Organization: Grand Valley State University
Business School Name: Seidman College of Business
Seidman College of Business
3007, L. William Seidman Center
50 Front Avenue, S. W.
Grand Rapids, Michigan 49504-6424
United States
Business Degree Level(s) Offered: Undergraduate, Masters
Date of visit: 2021-10-17 to 2021-10-19

Project: Continuous Improvement Review - 2020

Accreditation Type: Business

Date Submitted: August 11, 2021

AACSB Continuous Improvement Review
2016-2021

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Note: Strategic Plan and the Addendum are not part of the combined PDF

Executive Summary

Guiding Principles

AACSB's guiding principles align with the foundation upon which Grand Valley State University (GVSU) grew; its culture is based on these principles. In the late 1950s, the creation of GVSU was spurred by community leaders who believed an institution of higher education was critical to the economic and social sustainability of the region. Over the 60 years, GVSU has grown to be one of the largest regional comprehensive universities in the country. The guiding principles foundational to the AACSB standards mirror those that guided GVSU through its evolution.

The Seidman College of Business (Seidman) views the guiding principles as critical ingredients to developing and maintaining high quality programs to the various stakeholders it serves. Its policies, practices, and strategic planning process are anchored in the mission of the College and University. Adherence to the Business Standards has provided a systematic framework for operationalizing strategic priorities and a structure for disciplined and consistent decision-making. The standards do not dictate, but provide a frame of reference for continuous improvement in all aspects of Seidman's work as a business school.

Mission & Strategic Priorities

Seidman's recently revised mission integrates changes in the AACSB standards as well as better alignment with Seidman's work as it has evolved. Strategic priorities were updated, primarily focusing on new iterations of work accomplished over the past five years, and gaps identified through that work; a strategic priority on Societal Impact was added.

The revised mission continues to focus on an integrated approach to learning that facilitates the intersectionality of teaching, research, and service to provide greater impact on sustaining a vibrant community through talent development. Seidman's work is grounded in student success through teaching effectiveness, scholarly activities that inform teaching, the discipline and community, and in building and maintaining strong community collaborations that add value to all stakeholders. Seidman's values further embed AACSB's guiding principles and serve to anchor continuous improvement. Strategic priorities for the 2021-26 strategic planning period continue the work of the previous plan and adds two new areas of focus:

Learner Success (continuation) will continue work to improve student outcomes, build better retention tools, innovate in the curriculum, and broaden capabilities to serve the changing needs and diversity of learners.

Distinctive and Relevant Curriculum (continuation) – changing demographics, the impact of technology, and increasing challenges to recruit, retain, and retrain talent for business has

created an imperative for business schools to continue to disrupt the status quo of curriculum. Seidman has begun this work, but it is more a marathon than a sprint.

Transformative Multi-Dimensional Approaches to Learning *(new)*– Closely aligned with curriculum, this priority focuses on optimizing the mix of pedagogy, technology, and delivery modes to enhance learning. Intertwined with this is attention to professional development for faculty and staff to build the skills needed to effectively perform with new modalities and pedagogies.

Societal Impact *(new)* – Although this is a new strategic priority, it is not a new concept for Seidman. Societal Impact has been a foundational element in the work of faculty and staff, and embedded in many student activities. The report provides a view of the many contributions over the past five years, and outlines an initial framework for a more strategic, and systematic approach.

Alignment with the Standards
Strategic Management and Innovation
Standards 1 – 3 provide the structural base upon which the remaining standards are operationalized. The report demonstrates how strategic planning and resource allocation guides direction, informs decision-making, and helps stabilize focus when competing views, opportunities, and challenges are present. In the current challenging budget situation, the strategic plan has helped guide action plans, faculty deployment, and staff support.

Learner Success
GVSU, and Seidman, is a teaching-first institution. Research is applied in nature and holds a dual role of informing teaching and contributing to respective academic and practice disciplines. The report demonstrates the value of the learner success standards through providing a framework for continuous improvement in the quality of the programs offered through Seidman. The intersectionality of the four standards align with Seidman's processes and strategic priorities. Examples of innovations are provided as evidence of how guidance from these standards has improved learner success.

Thought Leadership, Engagement, and Societal Impact
The impact of scholarship on Seidman's intended audiences continues to remain strong. Through faculty interaction and collaboration, the culture around scholarship has strengthened. Along with this, the focus of scholarly activity has resulted in sustained impact to the disciplines (H-Factor and citation index). Further, the impact of scholarship on the community has gained prominence through the numerous collaborations with various community organizations; the research conducted by Seidman faculty helps inform decisions and actions by these organizations. Faculty Sufficiency and Qualifications are stable with the greatest challenge being sufficient faculty resources.

Creating a formal framework for Societal Impact is new for Seidman. However, activities related to this area are not. Through its curriculum, research, and service activities, Seidman faculty and staff have engaged in numerous activities that contribute to many aspects of society. The report and associated addendum provide examples of past activities and an initial framework to formalize Seidman's approach to the standard. The formalization of activities will enhance our ability to have a greater impact and more intentionally allocate resources.

Positive Societal Impact

Societal impact was the purpose for creating GVSU, and it continues to be a strong component of its success. Seidman's faculty, staff, and students embrace societal impact as a fundamental component of our work. Courses across majors integrate aspects of discipline-specific societal impact. Many faculty engage in published scholarly research that contributes to the body of knowledge in the field. Faculty and staff also engage in applied research that informs industries in areas such as healthcare, the environment, and the economy. The intention of the majority of service-related activities is to provide a positive impact on society. Faculty and staff consider this work as part of their responsibility as educators and experts in specific fields.

Challenges

The most significant challenges facing Seidman are most likely shared with many regional comprehensive universities' business schools across the country: demographics and financial resources. The demographic decline of Seidman's (and GVSU's) major learner segment is significant. The urgency to expand beyond this segment is crucial to future success. However, current capacity constraints and shrinking budgets, limit the capacity to innovate and expand. Looking forward, Seidman's strategic challenge is to determine the appropriate mix of programs, learner segments, curriculum content, and delivery of modalities to optimize contribution to and impact on learners, the discipline, and society.

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AACSB Continuous Improvement Report

I. Overview

A. Situation Analysis

Context

In 2020, Grand Valley State University (GVSU) celebrated its 60th anniversary. The institution was founded in 1960, and its first class was admitted in 1963. Since that time, GVSU has grown to be one of the largest Regional Comprehensive Universities in the U.S., reaching a peak enrollment of 25,460 in the 2016-17 academic year. Historically, GVSU has primarily focused on undergraduate education, with a relatively small proportion of graduate programs (roughly 20% of degrees conferred each year). In the last decade, GVSU has had a strong focus in healthcare programs which has led to the development of some applied doctorates. GVSU has recently added two doctorate programs bringing the total to four and has added a total of 15 graduate programs since 2010 of which seven are in the health professions. As an outcome of the development of doctoral programs, GVSU will be reclassified as a D/PU: Doctoral/Professional University, a relatively new Carnegie classification.

In Michigan, state institutions are independently governed; there is not a state system of higher education.   Generally, the appropriations levels in effect in the 1970s have been increased, or cut, in unison. Funding has not kept pace with inflation, the result of which is that Michigan, which used to be a Top-10 state in funding for its public universities, now ranks 44th among the 50 states. An attempt at using performance measures as part of the funding rubric was initiated by the previous administration, which began in 2011, following a 15% cut in state appropriations.   It was never adequately funded and thus did not become the incentive the Governor had hoped. This initiative was not continued under the current governor; only across the board adjustments have been proposed. GVSU has consistently been one of the two lowest funded institutions among the 15 state universities. Currently, 16 percent of GVSU's general fund is provided by the state; 84 percent is funded by tuition. Data regarding state allocation can be found here: https://gvsu.edu/accountability/.

The Seidman College of Business, created in 1970, is the second largest of eight academic colleges (two of these colleges will be merged beginning fall 2021, bringing the number of colleges to seven), and the BBA has the second largest degree enrollment after the BS degree. Seidman was first accredited by AACSB in 1997. Degree programs include: a BBA (10 majors), MBA, EMBA, MSA, and MST. Enrollment by degree and major for last five fall semesters is shown in Table 1-1.

Table 1-1. Seidman College Fall Enrollments by Degree and Major

Undergraduate Major	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Accounting	609	624	606	544	554
Business Economics	142	162	172	145	116
Business General	685	715	764	807	794
Economics	49	56	52	47	54
Entrepreneurship*	40	54	63	70	58
Finance	560	601	644	642	637
General Management	158	183	208	179	161
Human Resources Management	127	168	209	207	188
International Business*	153	150	118	108	82
Management	207	135	119	110	100
Marketing	768	814	842	789	720
Operations Management	19	16	20	25	25
Supply Chain Management	254	268	273	291	271
Total	**3771**	**3946**	**4090**	**3964**	**3761**

*Entrepreneurship and International Business can be taken as a second major only.

Faculty composition has changed over time primarily in terms of the mix of full professor, associate, and assistant professors as shown in Table 1-2. The relatively small change in faculty compared to the growth in students has constrained Seidman's potential for continued growth and innovation.

Table 1-2. Faculty by Rank

Number of Faculty	2016-17	2017-18	2018-19	2019-20	2020-21
Professor	29	30	29	31	29
Associate Professor	28	28	27	27	24
Assistant Professor	11	13	14	15	18
Instructor	3	3	3	1	3
Affiliate Professor	13	13	13	15	14
Visiting Professor	9	9	14	12	10
Total	**93**	**96**	**100**	**101**	**98**

Source: GVSU Institutional Analysis

In alignment with demographic trends in Michigan and the Midwest, in Fall '16, GVSU began experiencing mild enrollment declines as shown in Graphic 1-1. University enrollment peaked in 2016-17. The graph also compares enrollments over a ten-year period between all of Michigan's public business schools with AACSB accreditation to Seidman and GVSU. Seidman has the largest undergraduate business enrollment among the schools represented in the graph. Since most courses in Seidman are upper division courses, the University's enrollment decline had a two-year lag for the college.

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Graphic 1-1. Trend in GVSU Total Student Enrollment

Percent Change in Undergraduate Enrollment Since 2010

— All MI Accredited Public Business Colleges*

— GVSU Business College (Largest Accredited Undergraduate Business College in Michigan)

— GVSU All Colleges
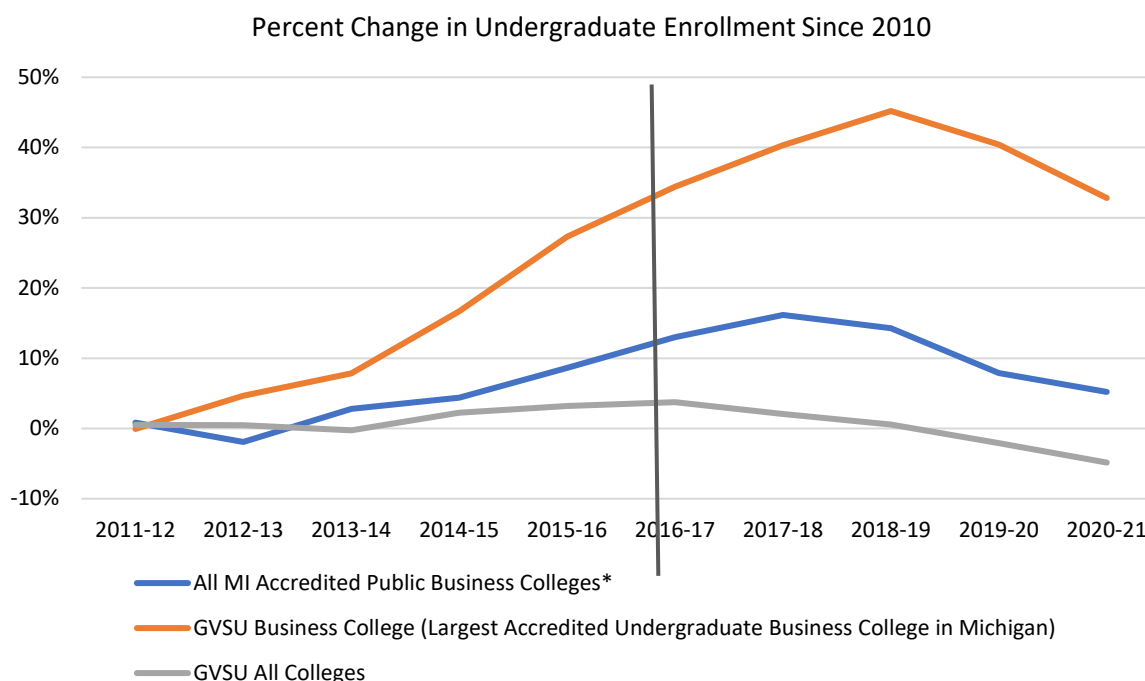
*Grand Valley State University; Central Michigan University; Eastern Michigan University; The University of Michigan, Stephen M. Ross; The University of Michigan- Dearborn; The University of Michigan- Flint; Michigan State University; Michigan Technological University; Northern Michigan University; Oakland University; Saginaw Valley State University; Wayne State University; Western Michigan University

Source: GVSU Institutional Analysis & Seidman Dean's Office

Challenges

The greatest challenges to Seidman over the next five years will be in two areas:

1. *The continued decline in traditionally aged, undergraduate students - the core of GVSU*. This change requires a shift in focus to include other audiences, as well as development of innovative programs and delivery modalities. The speed and agility needed to make these changes have not been hallmarks of the GVSU culture, primarily due to its success. Given the high level of capacity utilization of resources (both human and financial) Seidman currently experiences, there is little band-width to add new initiatives.

2. *Resources*. Graphic 1-2 illustrates that Seidman's total student enrollment growth has far outpaced that of GVSU as a whole over the past 10 years. However, the Seidman operational budget per student is the lowest in the state. (See Graphic A-1, A-2, and A-3 for a 5-Year View of Seidman Operational Budget per Student in the Addendum.) Over the past five years, Seidman's base, non-wage budget has been reduced by 22% while its average enrollment fell by only 3%. The graph below contrasts the growth in student enrollments and majors with the change in faculty resources. [Note: some of the data presented in the report will use a base rate of 2011/12, which was Seidman's lowest enrollment level following the 2008 recession. The current dean joined Seidman in

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2014. At that time, 2011/12 was identified as the base rate for evaluating forward progress.]

Graphic 1-2. Percent Change in Student Enrollment

Percent Change Since 2010
Seidman

Projection of 2% Decrease

SCH — Majors — TT — TT + Affiliate
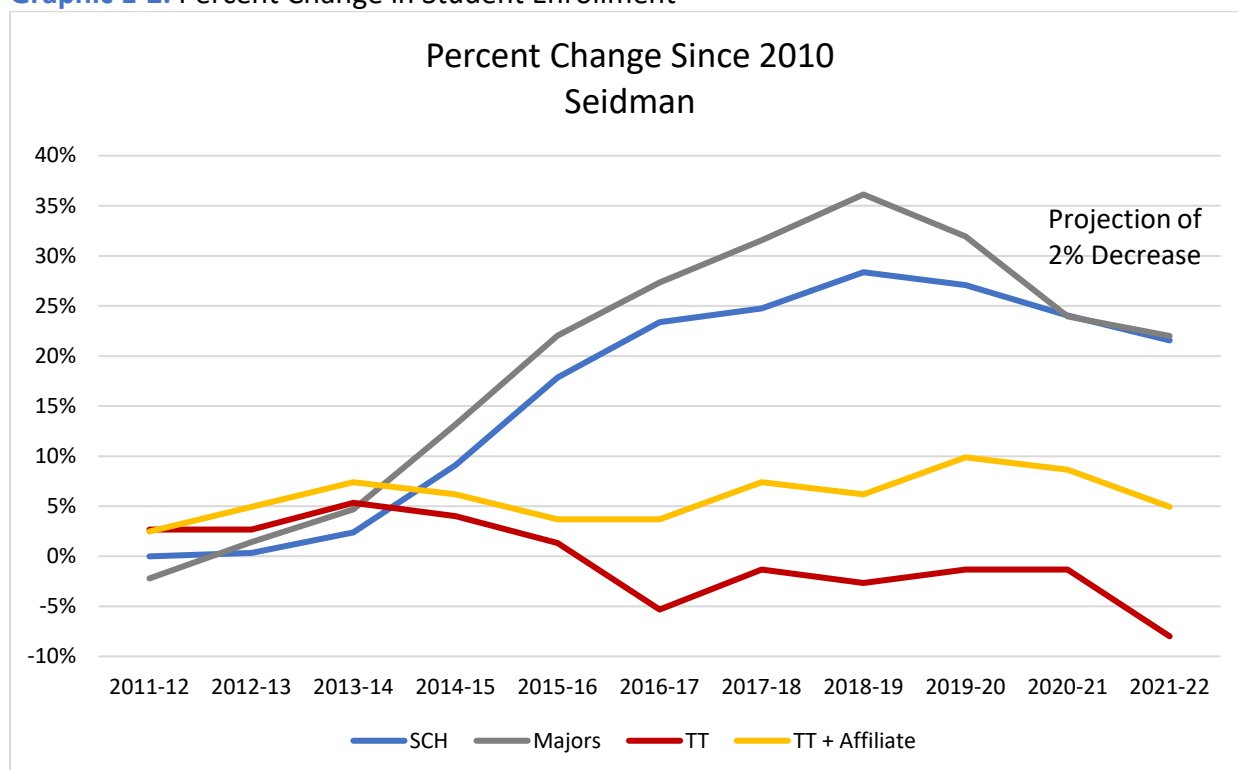
B. Prior CIR Concerns

The last CIR visit in 2016 yielded four items to be addressed prior to the 2021 CIR visit:

1.The College should begin to develop a set of guidelines to assist the faculty and staff in identifying and engaging in innovative initiatives as they relate to the mission of the College. (**Standard 1: Mission, Impact, Innovation**)

The guidelines for innovation and impact are embedded in Seidman's 2016-21 strategic plan through the strategic priorities and initiatives, specifically three of the priorities:
- to grow/strengthen engagement between students, business, and community;
- develop distinctive curriculum (including related professional development); and
- attract and retain students.

Seidman curriculum integrates three components: knowledge, practice/application, and personal/professional growth for the student. The primary focus for innovation has been on the last two components with clear connections to knowledge. Strengthening application and professional development in the curriculum is critical to enhancing high-impact learning. Faculty have increasingly embraced the three components (more easily

referred to as Know-Do-Be), and refer to the trilogy in annual plan and review processes. Innovation initiatives are encouraged and supported through summer curriculum grants, supporting faculty development in pedagogy, investment in technology, and training to support new and changing technologies. Examples of Innovation are provided in the CIR section on *Changing Learner Demographic and Enrollment Trends*.

Included in the focus on curriculum development has been faculty development in the area of on-line learning. As a result of this, when COVID-19 hit, more than 75% of Seidman faculty were already certified in on-line delivery of curriculum. This was well above other academic units in the University. While still challenging, Seidman faculty were able to pivot relatively quickly to an online learning environment.

2.The College should begin to provide data regarding the quality and impact of faculty intellectual contributions as well as various dimensions of engagement activities as they relate to the mission of the college. (**Standard 2: intellectual Contributions, Impact, and Alignment with Mission**)

Definitions for quality and impact of faculty intellectual contributions were developed through the College-Wide-Meeting process (described later in the CIR). Using a Journal Rankings list (similar to ABDC) quality of scholarship was defined (see Table 8-3). Scholarly impact with comparative citations analysis and the Hirsh Index was adopted (see Graphic 8-2 and discussion of H-Index in the section on Thought Leadership, Engagement, and Societal Impact: Measuring Impact and Quality). Faculty qualifications documentation provides guidance related to quality and impact of faculty contributions. The various factors involved have been integrated into Digital Measures which is the platform GVSU uses to track faculty activities. This data is used to generate Faculty Annual Reports (FAR). This report is used for faculty annual merit reviews, compiling information for updating the Seidman strategic plan, and for reporting activities to the university when requested. The data for the required tables in the CIR is also generated through the Digital Measures information repository. The elements of faculty standards noted in issue two are all included in the Faculty Qualifications Sufficiency Criteria addendum.

3.The College should clearly define what "high impact PICs" means so faculty members can better identify the alignment of their qualifications and the PA requirements. (**Standard 15: Faculty Qualifications and Engagement**)

Through the continuous improvement process reviews of faculty qualifications and maintenance expectations, Seidman clarified expectations for maintaining qualifications and defining PICs. The document outlining expectations for PA is below. (See Faculty Qualifications Sufficiency Criteria addendum for complete faculty qualifications document, including PIC guidance.)

