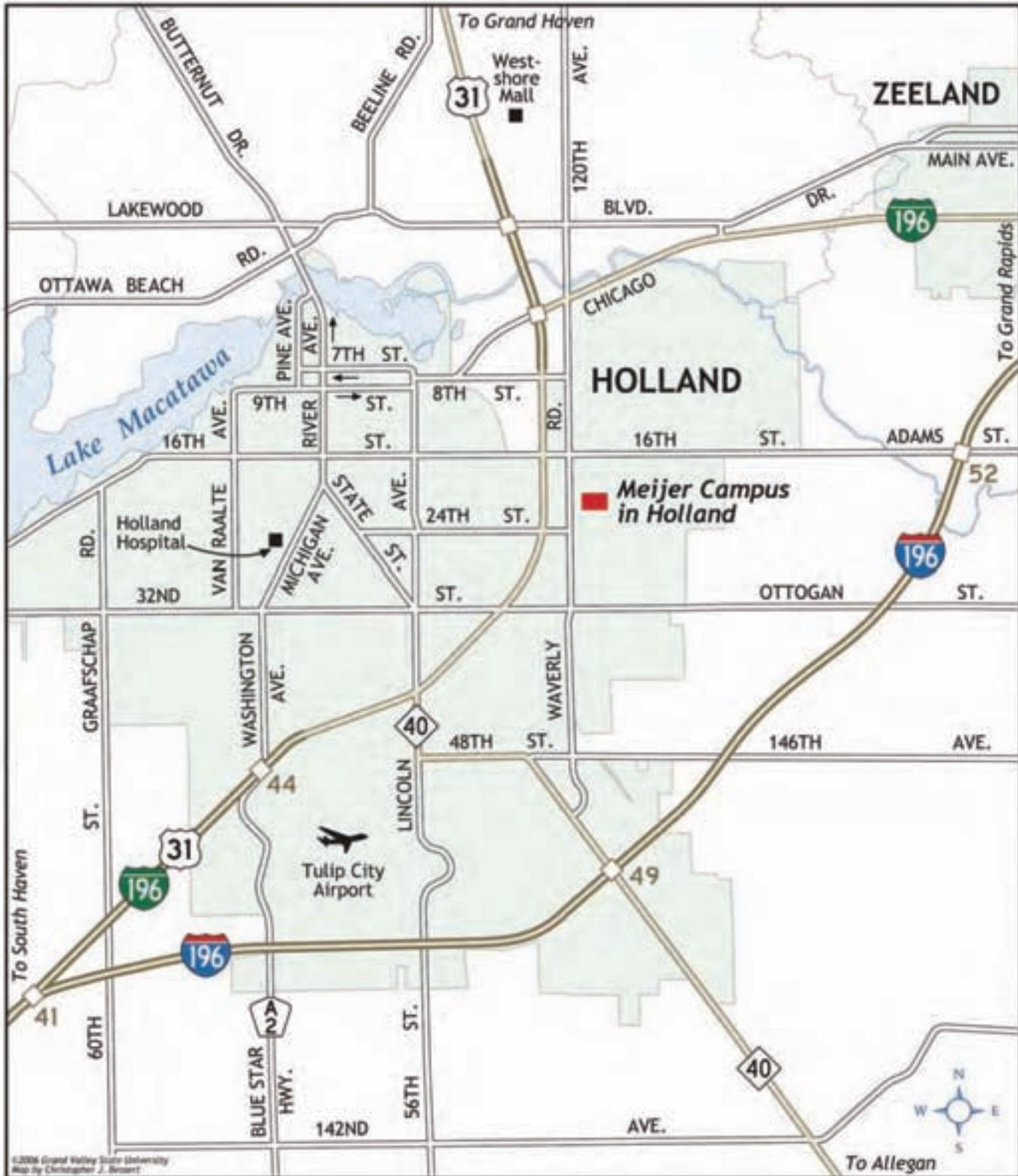
**Appendix C:
Grand Valley State University Maps**



Accreditation Self-study Report 2008

Appendix C: Grand Valley State University Maps





©2008 Grand Valley State University
Map by Christopher J. Bennett



**Appendix D:
Strategic Plan Timeline**



Accreditation Self-study Report 2008

Appendix D: Strategic Plan Timeline

A Chronology of the Development of the Grand Valley State University Strategic Plan Presented to the Board of Trustees, August 2007

Summer 2001

- The North Central Association requested an update regarding Grand Valley's strategic planning.
- A strategic planning update was written for, submitted to, and accepted by the NCA.

