

Strategic Plan Addendum

2016-2021 Strategic Plan: Broad Summary

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The table below broadly summarizes the strategic plan priorities and the initiative and project-based outcomes. Greater detail is available in the Virtual Workroom

Table 1. Seidman Strategic Plan Summary of Activities, 2016-2021

Strategic Priority	Goals	Metrics*	Progress /Key Outcomes	Moving Forward
Build Seidman Brand	<p>Revise Graduate Website</p> <p>Increase Awareness of Seidman Brand</p> <p>Expand social media presence</p>	<p>Completed Grad website</p> <p>Hired part time person to manage social media (soft money)</p>	Through hiring a marketing firm and individual to manage social media, Seidman improved its grad website and increase social media presence.	Both outcomes will be maintained. This priority will be suspended due to budgetary constraints, and personnel capacity.
Grow/Strengthen Engagement with Stakeholders	<p>Extend Integration of Outreach Centers with Seidman academics</p> <p>Grow community partnerships</p>	<p>Increased the number of students engaged in Seidman outreach centers</p> <p>Increased the number of faculty engaged in outreach centers</p>	<p>Students continued to hold internships in outreach centers. In addition, outreach centers worked with faculty in project-based learning opportunities for classes.</p> <p>Through a research grant process, the number of faculty conducting some research on family-owned businesses increased from 1 to 7.</p>	Over the five-year period, connection to the community remained strong. Moving forward, better tracking of this is needed. This work will be integrated into the <i>Distinctive and Relevant Curriculum</i> strategic priority.
Develop Distinctive Curriculum	<p>Review & Revision of the MBA and the MST.</p> <p>Review & Revision of the BBA Core</p>	<p>Completed redesign of the Professional MBA and the MST.</p> <p>Began Review and Revision of the Undergraduate Core.</p>	<p>The MBA provides a more streamlined path for professionals, is cohort based, and offers flexibility in the delivery design.</p> <p>The MST created a set of stackable badges to provide greater flexibility for working tax professionals. Accounting firm leaders were very engaged in the development of this.</p> <p>The BBA review resulted in the creation of a Pre-CORE and a CORE,</p>	This priority will move forward with some modification and expansion.

Strategic Priority	Goals	Metrics*	Progress /Key Outcomes	Moving Forward
			experimentation with stacked courses, and the creation of a business badge for non-business majors.	
Attract/Retain/Support Students	Create a less complex degree path for BBA students, and improve academic support for students to improve progression.	<p>Create clear degree maps to reduce obstacles to progression</p> <p>Reduce barriers for transfer students</p> <p>Implement Direct Admit for first-year students</p> <p>Develop a first-year course to connect and guide students</p>	<p>Degree maps were improved or created where needed. Pinch points in the curriculum were identified and addresses. The main outcome was the creation of a pre-core with a required GPA. secondary-admit, to direct admit. For transfer students, more specific articulation agreement was created for the local 2-year college; the framework will be expanded to other 2-year colleges in Michigan</p> <p>A first-year course was piloted in 2019/20, suspended during COVID; a second pilot will be offered in fall 2021.</p>	<p>This priority has moved to the University level. Each college has created activities to increase retention that align with the University's plan.</p> <p>Aspects of this priority will be integrated in Seidman's priority of Learner Success (retain/support students)</p>
Increase Professional Development	<p>Build faculty pool for teaching at the graduate level.</p> <p>Increase faculty and unit collaboration to enhance learning within and across disciplines.</p> <p>Support faculty in learning new modalities of learning.</p>	<p>Increase number of faculty with skills for graduate and working professional audiences.</p> <p>Enhance faculty innovation in curriculum development and delivery.</p> <p>Create communities of learning to enhance cross-disciplinary learning.</p>	<p>Hired several mid-level faculty with experience teaching at the graduate/professional level. This has helped balance a top-heavy (full professors) faculty mix, and has provided support for new PhD faculty.</p> <p>Supported faculty to attend Project-Based Learning Institute (WPI) to build expertise and share with other faculty.</p> <p>Hired an instructional Designer (soft money) to help faculty build skills in online delivery of curriculum.</p> <p>Invested in emerging technologies for curriculum delivery and learning.</p> <p>Created Learning Communities for faculty collaboration in learning in teaching and research.</p>	<p>This priority will be integrated into all of the priorities in the new plan; it is foundational to Seidman's success.</p>