Graphic 1-3. Practice Academics (PA) Qualifications

Professional Engagement (PICs)	
Applied Publications with external orientation	
Engagement Activities	**Potential evidence of significant engagement (n/a activity not likely to be significant)**
• Applied research report/study • Trade/practitioner-oriented publications • Peer –Reviewed Journal Articles • In-house publications	• Major report such as Empowering Entrepreneurship or Health Check Peer reviewed showing significant effort • Rank and impact • N/A
Applied Publications with teaching focus	
Engagement Activities	**Potential evidence of significant engagement (n/a activity not likely to be significant)**
• Textbook/trade book chapter • Textbook support materials • Cases publication	• Extent of effort, is it adopted outside Seidman and an applied business focus. • N/A • Adoption outside Seidman
Presentations with external orientation	
Engagement Activities	**Potential evidence of significant engagement (n/a activity not likely to be significant)**
• Executive education programs • Business professional conference association • Invited professional presentations (keynote)	• Sustained interaction teaching and developing/maintaining the program • Level of involvement • National or Regional
Other significant activities with external focus	
Engagement Activities	**Potential evidence of significant engagement (n/a activity not likely to be significant)**
• Consulting activities • Externally funded grant proposal • Service on professional non-profit boards • Service on corporate boards • Service in professional organizations/associations • Expert testimony/media related activities • Professional certification/licenses obtained • CPE for maintenance of certification (min 30 hours/year) • Faculty internship • Editorship in trade journal	• Quality of the impact • Competiveness of Grant and size of impact on the business community • Office position or hours spent • Generally, this will be significant • Officer position • Number of interactions or size of involvement (maybe hours) • N/A • N/A • Significant time spent and impact on teaching • Hours of service and significance of journal
Other significant activities with administrative focus	
Engagement Activities	**Potential evidence of significant engagement (n/a activity not likely to be significant)**
• Director, Unit Head, Associate Dean, or Dean	• At least 50% of time devoted to this activity annually for three (3) years

*Common citation sources: Scopus, Google Scholar, Web of Knowledge, CiteSeerX Beta, EBXCO host Databases, Science Direct, Math SciNet, ACM Portal to Computing Literature, LEEE Xplore, SciFinder, Journals@Ovid, JSTOR, Research Gate

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*4.The College should monitor the work of the goal assessment teams (GATs) in order to ensure their recommendations, when appropriate, are deployed and fellow up assessments is conducted to ensure deficiencies are mitigated. (***Standard 8: Curricula Management and Assurance of Learning***).*

The AOL process is overseen by the Assessment Committee (AC), which is comprised of five faculty members - one from each of the business disciplines in the college. The Assessment Director (AD) chairs the AC and also serves as the representative for her discipline. The AD plans and coordinates all assessment activities at Seidman. The Director maintains a five-year assessment calendar and makes sure that faculty know when to assess in designated courses, use the appropriate assessment measures and report results in a timely manner. The AD oversees the closing of the loop and improvements efforts of the GATs and works with the AC to improve AOL processes. The Director is responsible for ensuring that AOL procedures and documentation are in compliance with AACSB and HLC accreditation standards. Consequently, the AD will be working with the AC and faculty, in Fall 2021, to align AOL with Seidman's revised Mission Statement and AACSB's 2020 standards. The AD maintains AOL documentation on Seidman's Blackboard site and University's GVAssess site. The AD also represents the College on the University Assessment Committee, recommends and participates in the development of university assessment policies and procedures, reviews programs and strategic plans of units and colleges, and contributes to the University's Assurance Argument. A summary of the AOL outcomes for the review period is included in the *Assurance of Learning* section of this report. A detailed summary of activities is provided in the Tables addendum to this report.

C. Substantive Change Requests - None

D. Consultative Guidance

1. As Seidman creates greater opportunities for innovation in curriculum such as new credit and non-credit programs, an alternative budget model is needed. The university currently utilizes a centralized budgeting process and maintains significant oversight and control over college-level budgeting. Considering the drive to innovate and pilot new initiatives, a budget model that includes an incentivized component seems to make the most sense. Learning from others' experiences would be helpful.
2. Many new ways to deliver curriculum and help students succeed were developed during the COVID-19 pandemic. The challenge now becomes how to scale and institutionalize these one-off solutions to prevent reverting to 'the way it used to be' so that all learners can benefit from effective approaches. Learning from others about what's working and what's not, would be helpful to accelerate this learning curve.

E. New Degree Programs – None

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II. Business Accreditation Standards – Past and Future Look

A. Strategic Management and Innovation

i. Strategic Management Planning Process

Both the 2016 and the 2021 strategic planning processes began with gathering feedback from a variety of stakeholders during the year prior to the initiation of the new plan. Stakeholders included: faculty, staff, students, alumni, and the business community including advisory board members. Feedback was reviewed and summarized from which draft strategies were identified. Another round of feedback was solicited from stakeholders. Through the shared governance feedback loop, administration, faculty, and staff discussed drafts resulting in final agreement for the plan.

Revised College's Mission, Vision, Values, and Strategic Priorities.

MISSION
Seidman develops business talent that advances sustainable growth in West Michigan and the Great Lakes Region.
Through the exchange and application of knowledge from global and diverse perspectives, we prepare learners to make ethically-informed decisions that positively impact the economy, environment, and society.
Our distinctiveness is grounded in strong community collaborations, applied scholarly contribution, innovative approaches to learning, and a supportive culture.

VISION
Seidman sets the standard for business education by connecting communities through multi-dimensional learning opportunities.

VALUES

Pursuit of Excellence—We continuously strive for the highest quality in our personal, professional, and organizational endeavors

Learning: We foster the intellectual curiosity of our Seidman, local, and global communities by:
- creating, expanding, and applying knowledge
- enhancing and encouraging critical thinking
- developing a global perspective
- sustaining a culture for the open exchange of ideas
- preparing learners to adapt to the future of work and society

Accountability: We hold ourselves responsible to:
- act in an ethically-informed manner
- be socially responsible
- welcome the diversity of ideas, people, and cultures,
- promote an environment of transparency, trust, and cooperation

Engagement: We intentionally connect and collaborate in an effort to:
- reflect on ethics in our personal and professional lives
- emphasize mutual understanding
- support diversity of thought
- foster intellectual curiosity and innovation
- provide opportunity and professional growth
- honor our strong and lasting business and community relationships

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- promote economic development

2021-2026 STRATEGIC PRIORITIES

- Learner Success
- Transformative multi-dimensional approaches to learning
- Distinctive and relevant curriculum
- Societal Impact

Developing the 2021-2026 Strategic Plan

In July 2019, Grand Valley State University (GVSU) welcomed Dr. Philomena Mantella as its fifth president. The University's strategic plan was nearing completion when she arrived and the intent was to develop the next strategic plan in 2019-2020. The impact of COVID-19 delayed this effort which ultimately began in January of 2021 and is scheduled to be completed by November 2021. At the current state (Summer 2021) of the University's strategic planning efforts, three shared commitments/priorities have been identified.

GVSU Shared Commitments and Priorities
Personalized Educational Experiences
Integrated Lifetime Learning and Experiences
Educational Equity and a Sense of Belonging

Instead of delaying the update of the college strategic plan, Seidman decided to move forward with the understanding that some modifications to initiatives related to the strategic priorities may need to be modified after GVSU finalizes the university plan. Therefore, the Seidman College 2021-26 strategic plan will not be finalized until after the GVSU strategic plan is approved later this year.

How the Strategic Plan is Used to Inform the School's Decision-Making Processes

The Seidman Leadership Team consists of the deans and unit heads. This group weighs in on decisions. To anchor the importance of Seidman's strategic plan to this group, the strategic priorities and related activities are prominently displayed in the main conference room used for committee and leadership meetings. Reinforcing alignment with strategic priorities occurs regularly during discussions when one member or another refers to a priority or a related initiative. This visual persistence has aided in integrating Seidman's priorities in our work.

Monitoring Success Towards Planned Initiatives and How Regularly the Plan is Updated, By Whom, and When

The process for the 2021-26 strategic plan follows the structure used in the 2016-21 plan. A brief description of the structure and process follows.

The 2016-21 Seidman Strategic Plan was approved by the Faculty Senate in February 2016. As the plan was approved, an ongoing Strategic Planning Committee (SPC) was created by the Dean to help guide and monitor implementation of the plan. The

committee facilitated conversations with the Seidman Leadership team and faculty to identify and operationalize goals related to the strategies.

The process for approaching implementation and monitoring successes and challenges was as follows:

- *Each Spring:* Identify annual initiatives related to one or more strategic priority. This was done in a meeting between the Dean and the SPC co-chairs (one faculty, one staff). Some projects were multi-year efforts. Co-chairs created written project charters for each project. These were reviewed by the Dean before dissemination.
- *Each Fall:* The SPC identified project teams for each strategic initiative with a project leader, and a member of the committee was assigned as a liaison to the project team. Project leads were provided a written project charter and some utilized A3s (Hoshin Planning) to organize the work of the project. Several project teams utilized College-Wide Meetings to gather input on their projects.
- *Mid-Year Updates:* Project leaders provided a mid-year update typically shared at a College-Wide meeting. Short written reports were published on our intranet Resource Website.
- *End-of-Year Updates:* Project leaders provided an end-of-year update typically shared at a Faculty Senate meeting but also written up and published to the Resource Website.

The process used for the 2016-2021 strategic plan was successful. In reflection of what worked well and what didn't, some modifications will be made as the 2021-2026 planning moves forward. The level of reporting and documentation detail was found to be somewhat cumbersome and time-consuming and will be modified. The structure of an oversight group will also be revisited.

Seidman staff are an integral part of achieving the college's strategic plan. Staff are encouraged to attend College-Wide Meetings where they engage with faculty to provide input and advance our collective work. Additionally, staff-only meetings that comprise both Administrative/Professional (AP) and Professional Support Staff (PSS) are called on average, two times of year. Typically, these provide an opportunity for staff to interact with the Dean and Dean's Office staff in order to hear updates on progress with our strategic plan and/or to provide their input to the plan. Professional development opportunities specifically related to AP and PSS staff are encouraged and are sometimes supplemented with tailored programming at the college.

ii. The Strategic Priorities

Strategic Priority 1: Learner Success

Learner Success is a foundational element of the strategic planning process at the University level. Preparing learners for successful careers and lives is central to Seidman's mission, as well, and encompasses several tracks that will advance Seidman's

previous efforts to support and improve student success. The following concept map illustrates the focus on this priority over the next five years.

Graphic 2-1. Strategic Priority: Learner Success
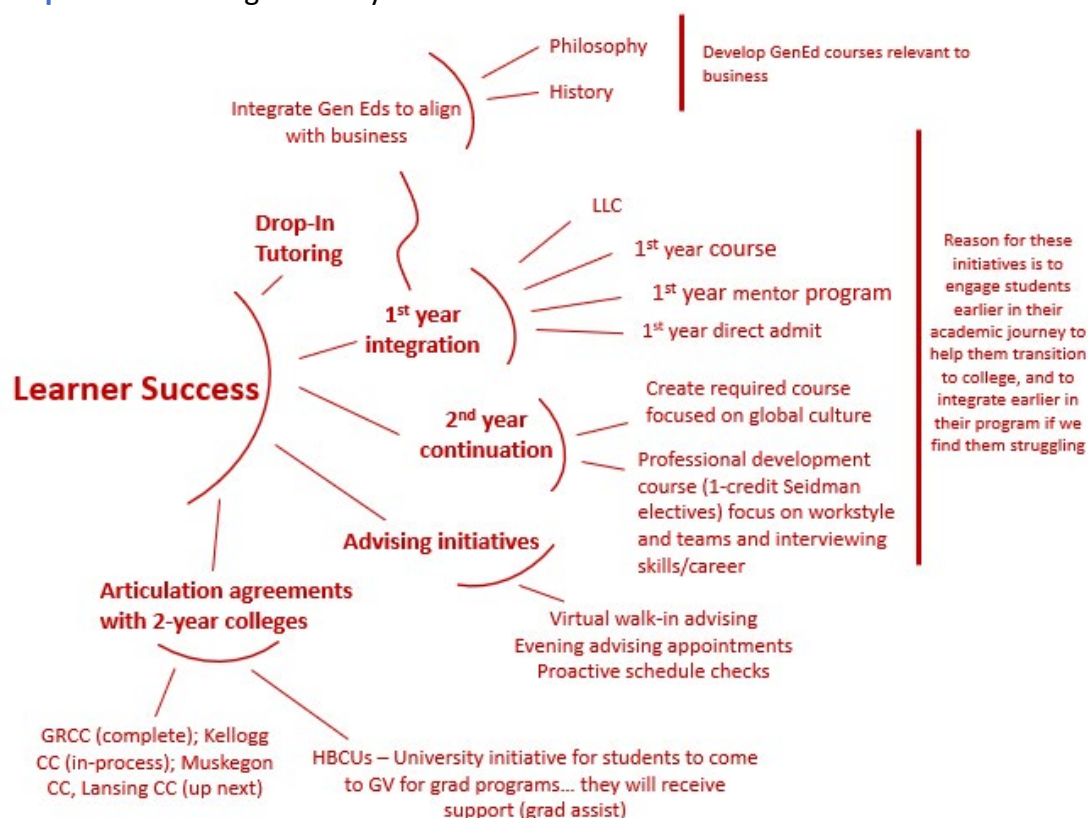
Strategic Priority 2: Develop Transformative Multi-Dimensional Approaches to Learning
This priority is a more focused approach related to Learner Success and Creating Distinctive and Relevant curriculum. While progress has been made in integrating the Learn-Practice-Grow trilogy in curriculum, there has not been a systematic approach to developing an operational framework, guidelines and measurable outcomes to monitor progress and success. What has been developed is primarily based on individual faculty interests, with some collaborative initiatives such as project-based learning. Thus, a strategic priority was identified to support institutionalizing and expanding the framework. This multi-dimensional approach is supported in research on learning.

Published research on a multidimensional approach to learning notes that it creates a more holistic approach to learning through the combination of knowledge, skills, and attitudes for the development of competencies. It encourages an approach that integrates critical reflection and metacognitive skill developments for organizing, guiding, and controlling one's own thinking, actions, and learning, and strategic decision-making (L. Peculea, 2016).

The approach for this priority will include the following:
- Identification and mapping of current activities that align with this priority.
- Better integration of liberal education which is the foundation of business education.
- Creation of a more systematic approach for integrating high-impact practices across the business curriculum.
- Expansion of current activities that impact professional development for students, as well as identifying new initiatives to enhance growth opportunities.

Graphic 2-2 provides a starting point for framework development and will be used to begin discussions. Full development of this priority will take place beginning in Fall '21, once the GVSU's strategic plan is closer to completion (scheduled to be completed by November 2021). Based on drafts of the University's plan, there is potential for strong alignment with this priority.

Graphic 2-2. Strategic Priority: Transformative Multi-Dimensional Approaches to Learning

Learn	**High-Impact Practices**	**Grow**
Competency - Critical thinking - Problem solving	Business Applications	Personal Reflection
General Education Integration	Co-Curricular Experiences	Understanding Self-Workstyle
Multidimensional Approaches to Learning	Community-Based Learning	Professional Skill Development
Business Curriculum	Project-Based Learning	Mentor Programs
Student Success Support - Advising - Mentors		

Strategic Priority 3: Distinctive & Relevant Curriculum

This strategic priority is a continuation of work from the previous strategic plan. Two strategic priorities: Develop Distinctive Curriculum and Increase Professional Development are both integrated into the expanded priority. As noted previously, GVSU has had a primary focus on the traditional 18-22-year-old undergraduate student. With the changing demographic landscape in Michigan and the Midwest, increasing demand from employers for talent development, and the experiences from the COVID-19 pandemic, Seidman realized the need to more innovatively meet the needs of learners, especially with the expanded demographic segments identified as priorities for the university.

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Graphic 2-3 shows a concept map for this priority. The previous strategic plan focused on credit-based curriculum development, with a smaller emphasis given to non-credit programming and multiple modalities. Moving forward, attention will focus more evenly on all three components, with an intention to take an integrative approach instead of creating three separate silos. For all innovation, professional development for faculty and staff is critical; these needs will be addressed as part of the goal and action planning.

Graphic 2-3. Strategic Priority: Distinctive and Relevant Curriculum
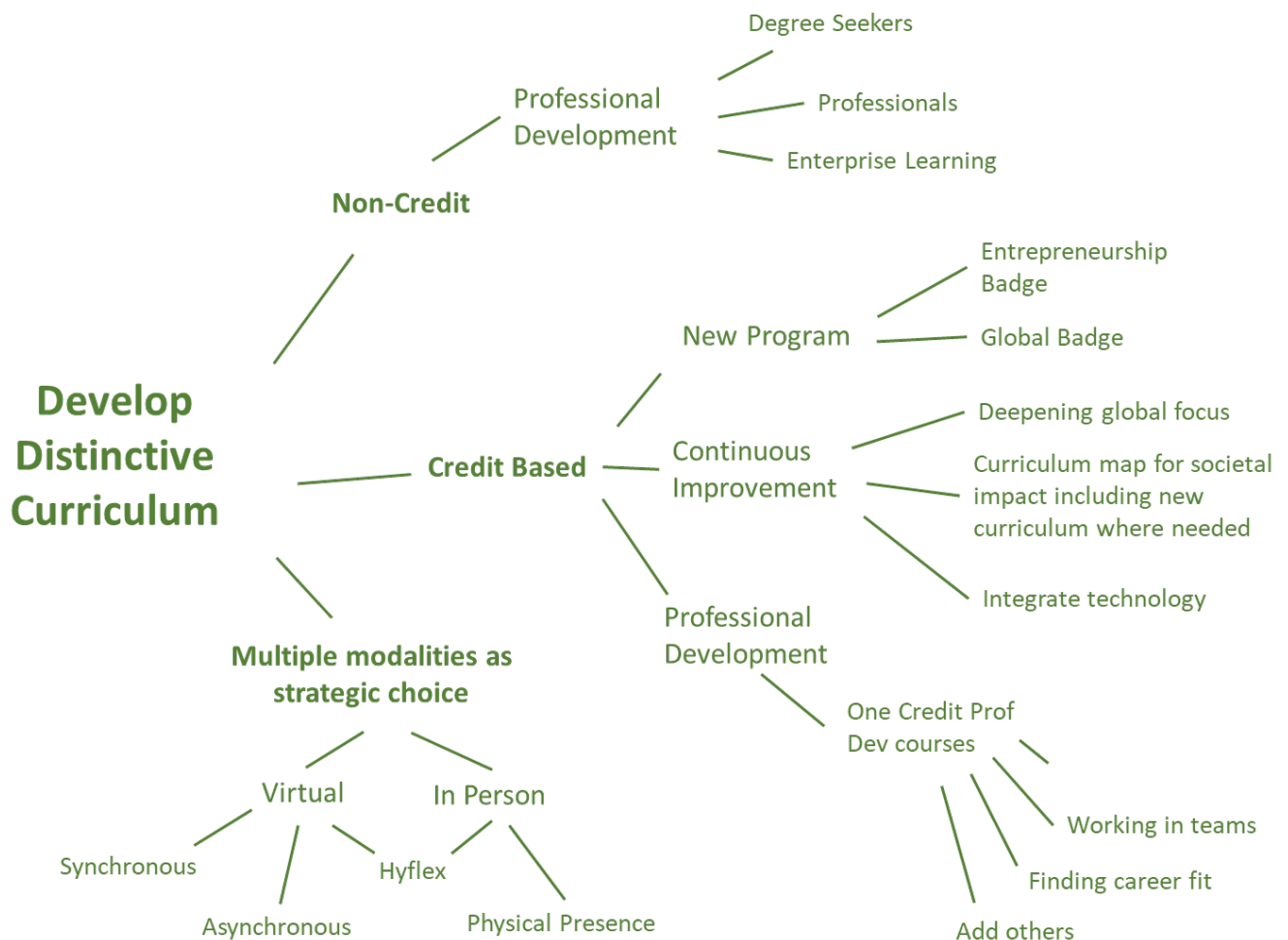
Strategic Priority 4: Societal Impact

Seidman subset of the UN Sustainable Development 17 Goals and definitions

3: Good Health and Well Being – Ensure Healthy Lives and Promote Well-Being for all at all ages

4: Quality Education – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

5: Gender Equality – Achieve gender equality and empower all women and girls

6: Clean Water and Sanitation – Ensure availability and sustainable management of water and sanitation for all

8: Decent Work and Economic Growth – Promote sustained, inclusive, sustainable economic growth, full & productive employment, and decent work for all

9: Industry, Innovation, and Infrastructure – Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation

10: Reduce Inequalities – Reduce inequality within and among countries

11: Sustainable Cities and Communities – Make cities and human settlements inclusive, safe, resilient, and sustainable

12: Responsible Consumption and Production – Ensure sustainable consumption and production patterns

13: Climate Action – Take urgent action to combat climate change and its impacts

17: Partnerships for the Goals – Strengthen the means of implementation and revitalize the global partnership for sustainable development.