July 2001

- Grand Valley selected a new president, Mark A. Murray.
- A formal strategic planning process began, with the collection of information from more than 30 internal and external constituency focus groups.
- The new president postponed convening the Strategic Planning Committee until a provost was hired, so that the new provost could chair this committee.

July 2002

- The 30-member Strategic Planning Committee to create the university's mission, vision, values, and goals was convened.

February 2003

- The mission, vision, and statement of values developed by the Strategic Planning Committee were approved by the university's governance bodies and its Board of Trustees.
- A writing subcommittee of the Strategic Planning Committee was established to create a draft of the university's goals for submission to the full Strategic Planning Committee.

March 2003

- The strategic goals developed by the writing subcommittee were approved by the Strategic Planning Committee and Grand Valley's president, consistent with the authority delegated by the Board of Trustees.

April 2003

- The provost decided to reorganize all academic units, and the university president approved the plan, delaying strategic planning for the academic division. The decision to delay strategic planning was reported to NCA.

May 2003

- Nonacademic divisions — including planning and equity, development, finance and administration, and university relations — developed divisional plans that were submitted to and approved by the president.

January 2005

- Academic colleges and support services completed reorganization tasks and launched strategic planning.
- Using the already-approved mission, vision, statement of values; goals; and North Central Accreditation criteria as strategies and objectives to operationalize the goals, a draft of the university's strategic plan was created to guide the academic and student affairs division's planning.

July 2006

- A new university president, Thomas J. Haas, was hired.

Fall 2006

- Strategic plans were completed for most of the colleges, departments, and support services in the academic affairs division..
- Strategic plans were reviewed by the deans, provost, president, and vice president for planning and equity.
- All academic and service unit assessment plans were reviewed by the University Assessment Committee, in accordance with the Faculty Senate's procedures.

April 2007

- The vice president for planning and equity released a report to the community, which included a strategic plan for the university. The strategic plan was described as having been "created based on the general operational themes from the university's divisional plans, particularly the academic divisional plan, and North Central Association criteria."

July 2007

- The Board of Trustees endorsed the prior efforts, methodologies, and processes used throughout the university since 2001 in the development of the university strategic plan.
- The Board of Trustees approved the university strategic plan as presented.
- The Board of Trustees authorized the university's administration to revisit the university strategic plan as appropriate to refresh the plan through 2010 and beyond.

Summer 2007

- The nonacademic divisions refreshed the strategic plans under which they had been operating over the past four years.

Fall 2007

- The Strategic Positioning 2010 Committee was convened and co-chaired by the president and the vice president for planning and equity. This committee is charged with making recommendations for refreshing the university's strategic plan and for designing the university's future for endorsement by university governance bodies and the Board of Trustees. An array of strategic imperatives is expected to be identified.

**Appendix E:
Strategic Positioning: Strategic Plan 2008 - 2010**



Accreditation Self-study Report 2008

Grand Valley State University



Strategic Positioning: Strategic Plan 2008-2010



Grand Valley State University's Strategic Planning Process

Strategic planning is a systems approach that is continuous rather than episodic in nature. The purpose of strategic planning is to create an organizational strategic plan. Grand Valley's strategic plan serves as a road map or blueprint for improving the performance of the university. It tells us what the university will do, why, and how. It also provides an assessment component that holds the university accountable for its progress in realizing its plan. We have no doubt that the refreshed Grand Valley State University Strategic Plan presented here sends a strong and clear message of what should be expected from — and for — our university in the coming years.

The plan includes a vision of what the university aspires to be, a mission stating the purpose of the university, values that guide organizational behavior and culture, goals for achieving the vision and mission, and strategies and objectives that form the action plan for actualizing the goals.

DEVELOPING A PLAN

The development of the university strategic plan began in 2002 with the formation of a Strategic Planning Committee comprised of representatives of the university's constituent groups. The purpose of the committee was to engage the university community in creating a vision, a mission, values, and goals for the university. Using the vision, mission, values, and goals, as well as the North Central Accreditation Criteria, the university divisions developed their operational plans for fulfilling the mission and making the vision become reality. The university's operational plan was then developed based on the predominant themes of the divisional plans. Thus, the framework for the university strategic plan was created from the work of the Strategic Planning Committee and the operational plan was created from the work of the divisions. This process allowed a top down framework and a bottom up operation.

