Strategic Plan

Academic Year(s) 2013-2016
## Seidman Strategic Plan (2013-2016)

### Foundation

**Our Mission**

The Seidman College of Business provides a rigorous learning environment, with a student focus, a regional commitment, and a global perspective.

### Vision

Become the business school of choice in the region

### Our Core Values

- Teaching Excellence
- Quality Scholarship
- Community Service
- Ethics and Integrity
- Life-Long Learning
- Diversity
- Collegiality

### Key Performance Indicators

**How we measure success**

- Student Learning
- Faculty Scholarship
- Community Service
- Innovation

### Strategic Objectives and College Goals

**Goal 1.** Be known as a premier, student-focused College of Business

- **Objective 1.** Improve retention and shorten time to graduation.
- **Objective 2.** Specify learning goals and demonstrate achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills.
- **Objective 3.** Create a more diverse learning community of outstanding student scholars

**Goal 2.** Define the Seidman College of Business brand

- **Objective 1.** Clearly define Seidman’s product(s) and target market(s)

**Goal 3.** Expand relationships with the business community within and outside West Michigan

- **Objective 1.** Determine business community needs
- **Objective 2.** Define Seidman’s Internship Program
- **Objective 3.** Leverage relationships with Advisory Boards and Alumni
- **Objective 4.** Examine joint opportunities with the GVSU community for student/business outreach
- **Objective 5.** Support the development of a more diverse and culturally competent community

**Goal 4.** Maintain and attract high quality faculty

- **Objective 1.** Define formal process for mentoring junior faculty
- **Objective 2.** Determine requirements for tenure and promotion
- **Objective 3.** Enhance and support the culture of teamwork, as it relates to cultivating an environment of inclusion within the College

### Competitive Advantage

**What we do best**

We excel at personalized undergraduate education and targeted graduate programs.

### Implementation

**How we make strategy a habit**

1. During Winter Semester unit meetings faculty members would offer suggestions for new initiatives or changes to the current the Strategic Plan.
2. Unit Heads would convey suggestions to DEC from unit meetings throughout the Winter Semester.
3. DEC would discuss the unit suggestions and revise the Strategic Plan as deemed appropriate during the last DEC meeting of the Winter Semester.
4. The Strategic Plan, for the coming academic year, would be presented and discussed during the August Faculty Senate meeting.
5. Dean issued committee charges for the academic year would include relevant items from the approved Strategic Plan.
6. During the academic year units would make progress on their charges, including those related to strategic planning.
7. If committees encounter problems completing their charges related to strategic planning, they would engage in a dialogue with DEC to resolve the problem.
8. At the end of the academic year units and committees will report their progress on all initiatives in their annual reports.
9. If other initiatives from any source are suggested at any other time of the year, DEC will consider them, and, if there is agreement, they will be added to the Strategic Plan and presented to the Faculty Senate.
Mission
The Seidman College of Business provides a rigorous learning environment, with a student focus, a regional commitment, and a global perspective.

Vision
Become the business school of choice in the region.

Shared Process
Seidman’s goal is to simplify the strategic planning process to get more involvement from Unit Heads, faculty members, and Seidman Committees.
WHO IS INVOLVED

- The Faculty Senate may provide guidance regarding the strategic plan at any time during the year.
- The Faculty Senate will ratify any changes to the goals in our Strategic Plan.
- DEC will assume the role of the Strategic Management Committee.
- The Associate Dean will assume the duties of the Director of Strategic Planning.

HOW WE IMPLEMENT OUR PLAN

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- **Teaching Excellence**
  - Faculty use various and multifaceted teaching methods.
  - Students learn from faculty teaching in an open, safe environment that encourages expression and independent thinking.
  - Students learn in an environment that stimulates intellectual curiosity, liberal learning, and critical thinking.
  - Faculty remain current in their disciplines.
  - Faculty have opportunities to develop and support teaching excellence.

- **Quality Scholarship**
  - All faculty engage in scholarly activities.
  - Faculty engage in integrated research.
  - Faculty pursue long-term research projects.
  - Faculty pursue scholarship in all business disciplines and in the “pedagogical and learning,” “contributions to practice,” and “discipline-based research” categories.

- **Community Service**
  - Faculty, staff, and students are involved in economic and community development.
  - Faculty, staff, and students are professionally involved in service learning and volunteerism.
  - Faculty, staff, and students exchange knowledge and resources with the community.
  - Faculty become experts in business applications and serve the regional business community.
  - Graduates are capable of meeting regional workforce needs.
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- **Ethics and Integrity**
  - Members of the Seidman community pursue opportunities to continue learning beyond earning their degrees.

- **Life-Long Learning**
  - The Seidman community models ethical behavior when dealing with students, faculty, staff, and industry.
  - Faculty and students require ethical behavior from one another.
  - Faculty teach students the process of ethical development.
  - The Seidman community encourages ethical behavior.