This strategic priority is Seidman's first effort to formally organize its activities and efforts related to societal impact. While a formal structure and framework has not been created, Seidman faculty, staff, and students have been very engaged in activities that relate to this initiative. Examples of those activities are provided in the last section of this report.

As a starting point to facilitate the discussion in the College, a subset of the United Nations Sustainable Development 17 Goals will be used for framework development. (See adjacent list.) Graphic 2-4 shows the initial connection and key relationships between the initial goals. While the intention for many of the UN goals is to have a world-wide reach, especially focused on developing countries, the general spirit of these goals has relevance to the work of business schools. It is this latter application that Seidman will use to operationalize its activities related to societal impact.

Using the College-Wide Meeting structure for developing and evaluating actions related to strategic priorities, goals and actions for the next five years will be identified.

UN goals identified as relevant to Seidman's mission will be prioritized and aligned with teaching, research, and service activities. The first step in this process looks at the past (last five years) and current activities that align with the UN goals. This will serve as a base for creating definitions, guidelines, and outcomes that reflect Seidman's mission, vision, and values. Table 9-1 provides the initial framework with examples of past and current activities aligned to the goals. Graphic 2.5 illustrates the initial concept map for this priority.

Graphic 2-4. Strategic Priority: Societal Impact - United Nations Sustainability Goals Interpretive Schematic for Seidman
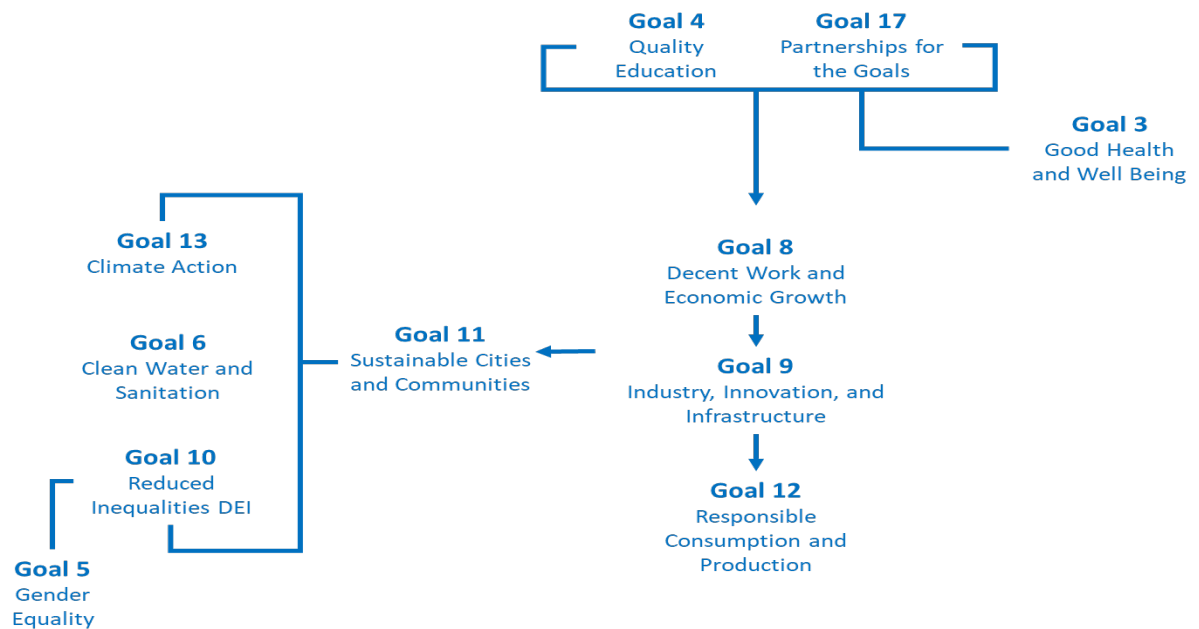
Graphic 2-5. Strategic Priority – Societal Impact - various activities Seidman will undertake as the societal impact is developed.

A Risk Analysis and Remediation Plan for Any Major Risks
Enrollment and Faculty Staffing
In 2016, with increasing enrollments and flat or declining budgets, Seidman began to analyze its operations in order to identify opportunities for optimizing utilization of resources. As a result, the dean's office would determine the optimal number of sections for required courses in the pre-core, core, and required courses within each major. This was followed by centralization of some scheduling components to better align courses with student needs (e.g. avoiding multiple required courses being scheduled at the same time/day, hindering students' ability to register for courses they need). This streamlining of scheduling removed bottlenecks for students, and has enabled Seidman to accommodate a substantial increase in student credit hours (25-28% leading up to peak enrollment of nearly 4,400 students in 2018/19) with little increase in funding, as shown earlier in the report.

The end result of the improvement in efficiency has resulted in an added risk. Seidman classes are now at full capacity (95%) which is well above the level that is optimal for degree completion (85%). The negative impact of this is on students in terms of not being able to register for courses needed to fulfill sequenced requirements.

Demographic change moving away from current student base
The number of students graduating from high schools in Michigan has been on the decline since 2013. This is especially risky for GVSU; only about 20% of degrees conferred at GVSU are graduate degrees. The decline in high school graduates is expected to continue at a rate of about 1% per year for the foreseeable future, with the largest decline in white students which make up more than 80% of GVSU's student body (82% in Winter semester 2021).   While not an ideal way to balance faculty resources with student demand, a decline in enrollment for Seidman would ease the budgetary strain on the College (assuming substantial faculty-line budget cuts did not occur) in terms of faculty resources relative to students, and would help maintain faculty qualification ratios more easily. It would also help Seidman avoid intentional shrinking of its programs to align with budget allocations.

To offset potential decreases in undergraduate enrollments, and to address needs of businesses for talent development, in 2018 Seidman began developing non-credit programs for working professionals. Programs for emerging leaders, project management, leadership development, and digital transformation have been developed. Revenue and cost responsibility from non-credit programs currently remain with the college offering the program. This initiative has potential to provide additional revenue to the College to be used for further innovation and support.

Budget
The following table and graph show the growth in tuition revenue generated by the Seidman College of Business, and compares that to its base budget. For 2021/22, because of the number of faculty who took the voluntary retirement incentive at the

end of 2020/21, Seidman's budget will decline (only a small percentage of retirement incentive positions will be replaced). As noted earlier in the report, enrollment increases in Seidman have been significant while faculty resources have dwindled. This imbalance has put substantial strain on Seidman's ability to maintain quality and provide the level and quality of support for students. This is especially acute in the Seidman Advising Office; advisee loads are more than twice the recommended level. In addition, it has constrained Seidman's ability to invest in innovation or scale any innovation that does take place.

Right-Sizing Seidman

Operating at around 95% capacity is not sustainable over time. Students are beginning to struggle to get courses when needed which may have a negative effect on persistence. Thus, Seidman will begin to build 'what if' scenarios that will focus on balancing budget projections from the University with ideal student and enrollment sizes that align with the Seidman's quality targets.

Table 2. University Funding

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Tuition Revenue*	$37,998,932	$40,941,554	$43,044,853	$46,475,716	$47,233,994	$47,481,955
Base Budget**	$19,581,565	$20,099,311	$20,546,857	$20,895,523	$21,976,229	$22,048,224
Base Spending – General Fund	$19,485,658	$19,298,482	$19,951,747	$20,280,897	$20,662,107	$20,814,664

*Tuition Revenue goes to the University which provides a budget for Base Spending.
**SBDC and VAGTC are removed.

The data from this exercise will help guide decisions on whether it will be necessary to intentionally 'right-size' in order to maintain quality and continuous improvement initiatives. Seidman's base budget for 2021/22 will be $21,904,581.

As the University's focus on reaching a wider audience of learners grows, it will be important that Seidman understand its needs related to the various learner segments, and determine the mix and size of learner segments it can manage while maintaining quality.

iii. Table 2-1: Summary of Strategic Priority Spending – Past and Future
Financial Support for Strategic Initiatives

Table 2-1 summarizes how Seidman supported its strategic priorities from the 2016-2021 strategic plan. It also provides an initial estimate of financial support for the 2021-2026 strategic priorities. Table 2 in the Strategic Plan addendum, provides greater detail of support efforts. This table also shows that 49% of support for strategic priorities was self-funded by the College through endowments, gifts, indirect cost recovery, and in the case of personnel, reallocating salary from other positions.

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As intended, the most significant focus was on curriculum, students, and faculty development. Curriculum investment was two-fold:

- Technology (and needed support personnel) to support student learning
- Pedagogy to enhance experiential learning

Examples of funding activities are briefly described below.

Table 2-1. Summary of Strategic Priority Spending – Past and Future
Past Spending

Strategic Priority	2016-17	2017-18	2018-19	2019-20	2020-21	Totals
Build the Brand	$26,500	$34,000	$69,000	$27,500	$15,000	$172,000
Grow/Strengthen Engagement w/Stakeholders	$14,000	$21,500	$13,000	$9,745	$12,723	$70,968
Develop Distinctive Curriculum	$112,328	$143,071	$124,404	$297,149	$267,187	$944,140
Attract/Retain/Support Students	$95,000	$95,000	$95,000	$152,265	$140,000	$577,265
Increase Professional Development	$186,374	$251,973	$190,650	$149,243	$51,512	$829,752

Preliminary Future Spending

Strategic Priority	2021-22	2022-23	2023-24	2024-25	2025-26	Totals
Distinctive & Relevant Curriculum	$187,000	$187,000	$187,000	$187,000	$187,000	$935,000
Learner Success	$77,000	$77,000	$77,000	$77,000	$77,000	$385,000
Transformative Multi-Dimensional Approaches to Learning						
Societal Impact	$33,000	$33,000	$33,000	$33,000	$33,000	$165,000
						$1,485,000

*Costs overlap with Distinctive and Relevant Curriculum and Learner Success

Technology – Hardware/Software

Bluescape. Seidman began exploring the opportunities of virtual learning when it adopted Bluescape as a learning technology. Bluescape is a remote collaboration tool (bluescape.com) that allows team members to interact and engage real-time from anywhere in the world. Seidman began working informally with Bluescape in 2015, shortly after its inception, to provide usability feedback for higher education applications. In 2016, Seidman attained a license to use Bluescape as a classroom technology. The license is limited and is used by faculty who teach a more applied approach to learning. In 2019, Haworth (the parent company of Bluescape) furnished a classroom that better mirrors a workplace setting to explore how students use Bluescape to learn.

Mashme. In 2019, Seidman invested in another newer technology – MashMe (mashme.io). Mashme is a platform that creates an immersive, collaborative, and engaging distance learning experience. It was developed by academics specifically for

higher education and executive training. The decision to pilot this technology was based on Seidman's plan to expand graduate programs and develop professional development programs for working professionals.

Technology – Support

Seeing the greater demand for technology-enhanced learning, Seidman began identifying technical support needs for faculty. The university offered some support, but the level of support resources relative to the size of the university made it challenging for faculty to access that help. Thus, Seidman hired support to help faculty build digital content, including building on-line courses using GVSU's Blackboard platform (only two years of soft funding was available for this position; 2021/22 is the final year). Student Technical Support was also hired for regular classroom technology. All the technical support investments are on soft money and self-funded within the Seidman budget.

Pedagogy

Curriculum activities are described in greater detail in the curriculum section of this report. In terms of investment in this area, Seidman supported faculty participation in several pedagogy-based opportunities. The most prominent were the Project Based Learning Institute at Worchester Polytechnical Institute, Case Teaching workshop at Michigan State University, and bringing in an expert on Gen Z students to help faculty and staff understand how they learn.

The largest investment in this area is faculty development. The university funds each college/school at a rate of $900 per academic year per tenure-line faculty for professional development. In Seidman, these funds are used primarily for research and scholarship activities. In addition to the $900, Seidman provides additional competitive support up to $300, as needed, to cover expenses beyond the $900 for scholarly activities such as presenting at a conference.

New faculty receive more professional development funds for their first two-to-three years. Each new tenure-track faculty receives a $10,000 research grant for each of their first two summers. This allows them to focus on building a research base. A third summer of support is possible, depending on the faculty's research performance in the first two summers.

Finally, Seidman is supporting Christopher Harper, an Affiliate Faculty of Practice in accounting, in the pursuit of an applied doctorate in accounting. This decision was based on the Chris' excellent performance and strong potential, and the high demand (relative to supply) for accounting faculty nationally. Seidman began discussions with Chris in 2018-19; he began a program the following year.

Funding Challenges: Hiring

From 2016-2019 the number of tenure-track faculty remained relatively constant while enrollments as measured by student credit hours remained high. Meeting increased enrollments over this time occurred primarily through the hiring of non-tenure track faculty (i.e. affiliate, visiting, adjunct) who have heavier teaching loads. While Seidman was able to maintain minimum faculty ratios in most areas, planned ratios for a college with Masters level programs were not always met. For 2019-20 and 2020-21 the University allocated resources to hire 14 tenure-track faculty. These additions have helped Seidman regain stronger ratios. However, in 2021, as noted earlier, the university offered a Voluntary Retirement Incentive Program. Six faculty (five of which were in accounting), took advantage of this. Approval and funding was provided to replace two of those who chose to retire.

As we move forward, Seidman will face the same constraints in hiring that we have historically. The university formula for replacing tenure track faculty negatively impacts Seidman's ability to maintain its tenure-track faculty lines. When a tenured or tenure-track faculty leaves, the formula used to allocate replacement funds to the college is as follows:
- Assistant Professor – college keeps 100% of salary
- Associate Professor – college keeps 90% of salary
- Full Professor – college keeps 85% of salary

As with many accredited business schools, salaries for new hires are, many times, greater than the salary of the line being vacated. Thus, Seidman has filled instructional needs with non-tenure track faculty or combined two tenure-track lines to hire one tenure-track and one affiliate. As the Graphic 2-6 illustrates, the combined number of assistant, associate, and full professors has dropped below the number in 2010-11 when Seidman's enrollments were at their lowest level over the last decade. The current balance between tenure-line faculty and affiliate faculty (faculty of practice, adjunct, visitors) is underweighted in the tenure-line faculty. This leaves little flexibility if faculty members fail to meet expectations. More importantly, however, is the lack of human capital to innovate and develop new programs that reach the new market segments of learners that are an important part of the University's overall strategic direction.

Graphic 2-6. Seidman Comparison – Faculty and Student Enrollment (Fall Census Date)
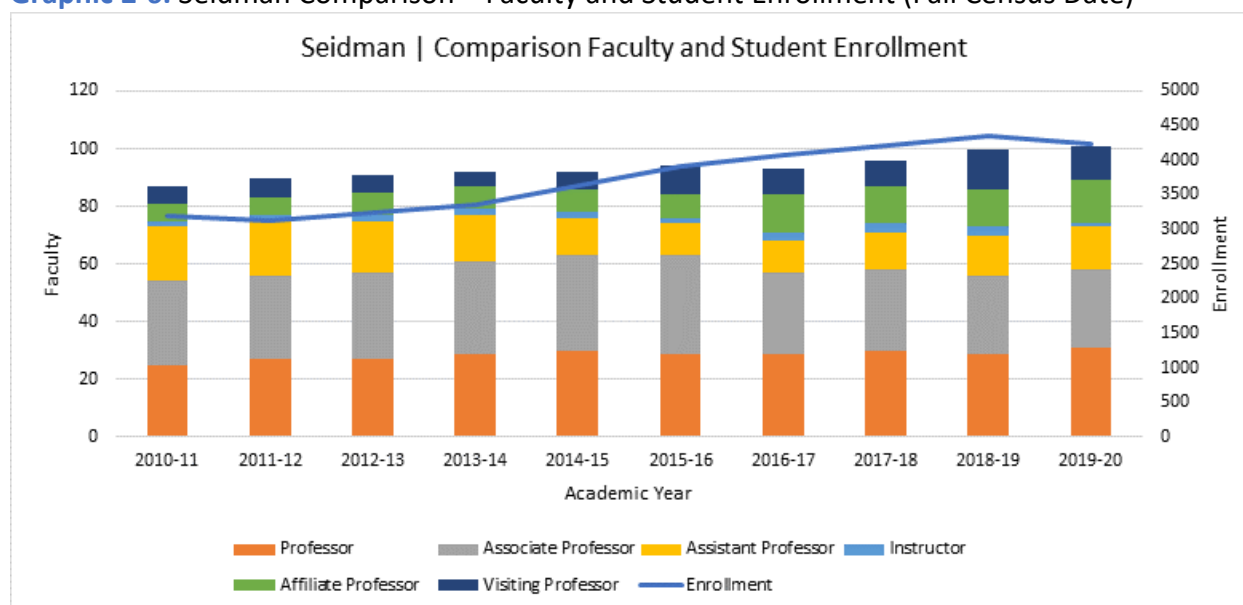
To further align with budget constraints, resulting in the elimination of some support positions, Professional Support Staff (PSS) staff have been organized to provide "shared services" across units in the College. Shared services are those which are done commonly yet irregularly across academic units. Examples are course scheduling, processing travel requests and reimbursements, and administering the mid-semester course evaluation process. In these cases, individual PSS staff are assigned to carry out these activities to benefit all academic and administrative units. The shared services model has worked well. As appropriate, other tasks and activities will be considered for the 'shared services' model.

iv. Table 3-1: Faculty Qualifications, Sufficiency, and Deployment
Faculty Management Policies
Faculty management policies are centrally managed through the university's shared-governance structure. Policies are reviewed and updated on a regular basis. Interpretation of each policy, where permitted, is typically at the college or unit level. For Seidman, policies are interpreted at the college level.

Faculty are evaluated annually on a calendar year. With the Faculty Annual Plan (FAP) and a Faculty Annual Review (FAR), faculty set their plan for the upcoming year in the FAP and report their actual activities in the FAR. Ideally, the two plans are strongly aligned. The plan and report focus on the areas of faculty workload: teaching, research/scholarship, and service. All three areas are included in their assessment in the annual merit review process. Each college sets performance guidelines for each component.

Ensuring High Quality Programs with the School's Faculty Staffing Model
Table 3.1 provides required data for faculty qualifications and participating/supporting faculty ratios. Table 3-1 shows the 5-year trend of data; Table 3-2 shows ratios by degree program. Ratios by discipline are provided in Table 3-2B found in the Addendum. Except in a few instances, Seidman faculty have been diligent about maintaining faculty qualifications for their respective faculty categories. As a result, Seidman has been relatively successful in meeting ratio expectations. As part of our normal evaluation process, Seidman tracks each faculty's progress towards maintaining the appropriate qualification category. For faculty 'close to the edge', their unit head will discuss their plan for meeting expectations. If the faculty does not meet expectations, they are required to put together a two-year professional development plan (PDP) outlining actions to be taken to return to the appropriate faculty category (the same process is used for faculty not meeting teaching effectiveness expectations). The PDP is overseen by the associate dean and requires updates every six months. Faculty under a PDP understand that lack of success could lead to the removal of tenure (as outlined in University policy) if this situation is chronic and not just a one-time occurrence. Faculty under a PDP do not have the opportunity for summer teaching.

When faculty are deficient in meeting faculty qualifications, it may impact their workload assignments. Maintaining faculty qualifications is a determinant of what faculty teach, and it may impact teaching assignments. When scheduling classes for the upcoming year, qualifications are taken into account in order to appropriately balance ratio requirements and maintain the quality of Seidman learning outcomes.

Faculty Deployment
The reduced number of tenure-track faculty lines relative to the increase in student credit hours over the last six years has had a greater impact on maintaining faculty ratios than the number of faculty not meeting expectations. Thus, while achieving the minimum 40% SA has been met, meeting the higher intended SA ratio of 50% has been a challenge at times as illustrated in Table 3-1. When scheduling faculty in courses, the process begins with graduate programs. Graduate programs are staffed with strongly SA qualified faculty with appropriate disciplinary backgrounds, especially for the more theoretical courses. For applied courses, both SA and SP faculty may be assigned depending on the topic. In some cases, IP faculty with high levels of professional experience will also be deployed at the graduate level. Following graduate course scheduling, faculty are assigned to undergraduate courses. Attention is taken in balancing faculty with course focus and the components of Know-Do-Be, to create a blend of Ph.D., affiliate faculty of practice, affiliate instructors, and adjuncts. This offers students a diversity of perspectives across their courses.