The Board of Trustees approved the vision, mission, and values in February 2003. In July 2007, the Board of Trustees approved the university strategic plan, which includes the vision, mission, values, goals, strategies, and objectives. In addition, the board endorsed the prior efforts, methodologies, and processes used throughout the university since 2001 in the development of the university strategic plan. The board also authorized the administration to revisit the university strategic plan in the manner the administration deems appropriate for refreshing the plan through 2010 and beyond.

STRATEGIC POSITIONING 2010 COMMITTEE

In October 2007, the university announced the founding of the Strategic Positioning 2010 Committee. The Strategic Positioning 2010 Committee is a standing university committee that is comprised of representatives from the university's constituent groups. The purpose of the committee is to periodically review the university strategic plan for its relevance, currency, and appropriateness for strategically positioning Grand Valley State University for its preferred future.

Since its inception, the committee has engaged the university community — parents, alumni, students, donors, faculty and staff members, the external community, and many others — in strategic conversations to assess the university's strengths, weaknesses, opportunities, and threats (SWOT). The purpose of this SWOT is to align internal activities with external realities.

Through its research, the committee has addressed issues, identified gaps, and made recommendations for adjustments to the university strategic plan. The refreshed Grand Valley State University Strategic Plan presented here is the result of their work.

THE HIERARCHY OF STRATEGIC INTENT

The process used to construct Grand Valley's strategic plan created a "Hierarchy of Strategic Intent" that reflects the top down framework and bottom up operational structure referenced in the planning process section above.*

At the top of the hierarchy is Grand Valley's vision and mission, both of which are long lasting and motivating. At the bottom of the hierarchy are the projects and short-term tactics that faculty and staff members will use to achieve our mission. One convenient way of thinking about the hierarchy is:

If you ever need to ask "Why" a Grand Valley person or group is doing something, you should be able to look up the hierarchy. If you ever need to ask "How" Grand Valley will accomplish something, you should be able to look down the hierarchy.



LOOKING FORWARD

Strategic planning is an iterative process, which means the plan itself should be reviewed based on an established planning cycle. The frequency of this review will depend on the evolving events of the university's internal and external communities. By assessing the impact of these developments, evaluating the progress of the operational plan, and making necessary corrective adjustments to the plan, it will continue to provide direction and balance for what the organization wants, needs, and aspires to be; whether it has the available human and financial resources; and whether its internal efforts align with the external influences.

* Grand Valley's approach to strategic planning as reflected in this document draws from and builds upon the work of Gary Hamel and C.K. Prahalad whose article in *The Harvard Business Review*, "Strategic Intent" (1989), and book *Competing for the Future* (1994) advanced this perspective.



Grand Valley State University Strategic Plan 2008-2010

Mission

Grand Valley State University educates 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.

Vision

Grand Valley State University is a public institution with a local, regional, and state commitment, and a global perspective. We are dedicated to providing our students with the highest quality undergraduate and graduate education.

Teaching in the liberal tradition, whether in general arts and sciences or the professional degree programs, has always been at the heart of Grand Valley's educational mission. A liberal education acquaints students with the tradition of humane values and the heritage, problems, and perspectives of their own and other cultures. It transcends the acquisition of information and rests on scholarship and the open exchange of ideas. Students learn to think for themselves as they develop the skills of inquiry, reflection, critical analysis, dialogue, and expression. At Grand Valley State University, the values of liberal education permeate all programs and areas of study.

A broad education rooted in the arts and sciences provides students with the general knowledge and skills necessary to participate intelligently in public discourse. Grand Valley State University is also dedicated to educating students to become competent professionals in their chosen fields. These ideals co-exist within our institution, and together they inspire graduates not only to pursue their own success and well-being but also to positively influence their communities, their professions, and their world.

Grand Valley State University is characterized by and known for superior student-centered teaching and learning. Our diverse environment promotes the development of intellect and creativity through teaching, scholarship, service, and a vibrant campus culture. Realizing this vision will result in a broad national reputation for excellence.