* Quantitative metrics were not used

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2016-2021 Strategic Plan: Budget Detail

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Table 2. Strategic Priorities and Spending 2016-2021

	2016-17	2017-18	2018-19	2019-20	2020-21	Totals
Build the Brand						
Publications & Outreach	\$26,500	\$29,000	\$24,000	\$20,000	\$4,700	\$104,200
Graduate Programs Website	\$0	\$0	\$40,000	\$2,500	\$0	\$42,500
Merchandise	\$0	\$5,000	\$5,000	\$5,000	\$0	\$15,000
Social Media Work	\$0	\$0	\$0	\$0	\$10,300	\$10,300
<i>Total</i>	\$26,500	\$34,000	\$69,000	\$27,500	\$15,000	\$172,000
<i>% Self-Funded</i>	0%	0%	58%	9%	69%	31%
Grow/Strengthen Engagement with Stakeholders						
Advisory Board Workshop	\$0	\$3,500	\$0	\$0	\$0	\$3,500
Secchia Breakfast Series	\$14,000	\$18,000	\$13,000	\$9,300	\$0	\$54,300
Webinar Series	\$0	\$0	\$0	\$445	\$12,723	\$13,168
<i>Total</i>	\$14,000	\$21,500	\$13,000	\$9,745	\$12,723	\$70,968
<i>% Self-Funded</i>	100%	100%	100%	100%	100%	100%
Develop Distinctive Curriculum						
TRACKS - personnel	\$64,125	\$64,125	\$0	\$0	\$0	\$128,250
Core Curriculum Task Force	\$0	\$0	\$10,750	\$10,750	\$0	\$21,500
Project Based Learning Inst	\$0	\$0	\$16,404	\$0	\$0	\$16,404
Support for Faculty	\$0	\$0	\$0	\$95,700	\$128,700	\$224,400
Pondera Assessments & Coaching for MBA Program	\$0	\$0	\$57,500	\$45,000	\$57,500	\$160,000
Bluescape (Haworth)	\$43,648	\$50,668	\$35,160	\$31,080	\$31,080	\$191,636
Active Learning Classroom (SCB 2001)	\$0	\$0	\$0	\$103,574	\$0	\$103,574 (a)
Mashme (SCB 2027)	\$0	\$0	\$0	\$6,117	\$42,990	\$49,107
Lightboard Studio - Construction	\$4,555	\$28,278	\$0	\$0	\$0	\$32,833
Lightboard Studio - Staffing	\$0	\$0	\$4,590	\$4,928	\$6,917	\$16,435
<i>Total</i>	\$112,328	\$143,071	\$124,404	\$297,149	\$267,187	\$944,140
<i>% Self-Funded</i>	100%	100%	74%	26%	33%	54%
Attract/Retain/Support Students						
Additional Advisor(s)	\$65,000	\$65,000	\$65,000	\$130,000	\$130,000	\$455,000 (b)
Digital Ads in April 2020	\$0	\$0	\$0	\$12,265	\$0	\$12,265
Seidman Drop-In Tutoring	\$30,000	\$30,000	\$30,000	\$10,000	\$10,000	\$110,000 (c)
<i>Total</i>	\$95,000	\$95,000	\$95,000	\$152,265	\$140,000	\$577,265
<i>% Self-Funded</i>	68%	68%	68%	85%	93%	79%

Increase Professional Development						
Case Based Seminar (MSU)	\$0	\$0	\$0	\$6,169	\$0	\$6,169
Gen Z Presentation/Workshop	\$0	\$0	\$0	\$2,569	\$0	\$2,569
Learning Communities	\$0	\$6,332	\$8,237	\$2,889	\$0	\$17,457 (d)
PD Spending on 01 accounts	\$115,974	\$126,768	\$118,122	\$68,810	\$2,512	\$432,186
Faculty Grants Org 37002	\$82,385	\$116,314	\$155,014	\$107,317	\$65,040	\$526,070
Harper Ph.D.	\$0	\$0	\$0	\$0	\$30,000	\$30,000
AACSB Seminars (assorted)		\$19,974	\$18,291	\$3,807	\$0	\$42,072 (e)
<i>Total</i>	\$198,359	\$269,388	\$299,664	\$191,561	\$97,552	\$1,056,523
<i>% Self-Funded</i>	6%	6%	36%	22%	47%	28%
				Total		\$2,820,896
				Total Self-Funded		\$1,390,787
				Percent Self-Funded		49%