Innovation in Curriculum Structure related to faculty deployment
To help align deployment with the proportions of Tenure/Tenure-Track faculty and Faculty of Practice (affiliate, visiting, adjunct), as well as with each groups' general expertise, Seidman has piloted a 'biology-style' course structure in some courses. In

these courses, Ph.D. trained faculty deliver the foundational theory-based content. This is delivered in larger class sections (around 100 students). Faculty of Practice follow with smaller (25-30 students) sections for discussion to provide application learning opportunities. For the 'lab' component, Faculty of Practice are able to integrate their professional experience and expertise with the foundational content. As in any new initiative like this, the learning from each semester contributes to continuous improvement. This structure is discussed in the curriculum section of the CIR.

Participating and Supporting faculty ratios have been consistently strong across the college and within disciplines (majors). Documentation for participating expectations for all categories of faculty (tenure, affiliate, visiting, adjunct) are clearly outlined in the participating/supporting definitions. These can be found in the Faculty Qualifications and Sufficiency Criteria addendum along with faculty qualification guidelines. The high level of co-curricular activity in Seidman provides ample opportunities for all faculty to participate in student learning and growth, as well as in other college activities. Documentation related to participating and supporting expectations is available in the virtual work room.

Graphic 3-1: Scholarly Academic (SA) Percent

Scholarly Academic (SA) Percent
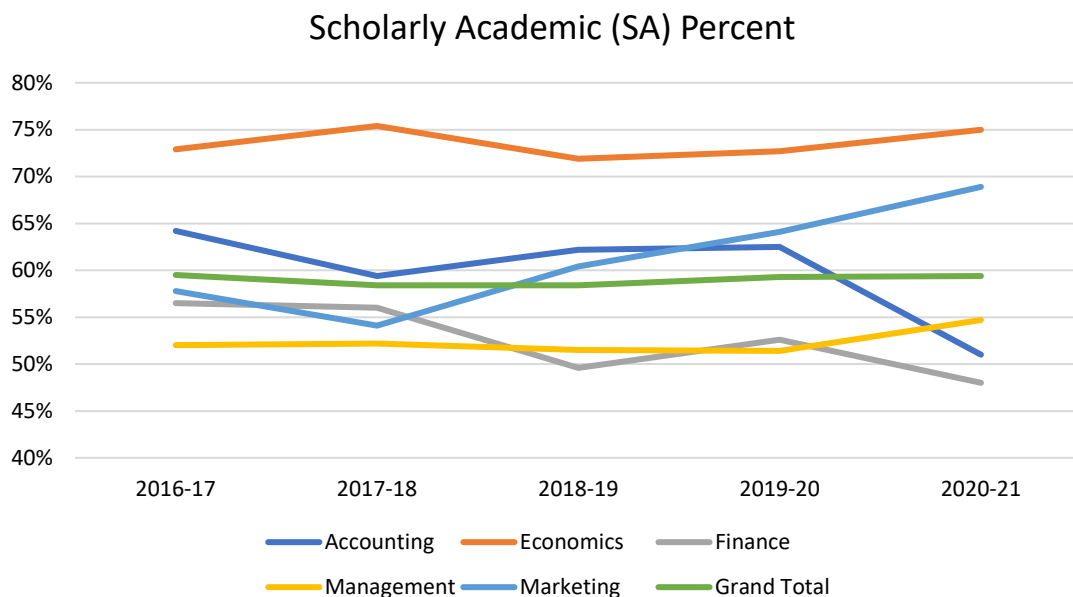
Graphic 3-2: SA + PA + SP + IP Percent

SA+PA+SP+IP Percent

Legend: Accounting, Economics, Finance, Management, Marketing, Grand Total
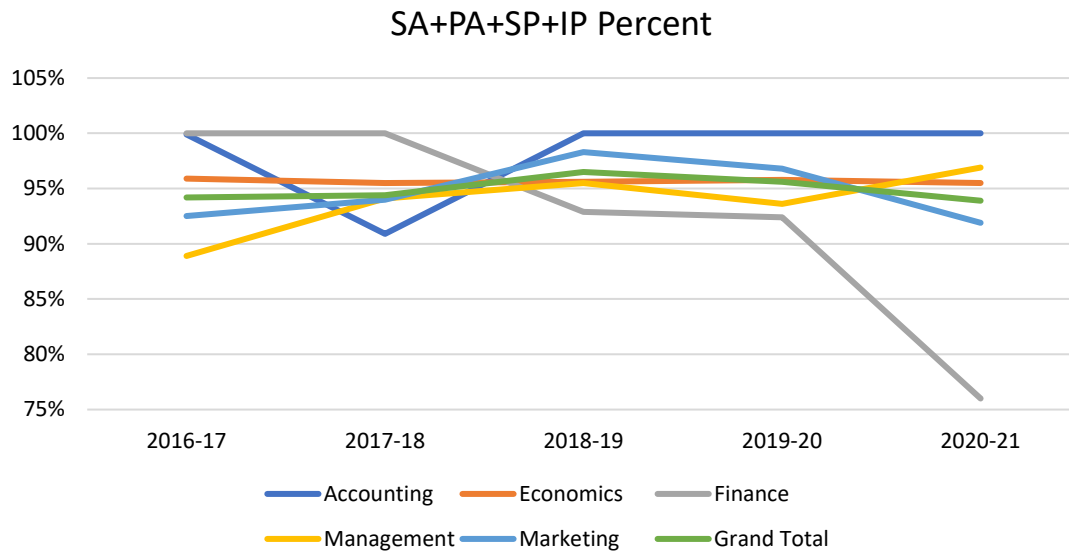
Graphic 3-3: Percent Participating

Percent Participating

Legend: Accounting, Economics, Finance, Management, Marketing, Grand Total
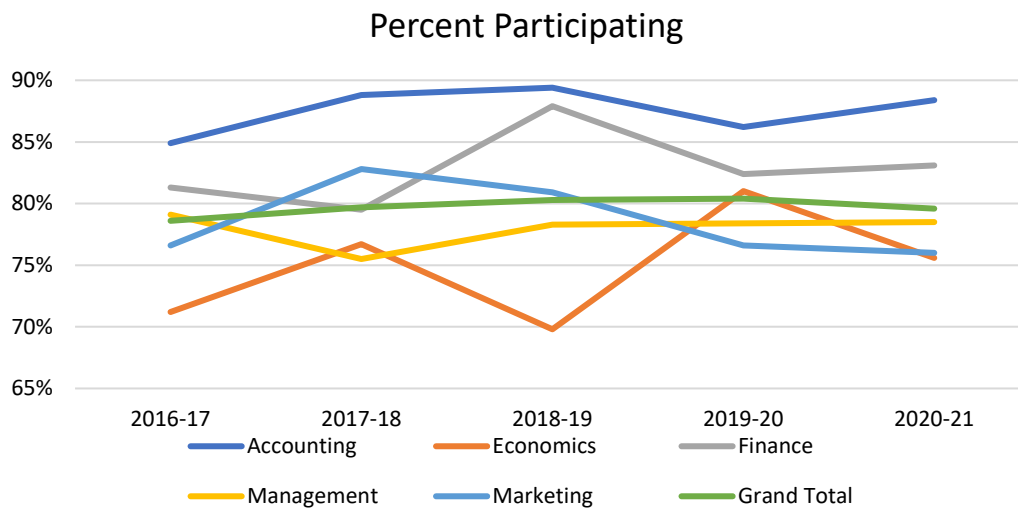
Table 3-1: Faculty Sufficiency and Qualifications Summary for 2020-21

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities [3]	Faculty Qualifications With Respect to Percent of Time Devoted to Mission [5]				
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) [2]	Supporting Faculty Teaching Productivity (S) [2]		Scholarly Academic (SA) [4]	Practice Academic (PA) [4]	Scholarly Practitioner (SP) [4]	Instructional Practitioner (IP) [4]	Additional (A) [4]
Total Accounting			10179.5 sch	1332 sch		1000 (51.0%)	0 (0.0%)	200 (10.2%)	760 (38.8%)	0 (0.0%)
			P ≥ 60% guideline for AACSB met (88.4%)			SA ≥ 40% guideline for AACSB met (51.0%)				
						SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)				
Total Economics			10134 sch	3267 sch		1500 (75.0%)	0 (0.0%)	0 (0.0%)	410 (20.5%)	90 (4.5%)
			P ≥ 60% guideline for AACSB met (75.6%)			SA ≥ 40% guideline for AACSB met (75.0%)				
						SA + PA + SP + IP ≥ 90% guideline for AACSB met (95.5%)				
Total Finance			7449 sch	1512 sch		600 (48.0%)	0 (0.0%)	0 (0.0%)	350 (28.0%)	300 (24.0%)
			P ≥ 60% guideline for AACSB met (83.1%)			SA ≥ 40% guideline for AACSB met (48.0%)				
						SA + PA + SP + IP ≥ 90% guideline for AACSB not met (76.0%)				
Total Management			23918.5 sch	6555.5 sch		2110.5 (54.7%)	100 (2.6%)	320 (8.3%)	1210 (31.3%)	120 (3.1%)
			P ≥ 60% guideline for AACSB met (78.5%)			SA ≥ 40% guideline for AACSB met (54.7%)				
						SA + PA + SP + IP ≥ 90% guideline for AACSB met (96.9%)				
Total Marketing			9802.5 sch	3094 sch		1300 (68.9%)	0 (0.0%)	0 (0.0%)	433.5 (23.0%)	153.5 (8.1%)
			P ≥ 60% guideline for AACSB met (76.0%)			SA ≥ 40% guideline for AACSB met (68.9%)				
						SA + PA + SP + IP ≥ 90% guideline for AACSB met (91.9%)				
Grand Total			61483.5 sch	15760.5 sch		6510.5 (59.4%)	100 (0.9%)	520 (4.7%)	3163.5 (28.9%)	663.5 (6.1%)
			P ≥ 75% guideline for AACSB met (79.6%)			SA ≥ 40% guideline for AACSB met (59.4%)				
						SA + PA + SP + IP ≥ 90% guideline for AACSB met (93.9%)				
Faculty Sufficiency Indicators [1]: Overall guideline: P/(P+S) ≥ 75% By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%						Faculty Qualifications Indicators [1]: SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40% SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90%				

Maintaining Currency and Relevancy and Meaningful Engagement with Practitioners

Seidman is fortunate to have very engaged external stakeholders. All major areas of study have advisory boards. In addition, there are advisory boards for the Center for Entrepreneurship and Innovation (CEI), the Family-Owned Business Institute (FOBI), the Koeze Business Ethics Initiative (KBEI), and a Dean's Advisory Board (DAB). In total, Seidman hosts 15 advisory boards. Members of advisory boards include alumni as well as other business and public organization leaders. Learning in advisory board interactions is beneficial both to Seidman faculty and staff and to the board members through the sharing of best practices, emerging trends, and industry challenges.

In addition to advisory boards, Seidman faculty engage with business professionals through numerous co-curricular activities for students, recruiting events, and engaging students with business professionals in the classroom. In addition, the growing number

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of affiliate faculty of practice (substantial work experience at increasing levels of responsibility) and affiliate instructors (experience is at a lower, more in-depth level normally), provide opportunities for interaction and collaboration in curriculum development and co-curricular activities for students. This combination is ideal for integrating the Know-Do-Be curricular framework. An example of how this has been operationalized is the Seidman Learning Communities. Faculty from across Seidman disciplines meet together on a regular basis to discuss topics related to specific pedagogy, research, or other topics important to faculty and staff development. Learning Communities are discussed later in the report.

B. Learner Success

i. Curriculum: Describe Processes for Ensuring Curriculum is Current, Relevant, Forward-Looking and Globally-Oriented

Following the review and revision of the MBA program completed in 2017/18, a task force was created to begin review and revision of the undergraduate program. The initial intention was to 'take-on' the entire undergraduate curriculum at one time. Realizing this would have been an unmanageable task, the group recommended that focus should begin on the pre-core and core curriculum. Although still quite challenging, this focus has led to some valuable conversations, pilots, and changes in the curriculum. What was thought to be a three-year effort will become an on-going focus at Seidman and aligns with the strategic priority Distinctive and Relevant Curriculum. In terms of process, the College-Wide Meeting structure is used for iterative feedback and consultation with faculty and staff as curricular innovation initiatives are identified. The task force split into two sections: The Core Curriculum task force and the Core Competencies task force. Outcomes of the work to date is summarized under *iii: Major Curriculum Revisions*.

ii. Current and Emerging Technologies: Incorporating Current and Emerging Technologies in Curriculum

Several learning technologies have been adopted in Seidman. In order to better serve working professionals pursuing graduate degrees or non-credit offerings, Seidman began investing in creating hyflex classrooms. When working professionals were traveling for their work, they were able to attend class virtually. Seidman also installed Panopto which records an in-person class so students can go back and review lectures/discussions to reinforce learning or catch up on a missed class. Panopto was installed in summer 2018 and has been especially beneficial to the EMBA students.

Other technologies have also been adopted. In 2016 Seidman entered into a licensing agreement with Bluescape. Mashme.io was added in 2019-2020; both of these were described earlier in this report in the summary of the financial support for strategic initiatives. In addition, all classrooms in the Seidman building, where the majority of business courses are delivered, have been equipped with hyflex capability. The base technology was updated in 2020-2021.

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iii. Major Curriculum Revisions – Past and Future

In alignment with the 2016-21 strategic initiative to Develop Distinctive Curriculum, Seidman identified several curricular areas to address. Some of these initiatives have been completed, while others continue. The 2021-26 strategic planning process identified the need to continue developing distinctive and relevant curriculum as a priority. Major efforts over the past accreditation cycle are summarized below; efforts in this area will continue into the next cycle.

Graduate Programs
Redesign of the Part-Time MBA Program

The need for revision: Feedback from students, as well as secondary research on MBA trends, noted a strong interest in a more streamlined and shorter duration program. At the time, the current program followed a 'make-your own path' approach. Students could choose the order in which each took most courses, and they could sit out one or more semesters if desired. This resulted in slow progression through the program, low enrollment in courses, and course offerings not well aligned with the needs of students. Operationally, this contributed to a highly inefficient allocation of resources due to several low enrolled courses each semester, thus our tightening faculty resources were being less than optimally deployed. In addition, lessons learned from the recently launched Executive MBA (EMBA), demonstrated the strong impact of cohort-based learning. These factors led to the redesign of the part-time MBA.

[Note: Seidman no longer offers a full-time MBA program. In 2011, a full-time integrated MBA (FIMBA) was launched. Unfortunately, enrollment targets were never reached, nor were the curricular outcomes identified as distinctive for the program, specifically the integrated, team teaching approach. The program was sunsetted in 2016, and efforts were redirected to redesigning the part-time MBA, and the EMBA.]

Outcomes: Over a two-year period, a faculty task force redesigned the part-time MBA; it was renamed the Professional MBA (PMBA). The process included soliciting feedback from external stakeholders (alumni, business leaders, current students, other B-Schools, and secondary sources). The program incorporates the three components of Seidman curriculum: knowledge, practice/application, and professional development (Know-Do-Be). The two-year program is delivered in a hybrid format; students take six to eight credit hours each of four semesters as well as a professional development course in the first spring/summer of the program. The PMBA was launched in the Fall 2018 semester. Three cohorts are started each academic year (typically, two in fall and one in winter).

A distinctive aspect of the PMBA is the focus on professional development. Prior to the beginning of the first semester, students take a work-style assessment. This assessment helps students understand a variety of factors that identify their work-style preferences. The assessment is the Pondera Virtual Advisor (PVA) assessment. The results are used to group students in teams, optimize diversity of styles, and help build stronger team-

related skills. Students remain in these teams throughout the program. Feedback from many students reinforces the value and impact of this component of the program.

Operationally, between 2014/15 and 2019/20 there was a 19% decrease in scheduled credits for the MBA degree. This was accomplished despite ramping up an EMBA program, and having to offer lower enrolled teach-out courses. Over this same time period, there was only a 9% drop in degrees granted. This efficiency in scheduling, due to a more streamlined and focused program, allowed faculty to be redeployed to the growing undergraduate program.

Master of Science in Tax (MST)

The need for revision: The MST faced the same challenges as the part-time MBA described above. Students progressed at their own pace which prolonged completion of the degree. Students were not always able to get the courses they wanted, and scheduling became a challenge because of low-enrollments. Added to this was the decline in interest for an MST. When the 150-hour rule was instituted in Michigan, demand for the MST credential dropped with most students opting instead for an MSA. The intention was to consider eliminating the MST. However, feedback from the accounting firms with which Seidman has strong relationships signaled an interest in keeping it. The results of this feedback indicated a desire for the MST to remain an option.

Outcomes: With substantial engagement from the accounting community, as well as consideration for emerging trends in learning and curriculum structure and delivery, the MST was significantly revised. The revised MST consists of a series of badges that can be taken as stand-alone badges or stacked to earn an MST. The details of this program are provided in the School of Accounting CIR. The first badge will launch in the Fall 2021 semester.

Executive MBA Expansion

Need for revision: The EMBA was initially developed through a partnership with a large healthcare provider in West Michigan. Other organizations in the region were interested in the program, but none were large enough to populate a complete cohort. Thus, the healthcare focused EMBA program was revised to suit a cohort with more diverse industry backgrounds to create EMBA2.

Outcomes: The primary revision of the healthcare EMBA to create EMBA2 was the addition of an international study tour as well as a broader application focus of the program. EMBA2 was launched in Winter 2017. Three cohorts have been completed. Limited faculty and staff resources have slowed down the launch of new cohorts; in August, 2018 Seidman's Director for the EMBA retired; approval to fill the position was given in 2021.

Moving Forward for Graduate Programs

Extending the reach of Seidman's current graduate programs will be the main focus over the next five years. With the updated technology capabilities at Seidman (Bluescape, Hyflex, MashMe) and the university, the goal is to attract students outside of West Michigan into programs. The use of hyflex technology will facilitate this expansion.

In the feedback processes for revising existing graduate programs, business and community leaders indicated that degrees were not as important as upskilling their current workforce. They preferred shorter, more focused programming. In response, Seidman has begun to develop shorter, more focused programs to help address this need. To-date, short non-credit offerings have been launched in leadership (two programs), digital transformation, and project management.

Revision of Undergraduate Curriculum

The need for revision: Over the years, many incremental changes have occurred in the undergraduate curriculum. One of those changes was university driven: remove as many prerequisites as possible to give students greater flexibility in choosing course schedules. This occurred around 2007. While this change did increase scheduling flexibility for students, over time it created challenges for Seidman in the effort to provide a clear path to graduation with a strong hierarchy of learning. In addition, the secondary admit structure of Seidman programs was frustrating and confusing to first- and second-year students as they progressed through lower division courses without knowing their potential for being admitted to Seidman. Finally, a more efficient allocation of instructional resources was needed.

Outcomes: The continuous improvement of the undergraduate curriculum through the revision process began in 2017/18 and will continue into the 2021-26 strategic plan. Revisions that have been completed or are still in-process include:

- Creating a Pre-core Requirement. To ensure lower division foundation courses were completed prior to upper division courses, without adding numerous pre-requisites to upper division courses, a pre-core was established. The courses already existed. A requirement to complete all pre-core courses with a GPA of 2.5 or better was instituted. This ensured that students moving to upper division courses had the foundational coursework expected. This also facilitated more efficient tracking of student progress. (completed).

- Delivery of Business Processes and Management Information Systems (MGT 268). In order to maintain consistency in learning, specifically the content learning of the course, MGT 268, a three-credit pre-core course was divided into a more 'biology-style' course with two, 1.5 credit segments. The first segment focuses on the knowledge component of the course. The second segment focuses on the application component of the course. The delivery is structured similar to a biology class where the knowledge component is taught in a large section and delivered in an online format. The 1.5 credit application component is delivered both hybrid as well as face-to-face (this was prior to COVID-19 as well). Some sections of

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traditionally delivered courses remained in the schedule. Comparing student performance between the two delivery formats, the large format section performed equally or better than the traditional sections and grading across the labs was more consistent. This structure is currently being tested in other pre-core and core courses.