Value Statements

EFFECTIVE TEACHING

Our highest priority is to offer outstanding teaching in all of our undergraduate and graduate programs. The teaching culture of Grand Valley State University is characterized by the continual development of excellence in the classroom, the recognition of multiple ways of learning, and the accessibility of faculty to students. In order to nurture the habits of intellectual growth, we seek to instill in our students curiosity as well as the love of learning. Students acquire new knowledge and explore its application through research, artistic expression, and scholarly activity. We value the vigorous engagement of students in the classroom and other learning environments.

LIBERAL EDUCATION

Grand Valley State University is committed to providing each student a broad educational experience that integrates liberal learning with preparation for career or profession. Liberal education begins with encountering the great ideas of diverse traditions in the humanities, the creative and performing arts, the natural and social sciences, and mathematics, and is an essential part of all of our professional programs. We value the liberal ideals of critical thinking and preparing students for lifelong learning. The practice of liberal learning develops the skills of inquiry and reflection, which guide students to think for themselves, gain self-knowledge, and make ethical judgments. Such learning can inform individual and collective actions and prepare students for the responsibility of local, national, and global citizenship.

SCHOLARSHIP

Scholarship is an essential component of the university's mission as an institution of higher learning and community service. Excellence in teaching at the university level depends upon active scholarship by faculty members. Through basic and applied research, artistic expression and performance, and other forms of scholarship, faculty members contribute to the development and application of knowledge, and create a dynamic environment for learning. Active scholarship may include collaboration of faculty and staff with students, business and labor, government, and community organizations. In this way, the benefits of a liberal education can extend beyond classroom walls to lifelong learning and partnerships between the university and its diverse communities.

DIVERSITY AND COMMUNITY

A range of thoughtful perspectives is necessary for open inquiry, liberal education, and a healthy community. Recognizing this, we seek and welcome a diverse group of students, faculty, and staff. We value a multiplicity of opinions and backgrounds and seek ways to incorporate the voices and experiences of all into our university. We value our local community and embrace the participation of individuals and groups from Michigan, the nation, and the world. We also encourage participation in educational opportunities abroad. In order to foster a healthy and diverse environment, we will act with integrity, communicate respectfully, and accept responsibility for our words and actions.

SERVICE

We at Grand Valley State University value the collaboration of faculty, staff, and students with external partners in addressing mutual interests and regional needs. The university offers the communities it serves resources and inspiration in their own lifelong pursuit of knowledge. Faculty and staff are encouraged to contribute their expertise and service to the university, their disciplines' professional organizations, and the community. Students are encouraged to be active citizens, to become active service providers, and to take part in various service learning and volunteer opportunities in the community and abroad.



1

Goal One

Offer high quality undergraduate and graduate education provided by student-focused faculty who are dedicated to excellent teaching, scholarship, and professional service in a wide array of liberal arts and sciences and professional academic areas.

Goal One continued...

Strategy

Identify learning goals and outcomes for curricular and co-curricular undergraduate and graduate offerings that are grounded in the philosophy of liberal education as well as specific disciplinary standards.

Objectives

- To involve faculty in defining learning goals and outcomes and assessment strategies
- To include among the above learning goals, definition, and assessment of outcomes an array of intercultural educational experiences that result in our students acquiring the knowledge and personal and professional competencies essential to success in a diverse world
- To include among the above learning goals, definition, and assessment of outcomes an array of international educational experiences that result in our students acquiring the knowledge and personal and professional competencies essential to success in a global society

Strategy

Create and implement an assessment plan that accurately measures student learning.

Objectives

- To develop assessment methods and measures that provide evidence of student learning at multiple levels: course, program, and institution
- To use assessment results to inform improvements in curriculum, pedagogy, instructional resources, and student services
- To routinely review the effectiveness and uses of assessment methods and measures
- To integrate data reported for purposes of external accountability (graduation rates, passage rates on licensing exams, placement rates) into the assessment of student learning

Strategy

Regularly review academic offerings for currency and relevance.

Objective

- To determine curricular content and strategies for instruction based on the relationships among the courses of study, the currency and relevance of the curriculum, the utility of the knowledge and skills gained, and the cooperative opportunities with other agencies and educational initiatives

Strategy

Develop and maintain high standards of faculty performance for teaching, scholarship, research, and service.