- **Diversity**
  - The Seidman community recruits and retains a diverse community.
  - Students and faculty pursue international interaction and experiences.
  - The Seidman community respects, understands, and accepts the diversity of its community.

- **Collegiality**
  - Faculty and staff pursue opportunities to share and interact.
  - Faculty and staff operate with transparency of information.
  - Faculty and staff pursue an atmosphere of mutual respect.
  - Faculty and staff help each other attain different skill sets.
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- **Student Learning**
  - Faculty policies that unambiguously reflect high expectations of students
  - Faculty implementation of policies that promote high student expectations
  - Student/faculty ratios and full-time and “participating faculty” coverage of courses Extent to which graduates can incorporate cultural issues into the analysis of a business problem
  - Extent to which graduates can identify global opportunities and threats of a business scenario

- **Faculty Scholarship**
  - Extent to which Seidman faculty create scholarly works that are useful for practitioner audiences and student learning to function in a business environment
  - Extent to which faculty integrate functional knowledge from separate business disciplines in the classroom and in their research
  - Extent to which innovation, the application of knowledge, and the integration of concepts impact faculty and staff teaching, intellectual contributions and service activities

- **Community Service**
  - The number of regional economic and social organizations with which faculty, staff and students are meaningfully engaged

- **Innovation**
  - Extent to which student learning, scholarship, and community service are enhanced by the introduction of appropriate innovative ideas and technologies.
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Goal 1

**Be known as a premier, student-focused College of Business**

**Objectives**

Improve retention and shorten time to graduation.

Specify learning goals and demonstrate achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills.

Create a more diverse learning community of outstanding student scholars.
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**Goal 2**

**Define the Seidman College of Business brand**

**Objective**

Clearly define Seidman's product(s) and target market(s)
**Goal 3**

Expand relationships with the business community within and outside West Michigan

**Objectives**

- Determine business community needs
- Define Seidman's Internship Program
- Leverage relationships with Advisory Boards and Alumni
- Examine joint opportunities with the GVSU community for student/business outreach
- Support the development of a more diverse and culturally competent community
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**Goal 4**

**Maintain and attract high quality faculty**

**Objectives**

- Define formal process for mentoring junior faculty
- Determine requirements for tenure and promotion
- Enhance and support the culture of teamwork, as it relates to cultivating an environment of inclusion within the College
### Goal 1: Be known as a premier, student-focused College of Business

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<tr>
<td>1.1</td>
<td>Improve retention and shorten time to graduation.</td>
<td>Encourage degree competition and reduce the cost of higher education</td>
<td>Chair of CCC creates and submits curriculum development documents for change in BBA cognates for all Seidman Majors (following related vote at last Senate meeting)</td>
<td>Annual report from Chair of CCC indicating relevant curriculum proposals</td>
<td>Chairperson, College Curriculum Committee</td>
<td>Additional service time</td>
<td>Equivalent to one “Group B” assignment as described in the Seidman Baseline Service Guidelines</td>
<td>End of Winter 2014</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Chair of TLC coordinates with units to examine course prerequisites for Business Core courses and courses that are required for specific BBA majors. If the units decide that any course prerequisites could be removed or alternative prerequisites added, then the Chair of TLC forwards that information to the Chair of CCC as recommendations for curriculum changes</td>
<td>Annual report from Chair of TLC indicating units' responses concerning prerequisites</td>
<td>Chairperson, Teaching &amp; Learning Committee</td>
<td>Additional service time</td>
<td>Equivalent to one “Group B” assignment as described in the Seidman Baseline Service Guidelines</td>
<td>End of 2015-16 academic year</td>
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<td>1.2</td>
<td>Specify learning goals and demonstrate achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills.</td>
<td>Assure external constituents that SCB is meeting goals and provide continuous improvement to SCB curricula</td>
<td>Perform 10 to 12 assessment events per Year</td>
<td>Will be reported in assessment annual report</td>
<td>Blose &amp; Dalmia</td>
<td>Summer Contract for Assessment Director,</td>
<td>200 hours</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Revise and Streamline Goals and Objectives</td>
<td>Changes to Goals and Objectives approved</td>
<td>Blose &amp; Dalmia</td>
<td>Funding for Assessment Graders ($4,000 to $7,000 per year),</td>
<td>20 hours</td>
<td>42156</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Coordinate BA/BS in Economics Assessment and BBA Assessment</td>
<td>Will be reported in assessment annual report</td>
<td>Dalmia</td>
<td>Funding for training (AACSB Seminars, Steps Training, Assessment Conference),</td>
<td>20 hours</td>
<td>Dec-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>University Assessment Report</td>
<td>Report Submitted to University</td>
<td>Blose</td>
<td>Steps Training, Assessment Conference),</td>
<td>80 hours</td>
<td>Dec 2013 (Completed)</td>
</tr>
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<td></td>
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<td></td>
<td>Next Major Report: AACSB Self Study</td>
<td>Report prepared for AACSB self study</td>
<td>Dalmia</td>
<td>Secretarial Support</td>
<td>80 hours</td>
<td>42248</td>
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**SEIDMAN COLLEGE OF BUSINESS**
Goal 1: Be known as a premier, student-focused College of Business