- Creation of a Business Fundamentals badge for non-business majors. The review of core curriculum courses showed that some students struggled to perform at an expected level. After closer review, the findings showed that students from programs outside Seidman, that required some business courses, were finding the courses most challenging. To address this, Seidman created courses in the major disciplines (Marketing, Management, etc.) appropriate for students who needed (program requirement) or wanted some business education. These courses do not fulfill Seidman requirements.

Moving Forward: Admittedly, the work on the core curriculum has been slow. Streamlining course offerings in each major to reduce redundancy and prioritize focus areas has been a significant focus. This work will continue through the next strategic plan and most likely, beyond. A detailed outline of the work accomplished to date will be available in the virtual workroom.

iv. AoL Program

When and How Measures are Collected; How Faculty are Meaningfully Involved in Assurance of Learning

Seidman has developed an assurance of learning framework and process that is both mission informed and faculty driven to ensure continuous improvement of student learning and to inform curriculum management and development based on a range of direct and indirect measures. The 2021-2026 AOL plan incorporates the continuous improvement gains from the current review period which serves as a base for continued advancement for assessment of student-centered learning.

The AOL process is overseen by the Assessment Committee (AC), which is comprised of five faculty members - one from each of the business disciplines in the college. The Assessment Director (AD) chairs the AC and also serves as the representative for her discipline; greater process detail is available in Graphic 4-1 below. The virtual workroom for the CIR team provides specific responsibilities of each member of the AOL team.

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Graphic 4-1. Annual Assessment Cycle

AD informs faculty and unit heads before the start of the school year of planned assessment activities in their courses and units. The AD shares instructions, rubrics and reporting templates with the faculty

Faculty perform AOL activities in their classroom and provide assessment results to AD by Jan 31 for Fall assessments and May 31 for Winter assessments. AC members oversee the assessment activities being conducted within their units.

AD collates assessment results and shares them with the AC and unit heads. The results are also shared annually with the SCB faculty at a College Wide Meeting

If the established targets are met, the next round of assessment is scheduled after two years

If the established targets are not met, Goal Assessment Teams (GATs) are formed to recommend appropriate actions to close the loop. Each GAT includes one member from the AC, faculty who teach the course where the learning goal was assessed, other SCB faculty with expertise in the area of weakness and members of the MBA Committee when necessary

GAT recommendations are shared with appropriate departments. Any resulting curricular changes are approved by the faculty. Unit heads, AC representatives and faculty ensure course-level improvements are implemented

The learning objective is reassessed after a gap of at least one year to evaluate efficacy of the improvements

Restart process from the top

The Assessment Director maintains a Blackboard site to document program learning goals and objectives, curriculum maps, five-year assessment calendar, rubrics, results templates, closing of the loop plans, and assessment data. Information stored on the Blackboard site is available to all Seidman faculty. The AD also maintains GVAssess, a data management system that was developed in-house by the university to report and document each College's assessment activities and data for the University Assessment Committee. Each year an assessment report is submitted to the Dean's office detailing the activities of the AC for that year. Assessment updates are provided to the faculty through College-Wide Meetings at least once per year.

Where the School Uses Direct vs. Indirect Measures
Seidman employs a mix of direct and indirect measures to assess its programs and to assure student learning:
- *Course-embedded assessment (Direct)*:

- Seidman faculty use a variety of direct measures such as case studies, assignments, team building exercises, role play, presentations, papers/reports, peer assessment, etc., to examine the extent to which learning goals are achieved in their courses.
- *Indirect Measures*
  - Major Field Test (MFT): The college employs the MFT developed by the Educational Testing Service to assess functional business knowledge/disciplinary content knowledge in its undergraduate (BBA and BBA-ACC) and graduate (EMBA) programs.
  - The HEIghten Assessment of Intercultural Competency and Diversity (ICD): The college employs the ICD developed by the Educational Testing Service to assess the performance of International Business majors on global cultural competence.

Using these nationally-normed standardized tests allow the college to both evaluate the performance of students against external measures and enable comparisons longitudinally over time. Outcomes from these assessments including actions taken (or to be taken) to revise curriculum based on AoL results are included in Table 5-1 which can be found in the Tables Addendum. Greater detail about assessment activities is available in the virtual workroom for the CIR team to review.

Progress on AOL

Overall, the College completed the AOL intended plan utilizing the framework approved through normal shared governance processes. The outcomes from this work helped identify where our curriculum aligned well with the learning goals, and where changes in curriculum and pedagogy were needed to fill the gaps. Many learning gaps identified in years 1-3 of the 5-year review cycle were successfully addressed through the GAT process when assessed in subsequent years. For example:

- Oral communication skills in the BBA, assessed in Year3, fell short of expectations for communication aids and nonverbals. A GAT was formed which recommended revising the rubric to provide clearer expectations, and using pre- and post- video presentation. Assessment in Year5 met expectations.
- Global and Intercultural Competence in the MBA met all criteria in Year4. In Year5 assessment revealed a weakness in the area of 'Develops strategic options by integrating global and intercultural factors.' In Fall 2021, a GAT will be formed to evaluate student performance, and identify solutions to close the loop in learning.

v. Learner Demographics and Enrollment Trends – Looking Past and Forward

Demographics - As noted earlier in the report, the downward trend in the number of high-school graduates in Michigan is expected to continue at least for another decade. It is estimated that the decline will average around 1% per year. According to the Michigan Center for Educational Performance and Information, the number of high school graduates in 2020 enrolling in college (2 and 4-year institutions) dropped by around five percent from 59.8 percent in 2019 to 54.6 percent in 2020; in 2016-17 the

percentage attending college was 64 percent. As the number of students graduating from high school declines due to demographics, the competition to attract those students will increase. The shift to extend GVSU's focus beyond the traditional undergraduate students is strategic, not only to maintain enrollment numbers, but also to provide learning opportunities to a wider range of learners. Many of the initiatives discussed in this report align directly to this priority.

Diversity of Students – Seidman falls a little below the percentage of non-white students at GVSU. Under the new leadership at GVSU, diversity of students has taken a stronger focus. Graphic 5-1 shows percentages for each College. One example is the recently signed partnership between GVSU and Fort Valley State University, an HBCU. Beginning in fall, six students from FVSU will be coming to GVSU for a master's degree; one of those students will take the MBA. This type of agreement will be extended to other HBCUs in the near future. Other university-wide initiatives to attract and retain underserved populations of students are in process; Seidman will participate in these.

In Accounting, a summer camp, with strong support from firms, for underserved high-school students was piloted in Summer 2019 and was highly successful. It was suspended for 2020 and 2021 summers due to COVID-19. It is expected the camp will be offered in Summer 2022.

Graphic 5-1. Student Diversity
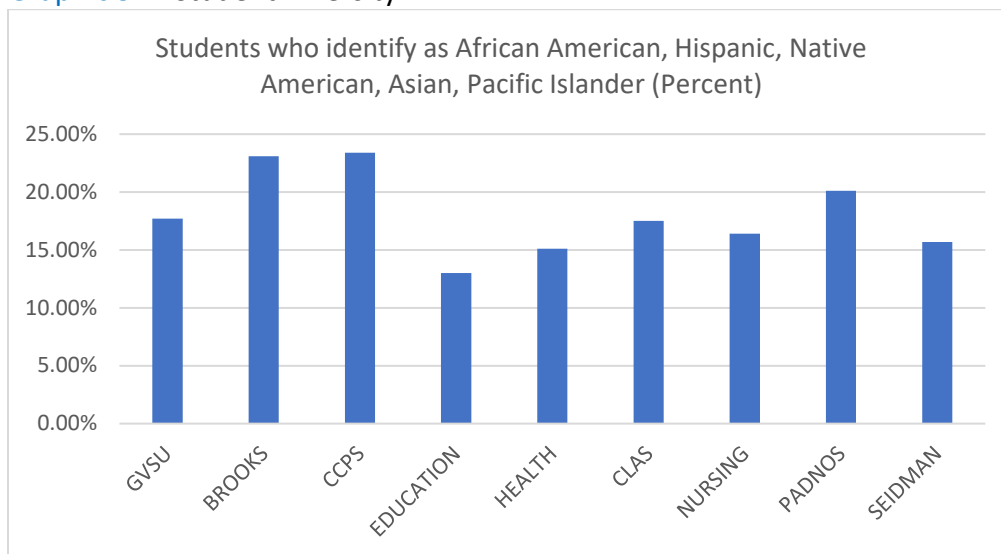
vi. Quality Teaching

Supporting the professional development of faculty is critical to the continued success of Seidman and its programs. Both students and organizations that hire our students depend on the consistency and quality of learning in our programs. Several of the efforts to support high-quality teaching are described below.

Aligning to the framework for curriculum, the primary focus for innovation has been on the last two components with clear connections to knowledge. Faculty have increasingly embraced the three components and refer to the trilogy in annual plan and review processes. A sample of innovative initiatives follows.

- *Learning Communities (LC):* Faculty across business disciplines meet regularly on a variety of topics related to teaching, ethics, pedagogy, research, technology and other topics of their choosing. The goal is to learn from each other and share perspectives. Current LCs include: Hybrid/Online Teaching, Learning Integrated Knowledge, Research and Scholarship, and Teaching Ethics.

- *Project Based Learning (PBL):* Many faculty have been interested in PBL but were not well informed or trained on the pedagogy. Seidman funded a group of seven faculty to attend the Project Based Learning Institute at WPI in Massachusetts. Two faculty from the Honors College (at our invitation) also participated in the Institute with Seidman faculty. The faculty attending the Institute agreed to serve as champions of the pedagogy and help other faculty learn how to incorporate it into courses.

- *Bluescape:* Bluescape is a remote collaboration tool (bluescape.com) that allows team members to interact and engage real-time from anywhere in the world on a shared, highly visual and digital work canvas. Participants can access and engage in the workspace synchronously. Bluescape was founded in 2014 and created for business. Many large organizations in the U.S. have adopted Bluescape for strategic and future planning initiatives some of which include: Ford (new product development), Pixar (for story board development), Walmart, and the U.S. Department of Defense.

  Bluescape continues to work with Seidman faculty and administration to create application frameworks that fit how faculty deliver curriculum. In addition, Bluescape's parent company, Haworth, furnished a classroom that mirrors professional workspaces; Haworth and Seidman will collaborate on the *Classroom of the Future* and research how the classroom layout and structure facilitates learning.

- *Online Delivery:* Over the review period, Seidman encouraged faculty to earn the University Certification in online learning which is a requirement to teach online. With the need reach different audiences of learning, online capability was important. As a result of this, when COVID-19 hit, more than 75% of Seidman faculty were already certified in on-line delivery of curriculum. This was well above other academic units in the University, and facilitated the adjustment to remote teaching.

- *Understanding GenZ students*: Seidman hosted Dr. Vickie Cooke, Executive Director of Online Professional & Engaged Learning/Professor of Research at University of

Illinois Springfield, in fall 2019. Dr. Cooke, provided insights about and recommendations for helping GenZ students succeed in learning. Seidman also supported Dr. Cooke sharing her expertise in a session open to faculty and staff across the university.

- *Summer Grants*: A competitive summer grant program focused on course development and pedagogy, as well as research has been in place for five years. Prior to this, summer grants focused only on research.

Moving forward, Seidman will continue developing faculty skills in the initiatives already started. Several technologies are relatively new, and most faculty and staff are still early on the learning curve. Skill development with the newer technology (MashMe) is just beginning. Additionally, the University is planning to adopt a new learning management system in the next two years. Skill development with the new system will be a priority.

C. Thought Leadership, Engagement, and Societal Impact
i. Table 8-1: Intellectual Contributions

As a regional comprehensive state institution, GVSU's current mission is to "…*educate students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.*" Seidman has aligned its mission and activities to integrate its efforts across these areas of focus. Scholarship activities result in intellectual contributions that contribute to student learning, to the discipline, and to engagement with the community.

In 2015, the College approved its Impact and Alignment policy.   The policy provides guidance on the types of ICs most appropriate; "…given the characteristics of the College and its mission, it is expected that a large percentage of ICs will come from applied scholarship, followed by pedagogical scholarship and discipline-based scholarship," and also provides guidance on how impact could be measured.

Table 8-3 summarizes the proportion of ICs within each department and Seidman in total that apply to each category of scholarship. It demonstrates that Seidman's overall IC activities align with its expectations. The proportionality among the categories aligns with the University and College's primary focus on student learning with scholarship that informs and facilitates that learning as well as contributes to the communities we serve.

Table 8-1. Scholarship Activity by Type of Unit

	Total Number of ICs and PRJs	Basic	Applied	Pedagogical
Accounting	112.5 (24.5)	25.2%	32.9%	41.9%
Economics	190 (34.5)	4.7%	91.6%	3.7%
Finance	90 (13.67)	18.3%	72.2%	9.4%
Management	477.33 (65.5)	21.8%	56.0%	22.2%
Marketing	240.17 (39.83)	27.3%	56.8%	15.8%
Seidman	**1110 (178)**	**20.1%**	**61.3%**	**18.6%**

. *Measuring Impact and Quality (AACSB Table 8-1, Parts C and D)*
In December 2011, Seidman implemented a journal ranking list (*Seidman Journal Ranking List* is available in the Virtual Workroom) as a tool for measuring quality and impact of peer reviewed journals in the respective disciplines and incorporated it into the personnel evaluation process. As in other lists, the higher a journal is ranked, the greater the quality and potential impact of the research. The list is reviewed for continuous improvement and uses Cabell's predatory journal list to ensure that faculty are not given credit for these journals. Seidman uses its ranking list in the faculty performance and merit evaluation processes. Table 8-2 shows an aggregate of publications based on rank over the five-year review period. As would be expected for a college that balances teaching and research, the majority of our peer reviewed journal (PRJ) publications appear in A and B ranked journals.

Table 8-2. Distribution of Articles by Journal Rank (1/1/2016 – 12/31/2020)

	ACC	ECO	FIN	MGT	MKT	Seidman
Elite	5%	6%	15%	4%	2%	5%
A	9%	3%	18%	25%	20%	17%
B	58%	74%	30%	29%	38%	42%
C	27%	16%	36%	42%	40%	35%
A&B	**67%**	**77%**	**48%**	**54%**	**58%**	**60%**

The number of citations of PRJs is another measure of impact and quality adopted by Seidman. Table 8-3 demonstrates a sampling of this measure for impact. It is a first step in refining the framework for using citations as a measure of impact. This analysis looks at citations over a ten-year period (2006-16) for Seidman faculty who were associate professors during 2020-21. Two measures were calculated. Associate professors are used for the citations as their time as an Associate professor is roughly consistent, whereas Assistant professors are not far enough along to have many citations and Full Professors might have decades to accumulate citations.

A study by Iglesias and Pecharroman (2007) looking at all articles in the Institute of Scientific Information (ISI) database at the end of 2005 found that a business or economics article has an average 4.2 citations which is consistent with the Seidman

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median of 4.0. More than 50 percent of Seidman associate professors have a citation rate higher than this.

Table 8-3. PRJ Citations for Associate Professors

Department	Total Articles	Total Citations	Median Citations Per Article	Average H Index
Accounting	57	805	0	4
Economics	31	305	4	4
Finance	33	1360	3	4
Management	86	3905	9	7
Marketing	97	3504	4	5
Seidman	**304**	**9879**	4	**5**

The second method provides a more comprehensive measure of research output, the Hirsch Index (H-Index). The H-Index is calculated for each faculty member using his/her publication record since 1990, specifically, the number of articles and the number of cites per article. For example, if a faculty member has three articles with at least three cites per article then he/she has an H-Index of three. A study by John Mingers (2009), looking at business faculty who were Fellows of the British Academy of Management (BAM), Fellows of the Institute for Operations Research and the Management Sciences (INFORMS), or Members of the Committee of Professors in OR (COPIOR), found an H-Index between five and 15 for faculty with comparable years of experience to Seidman associate professors. These are high-end scholars at research focused schools, yet, the average H-Index is 5 showing that most faculty at Seidman are writing multiple articles that are being cited multiple times.

The results of these initial measures of quality and impact indicate that mid-career Seidman faculty are maintaining levels of scholarship appropriate for a business school that equally values teaching and scholarship. It also reinforces that the support provided by Seidman for faculty scholarship is valuable and produces a strong return. All faculty in the analysis started at Seidman as an assistant professor and have been able to build a research portfolio appropriate for the college.

Finally, additional measures of quality and impact are demonstrated by the numerous honors and awards received by faculty for their scholarship and their research activities with students which align with Seidman's mission and our balance between teaching and research (Table 8-4 for a sample).

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Table 8-4. Faculty Honors and Awards for Scholarship

Department	Faculty	Award	Organization
Accounting	Sergeant	Best Education Paper	Midwest American Accounting Association
Economics	Batmaz	Best Paper Award of General Economics Track	The American Society of Business and Behavioral Sciences
Management	Akbulut	Best Paper Award	WASET
Management	Baid	AOM Best Paper Award	AOM Boston, MA (2019)
Marketing	Good	Organizational Frontlines Young Scholar Research Award	American Marketing Association Services SIG
Marketing	Robideaux	Best Paper Award Winner	Academy of Business Research

ii. Societal Impact

Strategic Framework for Societal Impact

A formal framework for activities related to societal impact will be developed as part of the 2021-26 strategic plan. Using the College-Wide Meeting structure for developing and evaluating actions related to strategic priorities, strategic goals and actions for the next five years will be identified. The United Nations Sustainable Development 17 Goals will be used as a foundation for framework development. While the intention for many of the UN goals is to have a world-wide reach, especially focused on developing countries, the general spirit of these goals has relevance to the work of business schools. It is this latter application Seidman will use to define and operationalize the identified goals.

The initial subset of the UN goals identified as immediately relevant to Seidman's mission and activities will be prioritized and aligned with teaching, research, and service activities. The first step in this process looks at the past (last five years) and current activities that align with the UN goals. This will serve as a base for creating definitions and guidelines that reflect Seidman's mission, vision, and values. Graphic 9-1 provides the initial framework.

In the first year of the 2021-26 strategic plan (beginning in Fall 2021), Seidman will review the initial framework for Societal Impact. Through that process, faculty and staff will engage in reviewing the initial goals to determine if others should be added or any of the initial goals should be considered for a later phase. Following the finalization of goals, interpretation, and definitions of each goal will be developed. Finally, objectives for each goal will be established, including how impact and progress will be measured. The results of this will be incorporated into the strategic plan and managed under the normal strategic planning management process.

Engaging in activities that relate to societal impact has been a strong element in the culture of GVSU and Seidman. As a regional comprehensive institution, the focus on teaching, research, and service is balanced. As a university initiated by the community,

societal impact became part of the foundational vision of GVSU, and continues to play an important role.   Table 9-1 at the end of the Societal Impact section, provides an initial list of some Seidman activities related to the goals.

Graphic 9-1: UN Sustainability Goals Initial Application to Seidman
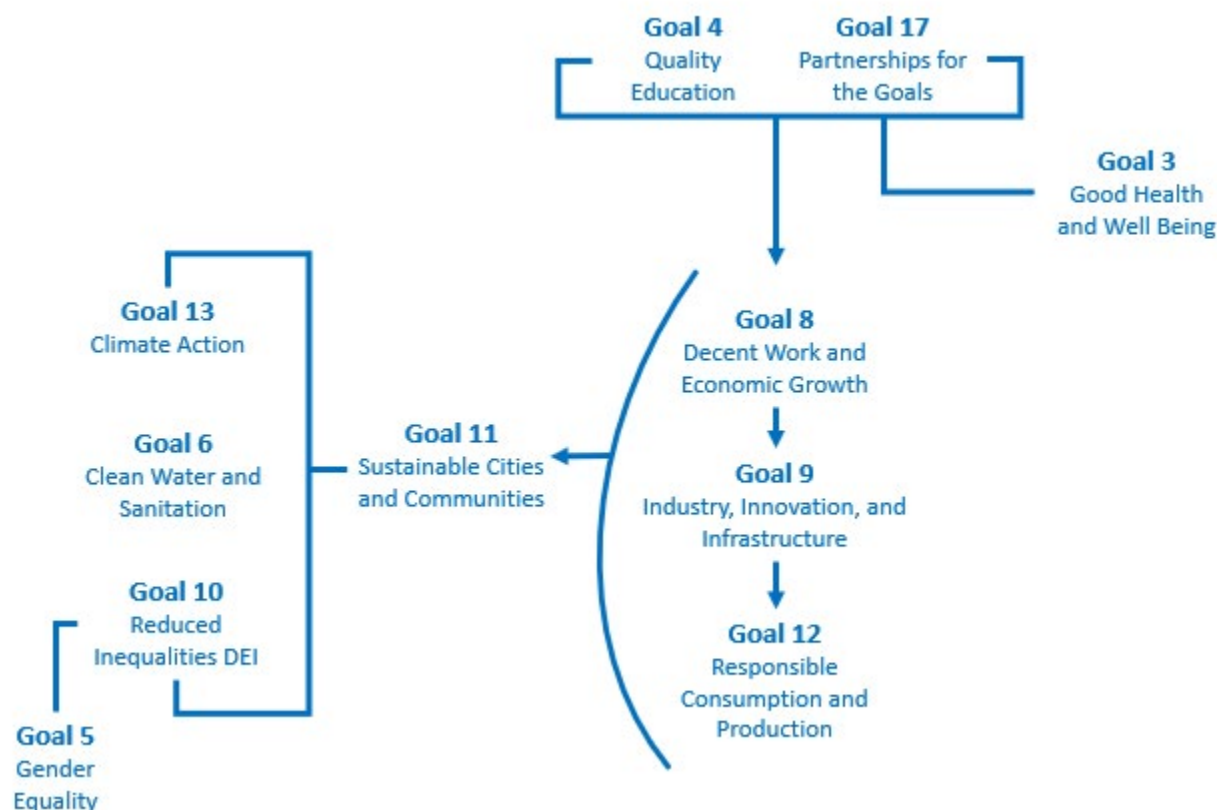
Societal Impact of Outreach Centers
Significant contributors to societal impact for Seidman are its outreach centers. These centers each focus on different segments of Michigan's economy. They also engage with the academic units through student projects, hiring interns, and making some of their program available to students.   Their activities contribute strongly to the service component of the Seidman and GVSU mission.