Objectives

- To inform faculty of research on teaching, learning, and technological advances with potential to positively affect student learning and the delivery of instruction
- To evaluate and recognize effective teaching and learning
- To evaluate and address equity in faculty workload
- To design professional development opportunities to facilitate teaching suited to varied learning styles and environments
- To support and foster scholarly and creative activity by faculty and students
- To support and produce faculty and student scholarship and contribute to knowledge through basic and applied research
- To use scholarship and research as a basis for organizational and educational improvements
- To value and support inclusion and cultural competency in all areas of faculty performance

Strategy

Provide a sufficient infrastructure to support quality education.

Objectives

- To recruit, hire, and retain highly qualified faculty and staff in sufficient numbers and using methods that incorporate the best practices for institutions of higher education
- To provide resources that support active scholarship and excellent teaching and learning
- To extend and expand partnerships with stakeholders, including alumni and members of the local and regional community



2

Goal Two

Create a broad educational experience guided by a philosophy supporting liberal education in all academic programs.



Strategy

Integrate liberal education into all degree programs through curricular and experiential offerings that promote the acquisition of the attitudes and skills required for a life of learning in a diverse society.

Objectives

- To demonstrate that acquisition of a breadth of knowledge and higher order skills in the exercise of intellectual inquiry are integral to all educational programs
- To graduate students who demonstrate well-developed, higher order skills, such as communication, critical thinking, self-reflection, leadership, reasoning, integration of the various modes of inquiry, intercultural competence, global awareness, and the relevance of sustainability
- To increase opportunities for students to engage in study abroad, internships, service learning, and research
- To develop deep networking between academic programs and student services





3

Goal Three

Contribute to the enrichment of society by building collaborations within the university as well as those among the university, its family of alumni and retirees, and external entities.



Strategy

Identify internal and external communities of interests that are broad in scope and include marginalized communities.

Objectives

- To recognize and acknowledge existing collaborations and partnerships
- To communicate and market existing collaborations and partnerships
- To create new collaborations and partnerships
- To create methods for embracing change in a broad context
- To develop new Centers of Excellence as appropriate, such as the current Annis Water Resources Institute, the Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership, or the Hauenstein Center for Presidential Studies

Strategy

Engage identified constituencies and communities to serve them in ways that advance mutual values.

Objectives

- To create outreach programs that respond to identified community needs
- To connect students, faculty, and staff with external communities
- To develop partnerships focused on shared educational, economic, and social goals
- To practice environmental scanning to understand the changing needs of constituencies and their communities





4

Goal Four

Promote inclusion, equity, and intercultural learning in all aspects of university life.

Strategy

Create a comprehensive, systemic, and measurable framework for curricular and co-curricular educational excellence that incorporates diversity at its core.

Objectives

- To develop a common understanding of the definition and the importance of diversity
- To provide access by enrolling, supporting, retaining, and graduating all students, including economically disadvantaged students, first generation students, students of color, international students, and any other underrepresented population and by recruiting and retaining diverse faculty and staff who foster an intellectual, supportive, and nurturing environment for educational excellence
- To create and provide interculturally inclusive content in the courses, programs, and experiences across all academic offerings and in the social dimensions of the campus environment
- To develop an inclusive community that promotes intercultural learning that engages all of its diversity in the service of student growth and organizational development
- To undertake initiatives in intentional ways that enhance intercultural competence, cognitive complexity, and the ability to work in and bring leadership to diverse groups

Strategy

Build collaborations with West Michigan that promote inclusion, equity, and the integration of diversity.





5

Goal Five

Create a vibrant university culture that fosters an atmosphere of inquiry and learning in all university and community settings.

Strategy

Provide undergraduate and graduate curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

Objectives

- To develop programs that support learning throughout students' experience regardless of their location
- To provide quality, accessible advising systems that focus on student learning, including the mastery of skills needed for academic success
- To value and promote a life of learning for students, faculty, and staff
- To follow explicit policies to ensure ethical conduct in research, instructional activities, and intellectual property rights

Strategy

Expand opportunities for undergraduate and graduate students to engage in research with faculty, participate in community change, and contribute to alumni development.





6

Goal Six

Effectively allocate financial resources to respond to change and emerging opportunities.

Strategy

Manage university resources consistent with a disciplined financial plan to ensure long-term financial viability and vitality.