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<td>1.3</td>
<td>Create a more diverse learning community of outstanding student scholars</td>
<td>Increase the presence of students from historically underrepresented groups without lowering standards</td>
<td></td>
<td></td>
<td>Task Force - C Bajema, reps from Grad Acctg Comm &amp; MBA Comm</td>
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## Goal 2: Define the Seidman College of Business brand

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<td>2.1</td>
<td>Clearly define SCB product(s) and target market(s)</td>
<td>Provide consistent direction for future planning and allocation of limited resources</td>
<td></td>
<td></td>
<td>Dean and DEC</td>
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Goal 3: Expand relationships with the business community within and outside West Michigan

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<tr>
<td>3.1</td>
<td>Determine business community needs</td>
<td>Ensure SCB and its graduates are positioned to address the needs of the business community</td>
<td></td>
<td></td>
<td>Dean and DEC</td>
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<td>3.2</td>
<td>Define SCB Internship Program</td>
<td>Provide direction and guidance to those students seeking an internship experience and to employers desiring to establish internship opportunities</td>
<td>Partner with Career Center, communicating internship openings and participating in employer visits/presentations/Career fairs. Increase awareness of internship for credit program through class visits, discussing internship program in all transfer orientation sessions and promoting internship opportunities on our Blackboard Seidman Undergraduate Programs page to which all business students have access. Increase internship for credit enrollment numbers by 10%.</td>
<td>Comparison of previous internship for credit enrollment numbers.</td>
<td>T Kracker, D de la Rosa, N VanElderen</td>
<td>Promotional Materials for both employers and students.</td>
<td>Approximately 20 hours a week - Tami 10 hours a week - Denise</td>
<td>Ongoing</td>
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<td>3.3</td>
<td>Leverage relationships with Advisory Boards and Alumni</td>
<td>Assist SCB in determining critical needs within the disciplines and enhancing networking opportunities for faculty/students</td>
<td>Dean and DEC</td>
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<td>3.4</td>
<td>Examine joint opportunities with the GVSU community for student/business outreach</td>
<td>Leverage SCB student and faculty strengths to assist both the GVSU and West Michigan community</td>
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<td>Student/Faculty Task Force</td>
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<td>3.5</td>
<td>Support the development of a more diverse and culturally competent community</td>
<td>Develop and nurture key partnerships and relationships with community entities to enhance inclusion and equity</td>
<td>T Syfert, M Allen, D Danko</td>
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## Goal 4: Maintain and attract high quality faculty

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| 4.1       | Define formal process for mentoring junior faculty | Support research and teaching activities of junior faculty in preparation for tenure | ICC | Activities currently at work  
(a) Annual untenured faculty meeting with the Dean. Department chairs and assigned faculty mentors are also invited and encouraged to attend.  
(b) The evaluation criteria currently employed by ICC assigns higher points to untenured applicants of summer research monies offered by SCB to encourage them to make continued progress towards meeting the research requirements for tenure. | David Good | None | 15 hours | October 15 for the forthcoming academic year |
|           |         |         | ICC | New activities being proposed  
(a) A master list of research seminars scheduled for the academic year by all academic units within Seidman will be posted on the SCB blackboard site.  
(b) A list of all research grants available at the university level will be posted on the SCB blackboard site.  
(c) Faculty Mentors will be required to turn in a report on their Mentee’s progress in the area of research annually.  
(d) Department Chairs will be required to turn in an annual report on the research activities and progress towards tenure of the untenured faculty in their units. | David Good | None | 15 hours | October 15 for the forthcoming academic year |
Goal 4: Maintain and attract high quality faculty

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<tr>
<td>4.2</td>
<td>Determine requirements for tenure and promotion</td>
<td>Provide clear understanding of requirements for tenure and promotion</td>
<td>Task Force - Good, Dalmia, Willey, Crampton, Goldberg</td>
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<td>4.3</td>
<td>Enhance and support the culture of teamwork, as it relates to cultivating an environment of inclusion within the College</td>
<td>Increase the number and quality of inclusion initiatives within SCB</td>
<td>Task Force - reps from Inclusion advocates</td>
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Questions and Discussion
Thank you!

Seidman College of Business
Grand Valley State University