Small Business Development Center (SBDC) – Lead Center and West Michigan Regional Center
Seidman has been home to the SBDC since 2001. Over the years, the SBDC has continuously developed approaches to better support small businesses. Many of these innovations have become best practices across the country resulting in strong national recognition of the work in Michigan. The Michigan SBDC is considered one of the top three performers across the country. During the COVID pandemic, the SBDC lead and regional offices across the state stepped up to meet the challenge of helping small businesses. In the first three months of COVID, the SDBC served three times as many

clients as it typically would serve in a year. That pace continued and grew some over the course of the pandemic. The silver lining of this experience was the innovative ways developed to support small businesses at a larger scale, and over the long-run. The SBDC works closely with the Michigan Economic Development Corporation, the State's economic development arm.

Van Andel Global Trade Center (VAGTC)

VAGTC was established in 1999 with the intention to support Michigan businesses to succeed globally. The Center provides guidance, education, and consulting to businesses across the state on topics related to importing and exporting. It also manages the Free Trade Zone in Muskegon along Lake Michigan. Since its inception, VAGTC has served close to 10,000 businesses with a staff of three.

In 2019, VAGTC was awarded the President's "E" Award for Export Service. This is the highest recognition any U.S. entity can receive for making a significant contribution to the expansion of U.S. exports. U.S. Secretary of Commerce Wilbur Ross presented the award to Sonja Johnson, executive director of VAGTC, and Mark Bleckley, associate director of VAGTC, during a special ceremony in Washington, D.C. May 23, 2019.

> "*Van Andel Global Trade Center has demonstrated a sustained commitment to export expansion. The awards committee was very impressed with the organization's number and variety of seminars and workshops to educate exporters,*" said Ross. "*The organization's collaboration with partners in the community was also particularly notable. The Van Andel Global Trade Center's achievements have undoubtedly contributed to national export expansion efforts that support the U.S. economy.*"

Family Owned Business Institute (FOBI)

FOBI is an academic center focused on research and outreach to support family businesses. West Michigan has one of the highest concentrations of family-owned businesses in the country. Through FOBI, Seidman is part of the leading members group of the STEP project. A global organization currently based in the Netherlands, their focus has been to structure an independent foundation, more flexible and agile, governed by and developed collaboratively with its affiliated universities around the world. The purpose of this global initiative is to conduct context-sensitive applied research, to explore business families across generations and develop practice-oriented recommendations to family business leaders.

The Richard and Helen DeVos Center for Entrepreneurship and Innovation (CEI)

Through numerous programs and activities, CEI promotes entrepreneurship within Seidman and in the community. Notable activities related to societal impact include MVE and LendGR.

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- MVE-LAB, Michigan Veterans Entrepreneurship Lab was initiated in 2019. The nine-week program helps veterans and family members start or strengthen their business. The program ends with a pitch competition. In May 2021, CEI received a $250,000 grant from the state of Michigan's Veteran's Fund. The grant provides funding to expand the program across the state. This initiative aligns with the University designation as a Gold-level Veteran-Friendly School for 2019/20 (the fifth consecutive year) by the Michigan Veterans Affairs Agency.
- LendGR was established several years ago as a micro-loan program, but did not gain traction. During the pandemic it was revitalized to serve as a platform for supporting negatively impacted micro-businesses. Students worked with businesses to help strengthen functional components of business such as website development, creating processes for financial reporting, social media, etc. Students were paid by CEI. Each student performed the same type of activity (e.g. website development) for several micro-businesses. This provided needed support for businesses and provided a high impact practice for the students. Performing the same type of task across several businesses gave each student a unique perspective of observing differences in how the same framework may be applied differently in each business. This initiative will continue as a permanent component of CEI. Scale will depend on availability of funding

Koeze Business Ethics Initiative (KBEI)

KBEI examines the role and influence of business in public life with an eye towards fostering discussion and collaboration. It also serves as a resource for businesses, students, faculty and administration with a focus on relationships between business, the common good and life well-lived. Areas of focus include:

- Values and psychology of family-owned businesses
- Ethics and healthcare
- Development, sustainability, and transmission of social capital and its relationship to civic well-being
- Understanding and use of behavioral ethics.

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Table 9-1: Examples of activities that align with the UN Goals

United Nations Sustainable Development Goals	Teaching	Research	Service
1: No POVERTY		Will be considered as the Societal Impact focus is developed	
2: ZERO HUNGER		Will be considered as the Societal Impact focus is developed	
3: GOOD HEALTH AND WELL-BEING	ECO 343 - Health Economics, ECO 360 - The Economics of Work and Family, ECO 643 - Health Economics, FIN 331 - Risk and Insurance, MGT 431 - Strategic Human Resources Management, MGT 438 - Business Ethics, MKT 370 - New Product Development, MKT 375 - Marketing Ethics	Aslim, Montanera, Simons, Muller - Annual West Michigan Health Care Economic Forecast; McKendall – paper on The Flint Water Crisis (*Case Research Journal*); Sicilian – paper on Economic Freedom and the ACA: Medicaid Expansions and Labor Mobility by Race and Ethnicity (*Public Finance Review*)	Annual Health Check Conference
4: QUALITY EDUCATION	ECO 313 - Business Cycles and Growth, ECO 440 - Public Economics and Ethics		K-12 Connect Tutors and Mentors; TESA – HS Innovation and Entrepreneurial workshop; Kumar – head of sustainable education plenary session and member of concluding plenary session at annual UNESCO Conference
5: GENDER EQUALITY	BUS 201 - Legal Environment for Business, ECO 300 - Data Analytics for Economics and Business, ECO 360 - The Economics of Work and Family, FIN 331 - Risk and Insurance, MGT 331 - Managing People and Organizations, MGT 355 - Diversity in the Workplace, MGT 429 - Staffing and Development, MGT 431 -	Lehnert – paper on The Effects of Competency, Negatives and Experience on Women's Aspirations to Leadership; Lowen – presentation on The Effect of Title IX on Women's Health Outcomes (Midwestern Economic Assoc Annual Meeting);	

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	Strategic Human Resources Management, MKT 351 - Consumer Behavior, MKT 425 - Brand Management	**Akbulut** – paper on A Gender Based Investigation of Stereotypical Barriers in Management Information Systems Profession; **Walsh** – Gender and Context in Incivility Experiences of Overqualified Employees (*Annual Meeting of the Academy of Management*)	
6: CLEAN WATER AND SANITATION	BUS 201 - Legal Environment for Business, ECO 440 - Public Economics and Ethics	**Isely** - currently 4 funded projects and 1 federal grant on stormwater and water quality issues	Water purification systems donation on behalf of invited speakers
7: AFFORDABLE AND CLEAN ENERGY		Will be considered as the Societal Impact focus is developed	
8: DECENT WORK AND ECONOMIC GROWTH	ECO 313 - Business Cycles and Growth, ECO 365 - Comparative Economic Systems, ECO 440 - Public Economics and Ethics, MGT 340 - Ethics and Business, Social Justice and Sustainability	**Walsh** – paper on aspects of shiftwork influence on off-shift wellbeing of healthcare workers **Aslim** – paper on Macroeconomic Effects of Maternity Leave Legislation in Emerging Economies	SBDC VAGTC CEI MVE-LAB
9: INDUSTRY, INNOVATION AND INFRASTRUCTURE	ECO 313 - Business Cycles and Growth, ECO 440 - Public Economics and Ethics, MGT 345 - Team Building, MGT 466 - International Management and Multinational Corporations, MGT 495 - Administrative Policy, MKT 354 - Distribution Institutions and Logistics, MKT 369 - Creativity in Marketing Innovation, MKT 451 - Marketing Strategy	**Motwani** – paper and conference presentation on building green infrastructure across university campuses (*Infracon*); **Ogura** – paper on Urban Growth Controls and Intercity Commuting; **Essila** – paper/presentation on Principal Component-Based Regression Model to Improve Healthcare Inventory forecasting (Decision Sciences Institute annual meeting); **Mboko** – paper on Understanding the Social Capital in Refugee Entrepreneurs (*Advances in Management*)	

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10: REDUCED INEQUALITIES	BUS 201 - Legal Environment for Business, ECO 313 - Business Cycles and Growth, ECO 365 - Comparative Economic Systems, MGT 438 - Business Ethics, MGT 355 - Diversity in the Workplace, MGT 431 - Strategic Human Resources Management	**Giedeman** – paper on monetary policy-race; **De** – paper on Effects of Monetary Policy on Food Inequality in India (*Journal of Development Studies*); **Giedeman & Muller** – paper on Racial Differentials in the Long-term Wealth Effects of the Financial Crisis of 2007-2009 and the Great Recession (*Journal of Economics, Race, and Policy*); **Giedeman** – paper on More on the Impact of Economic Freedom on the Black/White Income Gap (*Public Finance Review*)	Giedeman – diversity initiative for Tenure in Economics program mentor (housed at Duke University); SBDC providing equitable access to entrepreneurial services to underserved communities
11: SUSTAINABLE CITIES AND COMMUNITIES	BUS 201 - Legal Environment for Business, ECO 336 - Urban and Real Estate Economics, ECO 440 - Public Economics and Ethics, MGT 340 - Ethics and Business, Social Justice and Sustainability	**Crawford** – paper on mnemonic communities and bringing people together to protect natural wonders (*Strategic Organization*)	Lane - Workshops with Indigenous groups in Nicaragua; Dahlquist – member of WMI Sustainable Business Forum Campus Collective;
12: RESPONSIBLE CONSUMPTION AND PRODUCTION	ECO 336 - Urban and Real Estate Economics, ECO 440 - Public Economics and Ethics, FIN 322 - Intermediate Managerial Finance, MGT 366 - Operations Management, MGT 438 - Business Ethics, MKT 351 - Consumer Behavior, MKT 358 - Advertising and Marketing Communications, MKT 375 - Marketing Ethics	**Hinsch** – paper Going Green to be Morally Clean (*Psychology & Marketing*); **Lehnert** – paper Materialism and Religiosity on Consumption Values in Emerging Consumer Markets; **Hinsch** – best in track paper at summer AMA on topic of relationship between religiousness and environmental concern; **Lehnert** – paper on Formal and Informal Institutional Pressure on CSR: A Cross-Country Analysis; **Lehnert** – paper on Financial Performance and the Competitive Effects of CSR	
13: CLIMATE ACTION	ECO 440 - Public Economics and Ethics, MKT 354 - Distribution Institutions and Logistics, MKT 370 - New Product Development	**Crawford** – paper on enforcement tactics used by ordinary citizens to uphold	

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		environmental integrity (*Organization Studies*);	
14: LIFE BELOW WATER		Will be considered as the Societal Impact focus is developed	
15: LIFE ON LAND		Will be considered as the Societal Impact focus is developed	
16: PEACE, JUSTICE AND STRONG INSTITUTIONS	MGT 331 - Managing People and Organizations, MGT 340 - Ethics and Business, Social Justice and Sustainability, MGT 438 - Business Ethics, MKT 375 - Marketing Ethics	**DeWilde, Lehnert, Gondhalekar** - The Trustworthiness Project Reports and grant; **Dahlquist** – papers on the role of CSR in GenZ decision-making; **Pope** – Grant regarding CSR strategies and challenges during a global crisis	Common Ground Initiative within the Hauenstein Ctr – KBEI collaboration;
17: PARTNERSHIPS FOR THE GOALS		Not Yet Mapped	

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The Next Five Years

This report clearly identifies two substantial challenges to the Seidman College of Business: demographic shifts in traditionally aged undergraduate students, and increasing budgetary constraints limiting the ability to innovate and grow. While both issues require immediate attention, the successes and future potential of Seidman programs remains strong. As noted early in this report, GVSU welcomed a new president in July 2019. That, plus a significant transition of senior leadership (primarily due to the retirement incentives offers by the University in 2020-2021) is resulting in an increased focus on innovation, expanding learner segments, and a more regional/national reach. Over the last five years, Seidman has earned a reputation at the University as a first-mover and leader in innovation. This positions us well for responding to new initiatives and opportunities. The collaborative approach of faculty, staff, students, administration, and the community are the anchor of our success.

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COVID Impact Summary

Impact of COVID and Actions Taken

The greatest impact of COVID has been on student learning. While most students were adaptable to the changes in learning modalities as the University converted to all virtual delivery, over time, there was a very profound impact on their learning. Some of the factors contributing to this were related to the readiness of the University and faculty for sustaining this format, and to student and faculty readiness for this type of learning.

Multiple Technologies: Students struggled with learning the large variety of technologies adopted by faculty when classes moved to a virtual environment. In addition, although GVSU has an LMS (Blackboard), it was not used the same way across colleges or even faculty within a college, including Seidman. Even though Seidman had adopted a standard template for Bb the year before COVID, faculty still used it differently. Thus, students struggled to navigate coursework, due dates, assignments, etc.; it was hard for them to remain organized. Because most students went home, there was a large variability in the technology available to students at their homes; some had the equipment and bandwidth to complete their course expectations, attend virtual classes, and take assessments; others did not have this and struggled with not having updated technology or lack of ample bandwidth to perform required activities. By the end of the Fall semester 2021, the novelty of remote learning, and its lifestyle benefits, wore thin with most students. This was especially true for first and second year-students who were still maturing as college students.

Technology Infrastructure: The University's technology infrastructure struggled to support the needs of faculty, staff and over 22,000 students. Early on, Zoom, Blackboard, and other technology crashes occurred causing disruptions in classes that were virtually synchronous. Blackboard was particularly problematic due to the increased activity load and older version of the software. Online exams were very problematic from a technology perspective. Not all students had equipment that would work with the testing software used, nor were students accustomed to taking exams electronically; a very different experience from in-person exams.

Faculty: Although 75% of Seidman faculty were certified in online instruction through the University's training program, most had only tinkered with online delivery of courses. When the transition was announced, they all worked together to help each other adapt their courses to remote delivery. Faculty well-versed in online delivery spent hours working with other faculty to help convert courses. Seidman hired an instructional designer for online (part of the strategic plan) the year before COVID. This person worked with the 'newbies' in online learning.

Seidman's Actions

Prior to COVID, Seidman had already begun investing in technology for different delivery modes. When COVID hit, most Seidman classrooms had been equipped with technology that would allow hybrid delivery of courses. When social distancing was implemented (second

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semester of 2020/21), only 50% or less of students in a section could attend in-person at the same time. At the same time, the University was asking faculty to increase their teaching loads from 9 to 12 credits per semester to accommodate smaller section sizes for social distancing and to reduce adjunct costs. Seidman faculty opted to increase the size of each section they taught instead of adding another section to their loads and use technology to accommodate students and social distancing requirements. To accommodate students in this model, classes were arranged in a number of structures: hybrid, staggered hybrid, 100% synchronous online, and hybrid online (synchronous and asynchronous). This all worked as well as could be expected.

Enrollment

The end result for enrollment at GVSU was an attrition rate of 8.5% for first-year students and 10.5% for second-year students. The impact of this enrollment decline, which is significantly greater than the normal attrition experienced at GVSU, will begin to affect Seidman in the coming two years since the majority of our courses are upper division. Analysis of the substantial drop in enrollment (student credit hours) for Fall 2021, revealed some pinch points for students. Specifically, students in pre-core courses (200 level courses such as financial and managerial accounting, micro and macro econ) performed more poorly than normal. The DFW (D, Fail, Withdraw) rates were significantly greater in 2020/21 than the average trend for those courses. This accounts for more than 100 students not being able to progress in their respective programs. This is only one point, but it reinforces the negative impact of some of the factors discussed earlier in this section.

Budget

As expected, budgets were negatively impacted as a result of COVID. All colleges had budget reductions at the beginning of 2020/21, as well as mid-year reductions. The expectation was that that these reductions would be returned in 2021/22, which may have been a pre-mature intention. In addition, financial support for faculty research and professional development was reduced for tenured faculty; support for tenure-track faculty was not reduced. Faculty with reassign time for administrative work gave up the reassign time and increased their teaching load to help meet student needs. Reassign time, as well as faculty support for research and PD, has been returned to pre-COVID amounts.

As indicated in the CIR, budget is a big challenge for Seidman. While enrollment numbers grew, budget declined. The loss of some students has not eased the crunch between enrollment and faculty resources; courses remain around 95% capacity. From a staff standpoint, prior to COVID, Seidman had begun to create a shared services model for support staff, anticipating the inability to fill positions as staff left. COVID intensified the need for this. While we are able to meet current needs, there is little room for growth.

Finally, at the beginning of 2020, GVSU rolled out a retirement incentive plan as part of a longer-term cost cutting measure. Faculty and staff who opted for this would result in the elimination of their respective positions. Seidman had one staff and seven faculty opt in. Of the

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seven faculty, five were in Accounting. Seidman was able to secure two tenure-track positions to replace some of the positions being vacated by retirements. Although losing enrollment is not an ideal way to balance faculty resources, it will help.

Assurance of Learning

AOL is well structured and organized. COVID only mildly disrupted some collection of data in 2020/21; data collection was postponed. It will resume in 2021/22. This will include any closing the loop activities that were suspended.

Meeting the needs of various stakeholders

Seidman is fortunate to have strong relationships with the external community, and houses several centers that support various stakeholders. Seidman's response to helping businesses was a large component of our activities. Several examples are listed below.

Webinars: In response to the challenges and uncertainty faced by businesses, Seidman created two webinar series.

COVID-19 Webinars for West Michigan Businesses
- This series focused on immediate challenges facing West Michigan business designed to provide guidance, tips, strategies, and best practices to confront the COVID-19 pandemic. Panelists consisted of academics and business leaders.

From COVID-19 to Future Prosperity for West Michigan Business	Addressing Employee Challenges
Understanding New Economic Realities	Hispanic Business Community Webinar (*presented in Spanish*)
Averting Bankruptcy	Rethinking Customer Engagement
Navigating Supply Chain Disruptions	Innovating Toward Future Prosperity

Leadership Conversations on COVID-19 and the Public Trust
- This series was designed to help navigate who and what information to trust. A range of experts and thought leaders helped participants think critically in this era of uncertainty. The series is hosted by the Koeze Business Ethics Initiative, and will be ongoing. Topics have included:

Economics, Ethics and the Public Interest after the Pandemic	The View from Spectrum Health: Physician-Leaders on Responding to Pandemics and the Future of Health Care
Re-Imagining Capitalism for the 21st Century	Truth, Trust, and 'Alternative Facts' - The Future of Knowledge in the Public Square
The Future - and Future Obligations - of Business Schools in an Era of Uncertainty	Pandemics, Psychedelics and Palliative Care: Living and Dying in an Age of Uncertainty

Impact of COVID-19 on business: Spring/Summer 2020 courses

- Seidman faculty created one-credit applied-learning electives focused on various aspects of business. These were developed to help students apply business content to the current business and economic environments as a result of COVID. Approximately 250 students

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enrolled in the 15 COVID courses offered in Spring/Summer. An excerpt from a student reflection illustrates the value of these courses:

"In fact, I was able to inform my father about the PPP loan. He owns a small business... He was able to get the credit from the loan and continue to pay his workers and fixed costs for running his small business that may have been in jeopardy if the stay at home order had exceeded a month longer. The happiness that I had from being able to inform my father on this topic and help him out was a very awesome experience."