Objectives

- To establish strategic budgeting priorities
- To enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness
- To enhance affordability for students through the establishment of need-based scholarships and financial aid
- To evaluate activities, programs, and services to ensure university resources are being used effectively and efficiently
- To enhance the growth of the endowment

Strategy

Create the human resources needed for an inclusive, diverse learning environment through recruitment, hiring, retention, and professional developmental practices.

Strategy

Develop a master plan for current and future facilities and maintenance.

Strategy

Build an infrastructure that supports safety and security for the university community.

Strategy

To explore and engage in sustainable practices that ensure responsible stewardship of the environment, promote social equity, and encourage sustainable economic development.



7

Goal Seven

Effectively present the university's image
and advance its reputation.



Strategy

Publicly share the achievement of students, faculty, staff, and alumni.

Objectives

- To highlight student, faculty, staff, and alumni success stories to illustrate the key university marketing messages in engaging and active ways
- To create a central on-line resource to assemble the scholarship and creative activities of faculty, staff, and students
- To develop and distribute marketing materials to ensure consistency of messages both internally and externally in a manner that demonstrates the excellence of the university's varied efforts
- To create a presence at national and international levels by showcasing the university's centers of excellence and by assisting faculty, staff, and students to present at national and international conferences
- To provide opportunities for groups to experience Grand Valley via such initiatives as conferences, faculty and student exchanges, and special events





8 Goal Eight

Develop and expand relationships with current and new constituencies that lead to involvement, participation, and financial resources.



Strategy

Broaden the university's base of financial support.

Objectives

- To aggressively pursue all forms of financial resources including state funding and private support
- To expand the number and depth of public/private partnerships
- To continue pursuit of government grants, contracts for faculty and academic projects, and other university projects and endeavors





Accountability

Grand Valley State University welcomes accountability. We know that those we serve — our students, their families, our alumni, our donors, and the taxpayers — expect us to do our best. They want to know that Grand Valley is worthy of their continued investment and we will be held accountable for meeting their expectations.

GRAND VALLEY STATE UNIVERSITY OUTCOMES

Outcomes are measurable results and provide data and information necessary for resource allocation.

Measures of Student Success: A public university is accountable for student success during matriculation and after graduation. Employers should see Grand Valley alumni as well-qualified job candidates.

Access and Affordability: A public university must be available to serve students from across Michigan, as well as those from other states with an interest in the university and the state. It must carefully and fairly review the applications of those qualified to attend and be affordable to those that enroll. A public university should be managed in a way that facilitates student retention and progress toward timely graduation.

Diversity: An intellectual asset, a diverse student body and university community is essential to the success of the university and its graduates. A public university should be a role model in post-Proposition-2 Michigan.

Partnership with the State: The state of Michigan must have a rational, predictable, dependable, and sustainable relationship with its public universities. The need for a highly educated work force has never been greater. The state's present and future health depends upon a well-educated citizenry.

Efficiency: A public university must be an honorable and careful steward of the resources it receives, whether from donors, students and their families, or taxpayers.

Public/Private Partnership: A public university must foster and maintain public/private partnerships with the communities in which its campuses are located. It must be a worthy and productive recipient of grants and gifts and in return be a vital part of the community.

Economic Development: A public university is an essential generator of economic activity and job creation, and is expected to make a statewide impact through its services, scholarship, and research.



Accountability continued...

STRATEGIC POSITIONING 2010 COMMITTEE RESPONSIBILITIES

Accountability for our strategic plan rests with our Strategic Positioning 2010 Committee. The committee is responsible for reviewing and updating the university's strategic plan and planning process; developing a framework to guide the university's future planning and the integration of the plan with the operational planning of the divisions, colleges, and departments; establishing a planning cycle that includes review, update, and progress reports; and ensuring that multiple sets of data are linked to the plan and the planning process for continuous improvement.

STRATEGIC IMPERATIVES

There are five imperatives embedded in the goals of the strategic plan that will be the subjects of additional attention and priority: enrollment management, facilities master planning, human resources planning, inclusion and equity, and broadening the base for financial support. These areas of focus serve the university goals of providing quality education, creating a vibrant campus culture, and effective financial resource allocation directly. They also indirectly serve the other five goals as well as reinforce the university's commitment to accountability.