Self-funded means that it was not supported by a University Base Funded Allocation

This means it is endowment spending, gifts, indirect cost recovery, and in the case of the advisors, reallocating salary from other positions

Notes:

- (a) Furniture donated
- (b) Added one academic advisor in 2016-17 and another in 2019-20
- (c) Stopped using GA's for ACC tutoring at the end of 2018-19
- (d) Did not include professional development stipends - most facilitators have not used them so the money was not spent
- (e) AACSB conferences attended in 2020-21 were accreditation or ICAM, did not include those costs

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2016-2021 Strategic Plan: Continuous Improvement Examples from Strategic Initiatives

Continuous Improvement Examples from Strategic Initiatives

Recruit and Retain Students – with declining enrollments due to demographic trends in the mid-west, recruitment and retention of students is critical. The university has experienced declining enrollments over the last three years and is beginning to focus greater attention on retaining students. Because Seidman had been a secondary admit program, the opportunities for engaging with first year students were limited, especially since first-year students lived and took classes on the Allendale campus, and Seidman’s ‘home’ is located on the Pew campus.

Under the previous strategic plan, Seidman transitioned its programs from a secondary admit to a direct admit program. This change will provide direct access to first year students. Moving forward, a number of initiatives will be introduced to integrate first-year students to Seidman.

First-year integration initiatives pilot first-year mentor program – voluntary to begin- each student will have two mentors (an upper division business student and a business professional; will be scaled incrementally (resources) once tested and revised.

- First-year course – pilot will be delivered again 2021/22, (it was suspended during the COVID year) followed by creating a permanent course, then scaled incrementally (resources) and once tested and revised.
- Creation of a Living Learning Community on the Downtown Campus (Pew) – As part of the University initiative to expand living and learning options on the Downtown Campus, three discipline-based living-learning communities (LLC) in business, engineering, and social work were established for Fall 2021; prior to this all LLCs were located on the main campus in Allendale (12 miles from the Downtown campus). LLCs integrate experiential learning and engagement with professional communities with academics. Learning takes place in the classroom, with peers in living spaces, and through experiential learning opportunities. Research shows these types of experiences improve retention and progression, and students perform better.
- Alignment of specific General Education courses with business – Working with various disciplines in liberal arts and sciences, the GenEd faculty will work with business faculty to integrate business applications into the GenEd courses. In 2019, Seidman worked with Sociology and Philosophy to create courses more focused on business. The Sociology course was created and delivered. Unfortunately, the pilot did not meet expectations. The Philosophy collaboration is still in process with a target date to deliver the course of Fall 2022.
- Advising Initiatives – in order to increase access to first-year students, admission language was changed. Secondary admission language was eliminated and inclusive language of Seidman Success Standards was adopted. Once students have declared their major, Seidman advisors can be more proactive with this population and help all first-year

students and transfers navigate the curricular progression of Seidman programs. Proactive schedule checking is a best practice being utilized for upper division students in an effort to better prepare students for year-long scheduling.

Following the launch of the first-year initiatives, programmatic changes at the second-year will follow. Currently, the business program has a 300-level core course focused on global culture; it is not a required course. It is intended that this course will move to the second-year level, as part of the required pre-core courses, in order to engage students earlier and to provide a global foundation earlier in the business program. Also, it is intended that the first-year course framework and mentor program will be extended to the second year in order to further engage students in their programs.

Over the last few years Seidman has begun to work with two-year schools to build more seamless articulation agreements for students interested in transferring to GVSU. The first one, always the longest to complete, was signed in 2020. Moving forward, similar articulation agreements will be developed with other two-year colleges in Michigan.