- High-Impact Learning: Student Consulting
  - In response to the needs of many small businesses negatively affected by the COVID situation, as well as the need to create additional experiential learning experiences for students (due to the loss of internships), Seidman created a course for *student consulting experiences*. We have partnered with several community organizations to identify businesses, including: Grand Rapids Chamber of Commerce, Michigan Women Forward, the SBDC, and the Coronavirus Civilian Corps.
  - LendGR was repurposed to help micro businesses struggling to survive. Students were paid by Seidman to work on short term projects for multiple businesses. Each student focused on a specific task such as building a website, or creating financial reports.
- The work of the Small Business Development Center (state and regional offices) and the Van Andel Global Trade Center, provide state-wide outreach to businesses. Their work enhances GVSU's visibility and reputation across the state.
  - The SBDC has been central in supporting small businesses navigate the uncertain waters COVID-19's impact on their businesses. The CARES Act is providing resources to help the SBDC respond. In the last 80 days:
  - **6,000+** businesses received SBDC consulting or training affiliated with COVID assistance programs. (Note: The SBDC typically consults 5,000 business a year)
  - **10** new independent contractors joined the team of 100 consultants to help meet the demand for 1x1 consulting services; a **139%** increase in consulting appointments/requests.
  - More than a **900%** increase in online training (Webinars).
  - **743%** increase in website users compared to the previous quarter.
- The VAGTC celebrated its 20th anniversary in August 2019. They have assisted over 27,000 business professionals through their global consulting, worked with almost 10,000 businesses through consulting and training, and have employed 50 students who gained hands-on international experience prior to graduation.

Alignment with Accreditation Standards

COVID has not substantially impacted Seidman's ability to align with the accreditation standards. There have been hiccups as described earlier, but Seidman remains on steady footing in its strategic direction and efforts for continuous improvement. The budget and enrollment challenges for Seidman were already in existence, as discussed in the report; COVID simply amplified the challenges. It also created a greater urgency for change and the need to be agile; both positive outcomes.

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Faculty Qualifications & Sufficiency Criteria

Faculty Standards and Guidelines Including PICs (Prior CIR Issue #2 & #3)
SEIDMAN FACULTY QUALIFICATIONS

Standard 5 of the AACSB 2013 Business Standards addresses *Faculty Sufficiency*. It requires that:

> The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.

Standard 15 of the AACSB 2013 Business Standards addresses *Faculty Qualifications*. It requires that:

> The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

The central theme of the above AACSB standards is that every school needs an adequate number of "Qualified Faculty" and "Participating Faculty" to support the "high-quality outcomes across the range of degree programs consistent with the school's mission."

According to AACSB, a "Qualified Faculty" status applies to "faculty members who sustain intellectual capital in their fields of teaching…" and demonstrate currency and relevance of their intellectual capital through continuing academic and professional engagement. The 2013 Standards has developed FOUR categories for qualified faculty status that are based upon their initial academic preparation, initial professional experience, and sustained academic and professional engagement.

Sustained engagement activities

Initial academic preparation and professional experience		Academic (Research/Scholarly)	Applied/Practice
	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

Faculty Qualifications – Minimum Requirements:
Minimum SA: (SA)/(SA +PA + SP + IP +O) $\geq$ 40%
Minimum SA + PA + SP: (SA + PA + SP)/(SA + PA + SP + IP + O) $\geq$60%
Minimum SA + PA + SP + IP: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) $\geq$90%

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The Seidman College of Business faculty have established specific criteria for each of the FOUR faculty classifications. The criteria identify the initial credentials necessary, as well as the level and types of engagement necessary to maintain their qualifications over time. The table below details the specific criteria:

Scholarly Academic (SA)		
Initial Qualifications	*Maintenance*	*Faculty Classifications*
Academic Preparation Doctoral or terminal degree from AASCB accredited school or equivalent schools in areas related to teaching Professional Experience None	Two RJAs + Three SICs in five years[1] *High Impact ICs may be counted as more than one IC with approval from the Dean*	Normally, Tenured and Tenure- Track Faculty and Faculty in phased retirement fall in this category *Any exceptions will need approval of the Dean*
Practice Academic (PA)		
Initial Qualifications	*Maintenance*	*Faculty Classifications*
Academic Preparation Doctoral or terminal degree from AASCB accredited school or equivalent schools in areas related to teaching. This would include faculty that have successfully completed the postdoctoral bridge to business program as specified by AACSB Professional Experience Substantial, sustained engagement and professional activities in areas related to teaching	Two high-impact PICs + three other PICs in five years The same type of activity can be counted no more than twice in five years.	Normally, Tenured and Tenure- Track Faculty, Associate Deans, and Unit Heads fall in this category[2] *Any exceptions will need approval of the Dean*
Scholarly Practitioner (SP)		
Initial Qualifications	*Maintenance*	*Faculty Classifications*
Academic Preparation An advanced degree, typically a Master's degree, from AACSB Accredited School or equivalent school EXCEPTIONS Bachelor's degree + Appropriate Certification (Examples of appropriate certification are CFA, CPA, CMA, CPIM) + Substantial Experience May include higher degrees Professional Experience Substantial experience in terms of duration and level of responsibility. E.g. a minimum of five (5) years professional experience in a supervisory role with financial responsibility related to area of teaching.	One Refereed Publication + four IC's in five years Minimum two ICs should be SICs *A high impact IC may replace a refereed publication.* *High Impact ICs may be counted as more than one IC with approval from the Dean*	Normally, Tenured Instructors (Legacy Positions) and Clinical Affiliate Faculty fall in this category *Any exceptions will need approval of the Dean*

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Instructional Practitioner (IP)		
Initial Qualifications	*Maintenance*	*Faculty Classifications*
<u>Academic Preparation</u> An advanced degree, typically a Master's degree, from AACSB Accredited School or equivalent school <u>EXCEPTION</u> Bachelor's degree + Appropriate Certification (Examples of appropriate certification are CFA, CPA, CMA, CPIM) + Substantial Experience <u>Professional Experience</u> Substantial experience in terms of duration and level of responsibility. E.g. a minimum of five (5) years professional experience in a supervisory role with financial responsibility related to area of teaching.	Engaged in professional development/activities that maintains currency in teaching Average of one IC per year *High Impact ICs may be counted as more than one IC with approval from the Dean*	Normally, Affiliate Faculty, Visiting Faculty, and Adjunct Faculty fall in this category *Any exceptions will need approval of the Dean*

[1] *Refereed publications in "Elite and A" journals and/or High Impact ICs may be considered equivalent to more than ONE IC with approval from the Dean.*

[2] *Tenured faculty who are SA may transition to PA after demonstrating significant professional engagement through their Faculty Activity Plans and Faculty Activity Reports. This requires approval of the Dean.*

*Affiliate faculty credentials at time of hire will determine their classification of faculty category. However, generally their workload expectations fall into "Instructional Practitioners."

** Visiting faculty credentials at time of hire will determine their classification of faculty category. However, generally their workload expectations fall into "Instructional Practitioners."

*** We expect faculty members classified as SA, PA, SP or IP to meet the maintenance requirements; if they do not they are classified as OTHER.

**** We classify newly hired faculty members who earned their research doctorates within the last five years prior to the review dates as SA.

RJA	Refereed Journal Articles	IC	Intellectual Contributions
SIC	Scholarly Intellectual Contributions	PIC	Professional Intellectual Contributions

Graduate Teaching

Faculty teaching in Seidman graduate programs must consistently meet minimum qualifications for their respective faculty category. In addition, faculty must consistently demonstrate a high-level of teaching effectiveness for teaching graduate students [typically this would be a three (3) or better in the University's annual

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Practice Academics (PA) Qualifications

Professional Engagement (PICs)	
Applied Publications with external orientation	
Engagement Activities	**Potential evidence of significant engagement** (n/a activity not likely to be significant)
- Applied research report/study - Trade/practitioner-oriented publications - Peer –Reviewed Journal Articles - In-house publications	- Major report such as Empowering Entrepreneurship or Health Check Peer reviewed showing significant effort - Rank and impact - N/A
Applied Publications with teaching focus	
Engagement Activities	**Potential evidence of significant engagement** (n/a activity not likely to be significant)
- Textbook/trade book chapter - Textbook support materials - Cases publication	- Extent of effort, is it adopted outside Seidman and an applied business focus. - N/A - Adoption outside Seidman
Presentations with external orientation	
Engagement Activities	**Potential evidence of significant engagement** (n/a activity not likely to be significant)
- Executive education programs - Business professional conference association - Invited professional presentations (keynote)	- Sustained interaction teaching and developing/maintaining the program - Level of involvement - National or Regional
Other significant activities with external focus	
Engagement Activities	**Potential evidence of significant engagement** (n/a activity not likely to be significant)
- Consulting activities - Externally funded grant proposal - Service on professional non-profit boards - Service on corporate boards - Service in professional organizations/associations - Expert testimony/media related activities - Professional certification/licenses obtained - CPE for maintenance of certification (min 30 hours/year) - Faculty internship - Editorship in trade journal	- Quality of the impact - Competiveness of Grant and size of impact on the business community - Office position or hours spent - Generally, this will be significant - Officer position - Number of interactions or size of involvement (maybe hours) - N/A - N/A - Significant time spent and impact on teaching - Hours of service and significance of journal
Other significant activities with administrative focus	
Engagement Activities	**Potential evidence of significant engagement** (n/a activity not likely to be significant)
Director, Unit Head, Associate Dean, or Dean	At least 50% of time devoted to this activity annually for three (3) years

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Defining Participating and Supporting Faculty

Seidman's mission depends upon its employing a quality group of talented, well-educated, and committed faculty. An appropriate mix of faculty is critical to the accomplishment of the mission. Accordingly, Seidman utilizes the following criteria to classify its faculty as "participating" or "supporting" consistent with AACSB guidelines.

Participating Faculty

In addition to teaching, Faculty in this category engage in other College and University activities that support the achievement of Seidman's mission. Ordinarily, these faculty members should engage in at least one of the "Qualifying Activities" identified in Table 1.

Table 1: Typical Participating Activities

Faculty Type		Qualifying Activities
Tenured, Tenure-Track, Visiting, Affiliate, Clinical- Affiliate faculty, or Senior Part-Time Faculty Senior Part-Time Faculty must meet the longevity standard for "Senior Part-Time Faculty" • Minimum of Five years of service • At least eight semesters of teaching in that time span Must participate in the functioning of the Unit or College in two areas.	1	participate in College governance
	2	serve on Department-, College-, or University-level committee/taskforce
	3	serve as either academic or career advisor
	4	serve as student mentor
	5	serve as advisor for student organization
	6	facilitate student internships
	7	serve as director, coordinator, or facilitator, of community outreach activity
	8	support student professional development activity
	9	serve as business community liaison
	10	Work in a significant manner with Participating faculty member in conducting research

Supporting Faculty

Generally, this category of faculty includes part-time faculty, who engage only in teaching related activities (i.e., teaching courses and holding office hours), for brief contract periods (usually on a semester-by-semester basis).

Ordinarily, part-time faculty members, teaching on a semester-by-semester basis or on a one-year contract, qualify as supporting faculty for purposes of this policy. Still, department chairpersons must designate each member upon hiring and assess each member either annually or on a semester-by-semester basis (as appropriate), in accordance with the "Designation and Confirmation of Classification" section, below.

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Designation and Confirmation of Classification

At the time of hire, Unit Heads must designate each faculty member as either participating or supporting faculty and the basis for the classification. The Dean's office must ratify that designation. Then, on an annual basis (at the time of merit evaluations), Unit Heads must assess the faculty classification of each faculty member, for purposes of either confirmation or change of classification, again, with the Dean's office ratification.

(Those members serving the last term (year or semester) of a contractual association may maintain his or her former classification during the last term of the service to the College.)

Seidman Impact Guidelines

Teaching Impact

Measurable Activity	Impact on:	Describe impact	Measure	Strategic Plan Link
Engaged faculty	Students; Faculty	Better teaching; Better mentors to students and other faculty	Year 1: Percent of faculty doing professional development Future: Qualitative measure (change to classroom activities)	Increase professional development opportunities in support of mission Exec Ed PD
Engaged students	Students; Community	Transfer of knowledge; Rigor & relevance; Visibility	Year 1: No. of students in Student Organizations; No. of Tracks participants; No. of participants in student competitions Future: Diversity – what and how to measure	Attract/Retain/Support Students Increase professional development opportunities in support of mission
Participation in Internships & Study Abroad	Students; Community	Transfer of knowledge; Rigor & relevance	Year 1: No. of students studying abroad; No. of students in internships Future: Qualitative measures (i.e. class projects, speaker in class)	Attract/Retain/Support Students Develop Distinctive Curriculum Grow/Strengthen Engagement with Businesses and Community
Achieving certifications & licenses	Faculty; Students; Community	Reputation; Visibility; Rigor & relevance	Year 1: Exam pass rates, i.e., CPA, CFP, TERP10, APICS Future: Appropriateness of the list of certifications	Develop Distinctive Curriculum

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Research Impact

Measurable Activity	Impact on:	Describe impact	Measure	Strategic Plan Link
Journal article by level	Profession	Knowledge transfer	Year 1: No. of journal rankings/benchmark compared to previous year Future: Move toward H Index and Citation Counts	Increase professional development opportunities in support of mission
Conference presentation	Profession	Visibility; Increase the professional body of knowledge	Year 1: No. of conference presentations	Increase professional development opportunities in support of mission
Research projects with students	Profession; Students	Improve student research skills; Experiential learning	Year 1: No. of independent studies; No. of honors projects; No. of scholarship days Future: Qualitative measure of engagement and community; Qualitative measure of class projects	Develop Distinctive Curriculum Attract/Retain/Support Students Growth/Strengthen Engagement with Businesses and Community
Collaborations with Seidman outreach centers and corporate partners	Community	Knowledge transfer; Economic growth	Year 1: No. of attendees at seminars/lectures, i.e., Health Check Breakfast, Real Estate Breakfast, VITA Future: No. of clicks and/or distribution (usage stats), i.e., PMI/Seidman Review distribution/clicks	Growth/Strengthen Engagement with Businesses and Community

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Service Impact

Measurable Activity	Impact on:	Describe impact	Measure	Strategic Plan Link
Awards and Keynote Addresses	Profession; Community	Visibility; Reputation	Future: Qualitative measures	Build the Seidman Brand
Broader Contributions to the Profession/ Discipline	Profession	Transfer of knowledge	Year 1: No. of conferences, programs, and activities/No. of appointments to key practicums/leadership roles Future: Differentiation between types of research/Qualitative measures on Discussants	Build the Seidman Brand Increase Professional Development Opportunities in support of mission
Service On Corporate Boards, Non-Profit Boards, and Government Boards	Community	Visibility; Reputation; Student Connections; Transfer of knowledge	Year 1: No. serving on corporate, nonprofit, and government boards	Grow/Strengthen Engagement with Businesses and Community Build the Seidman Brand
Corporate seminar or workshop; Panelist or invited speaker	Community	Visibility; Reputation; Transfer of knowledge	Future: Qualitative measures	Grow/Strengthen Engagement with Businesses and Community Build the Seidman Brand
Committee; Taskforce work	University	Leadership Skills development	Year 1: No. serving on task forces Future: Qualitative measures	Develop Distinctive Curriculum
Advising; Mentoring	Students	Career Development	Year 1: Percent of students using advising office	Attract/Retain/Support Students

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TABLE 2-1

Table 2-1
Strategic Initiatives and Expected Source of Funds
for the Next Accreditation Cycle

Strategic Initiatives	Total Estimated Investment	Expected Source of Funds	Notes
Learner Success	**$385,000.00**		
Drop-In Tutoring	$60,000.00	University Funds	
1st Year Mentor Program	$300,000.00	Gifts and Endowment	
Virtual Walk-In Advising	$25,000.00	University Funds	
Develop Distinctive Curriculum	**$935,000.00**		
Multiple Modalities	$290,000.00	University Funds/Gifts/Endowments	Bluescape
Multiple Modalities	$210,000.00	Gifts and Endowments	Mashme
Multiple Modalities	$100,000.00	University Funds	Modality Students
Multiple Modalities	$50,000.00	University Funds	Lightboard Support
Professional Development	$285,000.00	University Funds/ Gifts/Endowments	Pondera
Societal Impact	**$165,000.00**		
Create Structure	$90,000.00	Endowment	Project Management
Community Impact	$75,000.00	Gifts	Seidman Breakfast
Distinctive & Relevant Curriculum & Learner Success* - overlapping costs with Learner Success; Develop Distinctive Curriculum; and Societal Impact			

TABLE 3-1

AACSB TABLE 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standard 3)[1]										
Date Range: Fall 2020 - Winter 2021										
Faculty Portfolio			**Faculty Sufficiency Related to** (e.g., SCH, ECTS, contact hours)			**Faculty Qualifications With Respect to** Percent of Time Devoted to Mission[5]					
Faculty Member's Name	**Specialty Field**	**Highest Degree, Year Earned**	**Participating Faculty Teaching Productivity (P)[2]**	**Supporting Faculty Teaching Productivity (S)[2]**	**Normal Professional Responsibilities[3]**	**Scholarly Academic (SA)[4]**	**Practice Academic (PA)[4]**	**Scholarly Practitioner (SP)[4]**	**Instructional Practitioner (IP)[4]**	**Additional (A)[4]**	**Brief Description of Basis for Qualification**
Accounting			10179.5 sch	1332 sch		1000 (51.0%)	0 (0.0%)	200 (10.2%)	760 (38.8%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (88.4%)			SA ≥ 40% guideline for AACSB met (51.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Economics			10134 sch	3267 sch		1500 (75.0%)	0 (0.0%)	0 (0.0%)	410 (20.5%)	90 (4.5%)	
			P ≥ 60% guideline for AACSB met (75.6%)			SA ≥ 40% guideline for AACSB met (75.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (95.5%)					
Finance			7449 sch	1512 sch		600 (48.0%)	0 (0.0%)	0 (0.0%)	350 (28.0%)	300 (24.0%)	
			P ≥ 60% guideline for AACSB met (83.1%)			SA ≥ 40% guideline for AACSB met (48.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB not met (76.0%)					
Management			23918.5 sch	7111.5 sch		2110.5 (53.9%)	100 (2.6%)	320 (8.2%)	1210 (30.9%)	173.5 (4.4%)	
			P ≥ 60% guideline for AACSB met (77.1%)			SA ≥ 40% guideline for AACSB met (53.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (95.6%)					
Marketing			9802.5 sch	2538 sch		1300 (70.9%)	0 (0.0%)	0 (0.0%)	433.5 (23.6%)	100 (5.5%)	
			P ≥ 60% guideline for AACSB met (79.4%)			SA ≥ 40% guideline for AACSB met (70.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (94.5%)					
Grand Total			**61483.5 sch**	**15760.5 sch**		**6510.5 (59.4%)**	**100 (0.9%)**	**520 (4.7%)**	**3163.5 (28.9%)**	**663.5 (6.1%)**	
			P ≥ 75% guideline for AACSB met (79.6%)			SA ≥ 40% guideline for AACSB met (59.4%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (93.9%)					
Faculty Sufficiency Indicators[1]: Overall guideline: P/(P+S) ≥ 75% By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%						Faculty Qualifications Indicators[1]: SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40% SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90%					

TABLE 3-1

1   This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standard 3. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.

2   The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.

3   Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in non-credit executive education programs should not be listed in this table.

4   For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Additional (A). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may meet the school's criteria for more than one category (e.g. SA and PA), but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Additional" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.

5   The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g. work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty the expected percentage is less than 100 percent and should reflect the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system then the FTE may be a reasonable approximation for "percent of time devoted to mission." In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.