GAUGING OUR PROGRESS

In addition, the university has developed a set of measurements by which we will hold ourselves accountable and gauge our progress in meeting the eight university goals. Development of these measurements is a direct result of Grand Valley's accountability initiative, which recognizes that as a public institution the university is accountable to the taxpayers of the state and to the students who pay tuition and room and board — 82 percent of university revenues come from students and their families, while state appropriations constitute the remaining 18 percent. The university is also accountable to its donors, whose gifts have leveraged nearly \$500 million in new and remodeled facilities, endowments, and scholarships. Grand Valley's complete 2007 accountability report is available online at www.gvsu.edu/accountability.

COMING FULL CIRCLE

By linking accountability to strategic planning, the university is able to effectively illustrate efficiency and demonstrate the superior return on investment that all stakeholders receive when they support the university and how that support will benefit the university going forward. It also underscores the most important measure of all — the education of students seeking the tools that will help them shape their lives, their professions, and their societies.







For more information, contact:

Office of the President
1 Campus Drive
Allendale, MI 49401-9403
(616) 331-2100

www.gvsu.edu/strategicplanning

Copyright Grand Valley State University 2008

Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. 3/08

Strategic Positioning: Strategic Plan 2008-2010



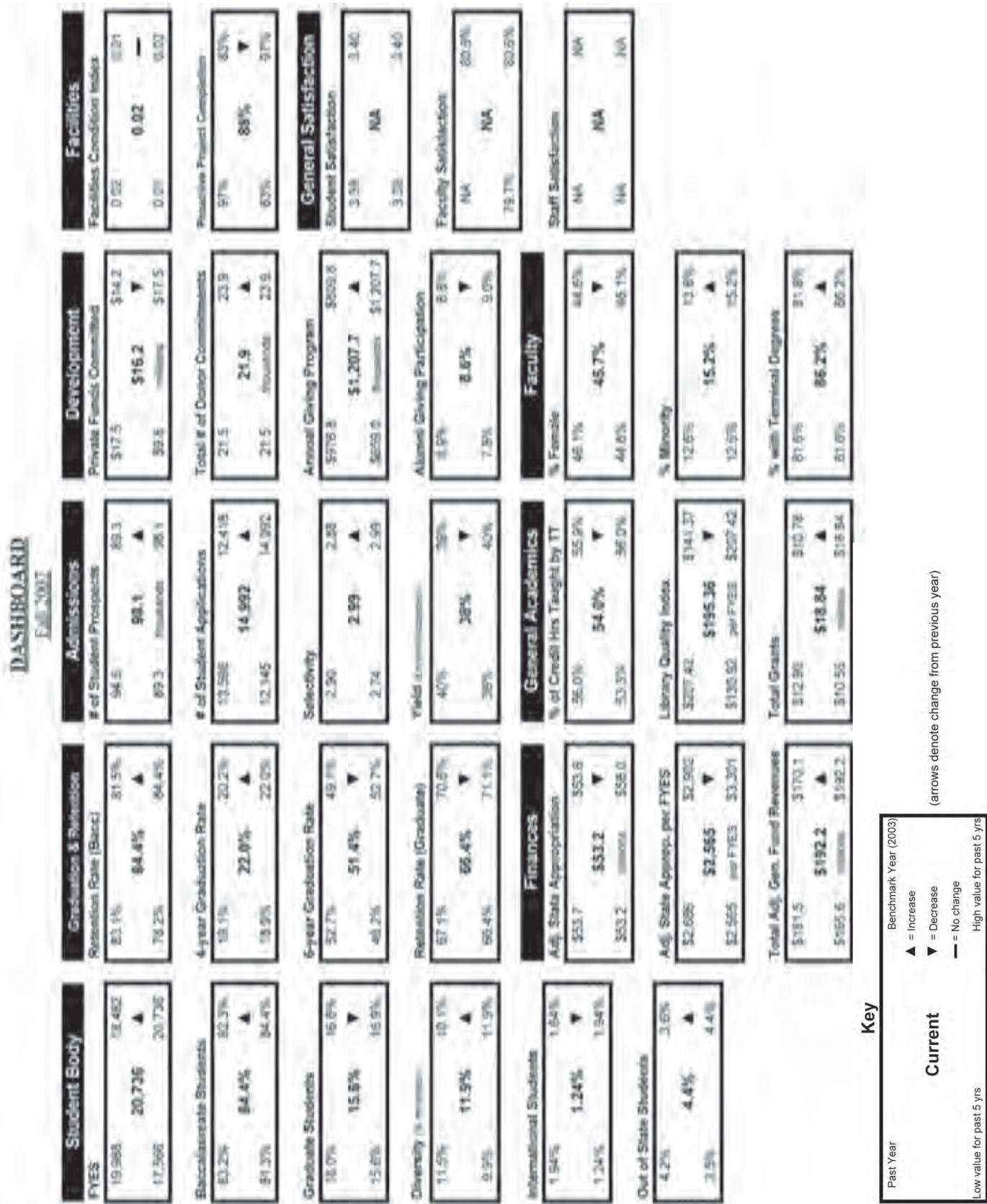
Printed on FSC-certified paper manufactured with electricity in the form of renewable energy (wind, hydro, and biogas), and includes a minimum of 30% postconsumer recovered fiber. The FSC trademark identifies products which contain fiber from well-managed forests certified by SmartWood in accordance with the rules of the Forest Stewardship Council.