Credit Based Approaches

As summarized in the curriculum section of this report, revision of the MBA, MST, and undergraduate programs were the primary focus of the last strategic plan. Moving forward, initial priorities will include the following

Continuing revision of the undergraduate curriculum to include:

- Creation of a required course focusing on global culture and business. Most likely, this course will become part of the Pre-Core and considered a 2nd-year level course. It will be required. This addition will strengthen global understanding.
- Develop pedagogy that integrates Bluescape as a learning platform. Courses will be delivered in a redesigned classroom that facilitates team-based engagement. Bluescape is a cloud-based platform used in business for design, strategic planning, and other comprehensive applications.
- Institutionalize piloted courses focused on individual learner professional development. A series of three, one-credit courses was piloted in Winter and Fall 2020. They focused on understanding workstyle preferences, working in teams, and exploring career fit.
- Mapping existing curriculum focused on Societal Impact in order to create a hierarchy of learning across the know-do-be curriculum structure.
- Continue to build and strengthen first-year curriculum in order to facilitate retention, and to engage students in the business disciplines earlier in their academic journey. This includes: continuing a first-year exploratory course, launching a mentoring program, and launching a Living Learning Community (LLC) focused on business and located on the Downtown Campus where the Seidman College is located (prior to 2021/22 first year students living on campus were housed on the main campus in Allendale).

- Reassess the value and impact of offering International Business and Entrepreneurship as secondary majors. These programs can be taken only as a second major, and enrollments have been declining. With the growth in demand for credential-based programs, Seidman will explore the opportunities in transforming these majors into more focused credentials (i.e. badges) which would provide learning opportunities for a broader scope of learners.

Non-Credit Learning

An early initiative of the new president was a focus on enterprise learning. This initiative aligns with the feedback Seidman received from external stakeholders as part of the strategic planning process. When asked to identify the greatest challenges facing business over the next decade, more than 80 % responded that talent acquisition, retention, and development was the biggest challenge. While Seidman has tinkered in this area over the years, the feedback from business leaders created the urgency to invest greater attention to the need.

Working with the Enterprise Learning initiative as well as with existing business partners, Seidman has begun to develop non-credit based programs targeted to working professionals. These programs launched in 2020. Programs are typically 16-22 hours over a 2-3 month period. Examples include:

- *Transformational Leadership* – this program is open enrollment and targets emerging leaders; individuals early in their leadership roles. It consists of five modules: Understanding yourself, finance, working in teams, operations, and leading change.
- *Emerging Leaders* – Currently this program is company-specific and focuses on emerging and early leaders. It provides content and guidance on moving from a manager to a leader mindset. The program has been delivered for six cohorts at one organization, and another organization has contracted for four cohorts, the first of which has been completed.

Conversations are underway with several other organization for these programs. In addition, other programs are in development or launch planning.

Multiple Modalities

Prior to COVID-19, Seidman had already begun experimenting with multiple modalities for curriculum and program delivery. Faculty were encouraged to take the online certification program offered through the Faculty Teaching and Learning Center at GVSU. The intent was to start offering an online option for parts of the Seidman curriculum, particularly the CORE requirements, to provide more flexibility for students. Additionally, Seidman decided to test the interest in an online business degree by creating a path to earn a General Business major online. This process took 2-3 years. Beginning Fall '21, an online option for the General Business major will be available.

The onset and longevity of COVID-19 immediately increased the urgency of our efforts in exploring multiple modalities for learners. An unexpected outcome of our previous efforts to develop multiple modalities included:

- 75% of Seidman faculty were already certified in online delivery of curriculum when State and University mandates required all classes to go online.
- The majority of Seidman classrooms had been updated with hyflex capability due to previous efforts to provide more flexibility to working professionals in our graduate programs.

The pandemic-initiated transition was still challenging, but previous efforts provided a base for continued innovation in curriculum delivery.

In addition to more variation in student preferences as a result of COVID-19 experiences, the university's heightened focus on adult learners, enterprise learning, and geographic reach has again increased urgency to expand how learners can access programs. Balancing modalities with quality education, learner needs, and faculty skill will be paramount to the success of this initiative, and will be central to the work.