**Appendix F:
Dashboard**



Accreditation Self-study Report 2008

Appendix F: Dashboard



DASHBOARD
Fall 2007

Student Body	Graduation & Retention	Admissions	Development	Facilities
FYES	Retention Rate (Block)	# of Student Prospects	Private Funds Committed	Facilities Condition Index
Percent of full-time students who return the following fall semester	Percentage of full-time students who graduate from GVSU within 4 semesters	Number of potential FTIAC students contacted with recruiting materials	Total of gifts and pledges received	Ratio of the cost of remedying maintenance deficiencies to the current replacement value
Baccalaureate Students	4-year Graduation Rate	# of Student Applications	Total # of Donor Committed	Proactive Project Completion
Percentage of student population enrolling in a baccalaureate program	Percentage of full-time students who graduate from GVSU within 4 semesters	Number of prospective FTIAC students who complete an application to admission at GVSU	Total # of donor commitments (ind. and individual, corporate, employer matching, (WGAU) and foundation donors)	The percentage of capital asset projects with that were completed
Graduate Students	5-year Graduation Rate	Selectivity	Annual Giving Program	General Satisfaction
Percentage of full-time students who graduate from GVSU within 5 semesters	Percentage of full-time students who graduate from GVSU within 5 semesters	Indicator of the GPA and SAT scores submitted by enrolled students - 1=Lowest, 5=highest	Total gifts and pledges to the Annual Giving Program	Students' satisfaction with quality of instruction, campus life, and value of the education
Diversity (% minorities)	Retention Rate (Graduate)	Yield (Enrolled/accepted)	Alumni Giving Participation	Faculty Satisfaction
Percentage of students who indicated they are of non-white ethnicity	Percentage of students who graduate from GVSU within 5 semesters	Percentage of admitted FTIAC who enroll	Percentage of all GVSU alumni that donate	Faculty satisfaction with quality of instruction, campus life, and value of the education
International Students	Finances	General Academics	% Female	Staff Satisfaction
Percentage of full-time students who are international students	Adj. State Appropriation	% of Credit Hrs Taught by FT	Percent of total number of full-time faculty who are female	Percent of GVSU non-faculty staff that indicate satisfaction (not previously collected)
Percentage of students whose permanent address is not MI	Funds allocated to GVSU by the state of Michigan HEP-adjusted to 2003 dollars	Percent of credit hours that were taught by tenured or tenure-track faculty members	% Minority	
Out of State Students	Adj. State Approp. per FYES	Library Quality Index	Percentage of full-time faculty who indicated they are of non-white ethnicity	
Percentage of students whose permanent address is not MI	Funds allocated to GVSU by the state per FYES student HEP-adjusted to 2003 dollars	Annual acquisitions budget per FYES student (previous year FYES)	% with Terminal Degrees	
	Total Adj. Gen. Fund Revenues	Total Grants	Percent of terminal degree faculty with terminal degrees appropriate for their area of expertise	
	All General Fund revenues HEP-adjusted to 2003 dollars	Dollar amount of all grant revenues (includes financial aid and capital grants)		



Grand Valley State University educates 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.

For more information, contact:

Julie Guevara
Assessment and Accreditation Officer
guevaraj@gvsu.edu
(616) 331-2400
www.gvsu.edu/ncaselfstudy

Copyright Grand Valley State University 2008

Grand Valley State University is an affirmative action, equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. 7/08