TABLE 3-2 and TABLE 3-2B

AACSB TABLE 3-2: DEPLOYMENT OF PARTICIPATING AND SUPPORTING STAFF				
Date Range: Fall 2020 - Winter 2021				
Faculty percent of teaching by program and degree level (measured by student credit hours)				
Degree Program	**Scholarly Academic (SA) %**	**Practice Academic (PA) %**	**Scholarly Practitioner (SP) %**	**Instructional Practitioner (IP) %**	**Additional (A) %**
ACC - Undergraduate	40.40%	0%	11.22%	48%	0%
BBA	47.38%	1%	8.75%	36%	7.29%
MBA	77.42%	0%	1.78%	21%	0%
MSA/MST	59.30%	0%	24.13%	17%	0%
EMBA	75%	0%	25%	0%	0%

AACSB TABLE 3-2 B: DEPLOYMENT OF PARTICIPATING AND SUPPORTING STAFF				
Date Range: Fall 2020 - Winter 2021				
Faculty percent of teaching by program and degree level (measured by student credit hours)				
Major	**Scholarly Academic (SA) %**	**Practice Academic (PA) %**	**Scholarly Practitioner (SP) %**	**Instructional Practitioner (IP) %**	**Additional (A) %**
Accounting	69%	0%	14%	16%	0%
Business Economics	100%	0%	0%	0%	0%
Entrepreneurship	20%	0%	0%	80%	0%
Finance	64%	0%	0%	4%	33%
Human Resources	23%	0%	0%	77%	0%
International Business	75%	0%	0%	6%	19%
Marketing	58%	0%	0%	37%	5%
Management Information Systems	9%	0%	67%	24%	0%
Operations Management	65%	0%	0%	19%	17%
Supply Chain Management	47%	0%	0%	21%	32%
Core Classes	43%	0%	11%	42%	3%

Accounting: ACC 240; ACC 310; ACC 311; ACC 317; ACC 318; ACC 321; ACC 340; ACC 413; ACC 414

Business Economics; ECO 300; ECO 312; ECO 313; ECO 495

Entrepreneurship: BUS 490; ENT 350; ENT 351; MGT 330; MKT 369; MKT 370

Finance: FIN 321; FIN 322; FIN 422

Human Resources: MGT 333; MGT 334; MGT 336; MGT 355; MGT 429; MGT 430; MGT 431; MGT 432; MGT 433

International Business: ACC 330; ECO 349; ECO 365; ECO 369; FIN 429; MGT 433; MGT 466; MKT 355; MKT 359

Marketing: MKT 351; MKT 352; MKT 451

Management Information Systems: MGT 351; MGT 371; MGT 471; MGT 475; MGT 477; MGT 478

Operations Management: MGT 337; MGT 361; MGT 362; MGT 363; MGT 364; MGT 365; MT 367; MGT 457; MGT 466; MGT 467

Supply Chain Management: MGT 337; MGT 367; MGT 467; MKT 354; MKT 355; MKT 363; MKT 457

Core: ACC 213; FIN 320; MGT 331; MGT 366; MGT 495; MKT 350

TABLE 5-1: BBA

AACSB TABLE 5-1: ASSESSMENT PLAN AND RESULTS FOR MOST RECENT COMPLETED ACCREDITATION CYCLE BACHELOR OF BUSINESS ADMINISTRATION (BBA)						
Competency	**Performance Target**	**How Assessed**	**Where Assessed**	**When Assessed**	**Results**	**Improvements Identify whether process (P) or curriculum (C) (Date changes were made)**
Direct Measures						
Communication Skills-Written	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Student Reports	MGT 331	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Communication Skills-Oral	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Video recordings of student presentations	MGT 331	Years 2, 5	Year 2: met for 4/6 criteria Year 5: met	Year 2 assessment revealed weakness in the areas of communication aids and nonverbals. A GAT was formed, which recommended (1) revising the rubric to lay clear expectations and (2) pre and post video presentations. (P)
Communication Skills-Information Literacy	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Assignment	ECO 210/211	Years 3,5	Year 3: not met Year 5: met	Year 3 assessment revealed weaknesses in all four-criterion measured by the rubric. A GAT was formed, which recommended revising the assignment and increasing the point allocation. (P)
Informed Decision Making	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	MGT 495	Years 2, 5	Year 2: met for 2/5 criteria Year 5: pending	Year 2 assessment revealed weakness in the areas of internal environment, identification of firm's global strategy and cultural factors. A GAT was formed, which recommended (1) placing more emphasis on global strategy and analyzing the internal environment components of the course accomplished by ensuring that 50% of the cases have a global content (2) devoting more class time to analyzing the internal environment. (C)
Ethics	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Year 2 Ethics courses across discipline, delivery mode and instructors Year 4 1.5 credit Large Lecture Ethics course		Years 2, 4	Year 2: met overall for 4/5 criteria Year 4: met for 3/5 criteria	Based on previous performance a common case was employed for assessment in year 2. Student performance was weak in sections taught online and by part-time instructors. Student performance was also weak overall on application of ethical theory/models. To address these weaknesses, in year 4, ethics assessment was piloted in a 1.5 credit large lecture section focused on ethical theory/models with the remaining 1.5 credits section focused on discipline specific applications. (C) In the second round of assessment, student performance was weak in the areas of stakeholder identification and personal voice and action. A GAT was formed, which recommended (1) Revising the questions for assessment (2) Ensuring that the syllabus of record for the large-lecture and breakout sessions appropriately addresses the assessment need (3) employing role play methods. (P)

TABLE 5-1: BBA

Indirect Measures					
Functional Business Knowledge	Scores at or above the national average overall and on each subsection of the test (C)	*ETS* ® Major Field Test.	MGT 495	Years 3, 5	Year 3: not met Year 5: not met	In year 3 student average was slightly below the national average overall and on the information systems and international issues subsection of the test. In year 5, student performance fell short of the established target only on the international issues section of the test. A GAT was formed, which has recommended integrating global issues throughout the business core. (C)

TABLE 5-1: BBA - ACCT

AACSB TABLE 5-1: ASSESSMENT PLAN AND RESULTS FOR MOST RECENT COMPLETED ACCREDITATION CYCLE BACHELOR OF BUSINESS ADMINISTRATION IN ACCOUNTING (BBA ACC)						
Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Communication Skills-Written	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Student Reports	Year 1 ACC 311 Year 5 MGT 331	Years 1, 5	Year 1: met Year 5: met	Given the strong student performance no further action was required.
Communication Skills-Oral	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Oral Presentations to CPA firms	ACC 311	Years 1, 4	Year 1: met Year 4: met	Given the strong student performance no further action was required.
Communication Skills-Information Literacy	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Assignment	ECO 210/211	Years 3,5	Year 3: not met on 2/4 criteria Year 5: met	Year 3 assessment revealed weakness in the areas of seeks and uses information. A GAT was formed, which recommended revising the assignment and increasing the point allocation. (P)
Informed Decision Making	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	MGT 495	Years 2, 5	Year 2: met for 3/5 criteria Year 5: pending	Year 2 assessment revealed weakness in the areas of identification of firm's global strategy and cultural factors. A GAT was formed, which recommended (1) placing more emphasis on global strategy and analyzing the internal environment components of the course accomplished by ensuring that 50% of the cases have a global content (2) devoting more class time to analyzing the internal environment. (C)
Ethics	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	ACC 333	Years 1, 3	Year 2: met Year 3: met	Given the strong student performance no further action was required.
Technical Accounting Knowledge-Accounting Elements within Financial Statements	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	ACC 310	Years 3,5	Year 3: met Year 5: met	Given the strong student performance no further action was required.

TABLE 5-1: BBA - ACCT

Technical Accounting Knowledge-Internal Control	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Business Memo	ACC 413/414	Years 3,5	Year 3: met for 5/7 criteria Year 5: met	Year 3 assessment revealed weakness in the areas of internal control assessment and communication of results. Instructors of ACC 413/414 determined that their courses did not emphasize the necessary concepts evenly. A plan was made to be more consistent in the teaching of elements of a control evaluation (P)
Technical Accounting Knowledge-Strategic	At least 70% of the students will score 70% and above	Quiz	ACC 321	Years 3,5	Year 3: met Year 5: met	Given the strong student performance no further action was required.
Data Management and Analytics	At least 70% of the students will score 70% and above	Exam	ACC 340	Years 3,5	Year 3: met Year 5: pending	Given the strong student performance no further action was required.
Indirect Measures						
Functional Business Knowledge	Scores at or above the national average overall and in each subsection of the test	*ETS* ® Major Field Test.	MGT 495	Years 3, 5	Year 3: not met Year 5: met	In year 3 student average was slightly below the national average overall and fell short on 6/9 subsections of the test. The instructors recommended placing more emphasis on the weak areas. (P) Year 5 results show a considerable improvement in all areas.

AACSB TABLE 5-1: ASSESSMENT PLAN AND RESULTS FOR MOST RECENT COMPLETED ACCREDITATION CYCLE MASTER OF SCIENCE IN ACCOUNTING (MSA)						
Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Communication Skills—Written	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Research Project	ACC 620	Years 2, 4	Year 2: met Year 4: met for 6/7 criteria	Year 4 assessment revealed weakness in the area of style. The SOA faculty decided to (1) allocate more time in class to stress upon writing style and (2) share and discuss the rubric with students at the beginning of the semester. (P)
Communication Skills—Oral	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Oral Presentations	ACC 620	Years 2,4	Year 2: met Year 4: met	Given the strong student performance no further action was required.
Business Acumen and Strategic Decision Making	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Course Project	ACC 613	Years 2,4	Year 2: met Year 4: met	Given the strong student performance no further action was required.
Global Perspective	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	ACC 617	Years 2, 5	Year 2: met Year 5: pending	Given the strong student performance no further action was required.
Ethics	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Exam	ACC 607	Years 3, 5	Year 2: met for 3/5 criteria Year 4: met	Year 2 assessment revealed weakness in the areas of application of ethical theory/models and governance recommendation. The SOA increased coverage of descriptive literature on how ethical decisions are actually made as opposed to the more traditional coverage of normative ethics of how ethical decisions should be made. In addition, the SOA incorporated behavioral influences on decision-making in the future offerings of ACC 607. (C)
Indirect Measures - none						

AACSB TABLE 5-1: ASSESSMENT PLAN AND RESULTS FOR MOST RECENT COMPLETED ACCREDITATION CYCLE MASTER OF SCIENCE IN TAXATION (MST)						
Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Ethical Awareness and Competence	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Tax Memo Research paper	ACC 636	Years 3 and 5	Year 3: met Year 5: program paused for revision	Given the strong student performance no further action was required.
Tax Communication	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Tax protest letter	ACC 636	Years 3 and 5	Year 3: met Year 5: program paused for revision	Given the strong student performance no further action was required.
Substantive Tax Law	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Tax Memo	ACC 636	Years 3 and 5	Year 3: met Year 5: program paused for revision	Given the strong student performance no further action was required.
Strategic Tax Analysis and Planning	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Paper	ACC 636	Years 3 and 5	Year 3: met Year 5: program paused for revision	Given the strong student performance no further action was required.
Indirect Measures - none						

AACSB TABLE 5-1: ASSESSMENT PLAN AND RESULTS FOR MOST RECENT COMPLETED ACCREDITATION CYCLE PROFESSIONAL MBA (MBA)						
Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Communication Skills-Written	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Case	MBA 683	Years 4, 5	Year 4: met Year 5: pending	Given the strong student performance no further action was required.
Communication Skills-Oral	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Oral presentations	MBA 683	Years 4, 5	Year 4: met Year 5: pending	Given the strong student performance no further action was required.
Business Acumen and Strategic Decision Making	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Case	MBA 683	Years 4, 5	Year 4: met for 4/5 criteria Year 5: pending	Year 4 assessment revealed weakness in the area of assessing competitive position. The instructor decided to incorporate more cases to illustrate how to assess a firm's competitive position. (P)
Global and Inter-Cultural Competence	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Discussion Board	MBA 683	Years 4, 5	Year 4: met Year 5: pending	Given the strong student performance no further action was required.
Values Driven Leadership-Ethics	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Paper Quiz Exam	MBA 677	Years 4, 5	Year 4: met Year 5: met	Given the strong student performance no further action was required.
Values Driven Leadership-Team Work	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Teamwork Competency Survey	MBA 631	Years 4, 5	Year 4: met Year 5: met	Given the strong student performance no further action was required.
Values Driven Leadership-Leadership Philosophy	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Paper Project Quiz	MBA 677	Years 4, 5	Year 4: met Year 5: met	Given the strong student performance no further action was required.
Indirect Measures - none						

AACSB TABLE 5-1: ASSESSMENT PLAN AND RESULTS FOR MOST RECENT COMPLETED ACCREDITATION CYCLE EXECUTIVE MBA (EMBA)						
Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Improvements Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures						
Communication Skills-Written	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Case	EMBA 683	Years 2, 5	Year 2: met Year 5: pending	Given the strong student performance no further action was required.
Communication Skills-Oral	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Oral Presentations	Prof. Dev.	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Global and Inter-Cultural Competence	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Professional Development	Study Abroad	Years 2, 5	Year 2: met for 3/4 criteria Year 5: met	Criterion 4 was assessed using the Major Field Test. Because of Covid-19, the two-weeks study abroad program was cancelled. Consequently, this goal was assessed using the Major Field Test.
Values Driven Leadership-Ethics	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Papers Presentations Participation Quiz	EMBA 678	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Values Driven Leadership-Team Work	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Peer Assessment	Prof. Dev.	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Values Driven Leadership-Leadership Philosophy	Average score of at least 3 and/or at least 70% of the students sampled perform at level 3 or above on the four-point scale rubric employed	Paper Project Quiz	EMBA 678	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Indirect Measures						
Functional Business Knowledge	Scores at or above the national average overall and in each subsection of the test	ETS ® Major Field Test	EMBA 683	Years 2, 5	Year 2: met Year 5: met	Given the strong student performance no further action was required.
Global and Inter-Cultural Competence	Scores at or above the national average overall and in each subsection of the test	ETS ® Major Field Test	EMBA 683	Years 2, 5	Year 2: met for criterion 4 Year 5: met overall	Given the strong student performance no further action was required.

TABLE 8-1

AACSB TABLE 8-1 INTELLECTUAL CONTRIBUTIONS Date Range: Winter 2016 - Fall 2020									
Part A: Five-Year Summary of Intellectual Contributions									
	Portfolio of Intellectual Contributions				Types of Intellectual Contributions				Percentages of Faculty Producing ICs	
	ICs									
Aggregate and summarize data by discipline.	Basic or Discovery Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Total	Peer-reviewed journal articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	28.33	37	47.17	112.5	24.5	48.5	39.5	112.5	89.50%	86.30%
Economics	9	174	7	190	34.5	54.5	101	190	100.00%	85.90%
Finance	16.5	65	8.5	90	13.67	44.5	31.83	90	100.00%	84.00%
Management	103.83	267.5	106	477.33	65.5	198.5	213.33	477.33	90.90%	74.10%
Marketing	65.67	136.5	38	240.17	39.83	140	60.33	240.17	82.40%	72.20%
Total	223.33	680	206.67	1110	178	486	446	1110	**91.80%**	**79.20%**

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Provide a description of how the portfolio of intellectual contributions by faculty and by units within the school, where appropriate, align with mission, strategies, and expected outcomes.

As a regional comprehensive state institution, GVSU's mission is to "*…educate students to shape their lives, their professions, and their societies. The university contributes to the enrichment of society through excellent teaching, active scholarship, and public service.* " Seidman has aligned its mission and activities to integrate its efforts across these areas of focus. Scholarship activities result in intellectual contributions that contribute to student learning, to the discipline, and to engagement with the community.

In January 2015, a task force was created to address the impact and alignment of intellectual contributions to Seidman's mission and related activities. The Impact and Alignment policy was approved by faculty in December 2015. The policy documents "…given the characteristics of the College and its mission it is expected that a large percentage of ICs will come from applied scholarship, followed by pedagogical scholarship and discipline-based scholarship." The Impact and Alignment document created by the task force also provides guidance on how impact could be measured.

TABLE 8-1

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Identify the qualitative and quantitative measures of quality used by the school and apply these measures to analyze and evaluate the portfolio of intellectual contributions.

In December 2011, Seidman implemented a journal ranking list (see Seidman Journal Ranking List in the ancillary material) as a tool for measuring quality and impact of peer reviewed journals in the respective disciplines and incorporated it into the personnel evaluation process. The list was a result of reviewing several other ranking lists considered to be best practices among accredited business schools. A process for adding or removing journals from the list was also developed. As in other lists, the higher a journal is ranked, the greater the quality and potential impact of the research. The list is reviewed using Cabell's predatory journal list to ensure that faculty are not given credit for predatory journals. Seidman uses its ranking list in the faculty performance and merit evaluation processes. As would be expected for a college that balances teaching and research, the majority of our peer reviewed journal (PRJ) publications appear in A and B ranked journals.

A study by Iglesias and Pecharroman (2007) looking at all articles in the Institute of Scientific Information (ISI) database at the end of 2005 found that a business or economics article has an average 4.2 citations which is consistent with the median Seidman median of 4.0. More than 50 percent of Seidman associate professors have a citation rate higher than this.

The second method provides a more comprehensive measure of research output, the Hirsch Index (H-Index). The H-Index is calculated for each faculty member using his/her publication record since 1990, specifically, the number of articles and the number of cites per article. For example, if a faculty member has three articles with at least three cites per article then he/she has an H-Index of three. A study by John Mingers (2009), looking at business faculty who were Fellows of the British Academy of Management (BAM), Fellows of the Institute for Operations Research and the Management Sciences (INFORMS), or Members of the Committee of Professors in OR (COPIOR), found an H-Index between five and 15 for faculty with comparable years of experience to Seidman associate professors. These are high end scholars at research focused schools, yet, the average H-Index is 5 showing that most faculty at Seidman are writing multiple articles that are being cited multiple times.

Part D: Impact of Intellectual Contributions

Finally, additional measures of quality and impact are demonstrated by the numerous honors and awards received by faculty for their scholarship and their research activities with students which align with Seidman's mission and our balance between teaching and research. Some examples are included below; others were in section one of this report.

(i) Analyze the impact of the portfolio of intellectual contributions on the theory, practice, and/or teaching of business, including qualitative and quantitative evidence.

Department	Faculty	Award	Organization
Accounting	Sergeant	Best Education Paper	Midwest American Accounting Association
Economics	Batmaz	Best Paper Award of General Economics Track	The American Society of Business and Behavioral Sciences
Management	Akbulut	Best Paper Award	WASET
Management	Baid	AOM Best Paper Award	AOM Boston, MA (2019)
Marketing	Good	Organizational Frontlines Young Scholar Research Award	American Marketing Association Services SIG
Marketing	Robideaux	Best Paper Award Winner	Academy of Business Research

TABLE 8-1

(ii) Provide exemplars of the societal impact of the school's intellectual contributions.

Aslim, Montanera, Simons, Muller - Annual West Michigan Health Care Economic Forecast;
McKendall – paper on The Flint Water Crisis (Case Research Journal);
Sicilian – paper on Economic Freedom and the ACA: Medicaid Expansions and Labor Mobility by Race and Ethnicity (Public Finance Review);
Lehnert – paper on The Effects of Competency, Negatives and Experience on Women's Aspirations to Leadership;
Lowen – presentation on The Effect of Title IX on Women's Health Outcomes (Midwestern Economic Assoc Annual Meeting);
Akbulut – paper on A Gender Based Investigation of Stereotypical Barriers in Management Information Systems Profession;
Walsh – Gender and Context in Incivility Experiences of Overqualified Employees (Annual Meeting of the Academy of Management);
Isely - currently 4 funded projects and 1 federal grant on stormwater and water quality issues;
Walsh – paper on aspects of shiftwork influence on off-shift wellbeing of healthcare workers;
Aslim – paper on Macroeconomic Effects of Maternity Leave Legislation in Emerging Economies;
Motwani – paper and conference presentation on building green infrastructure across university campuses (Infracon);
Ogura – paper on Urban Growth Controls and Intercity Commuting;
Essila – paper/presentation on Principal Component-Based Regression Model to Improve Healthcare Inventory forecasting (Decision Sciences Institute annual meeting);
Mboko – paper on Understanding the Social Capital in Refugee Entrepreneurs (Advances in Management);
Giedeman – paper on monetary policy-race;
De – paper on Effects of Monetary Policy on Food Inequality in India (Journal of Development Studies);
Giedeman & Muller – paper on Racial Differentials in the Long-term Wealth Effects of the Financial Crisis of 2007-2009 and the Great Recession (Journal of Economics, Race, and Policy);
Giedeman – paper on More on the Impact of Economic Freedom on the Black/White Income Gap (Public Finance Review)

Crawford – paper on mnemonic communities and bringing people together to protect natural wonders (Strategic Organization);
Hinsch – paper Going Green to be Morally Clean (Psychology & Marketing);
Lehnert – paper Materialism and Religiosity on Consumption Values in Emerging Consumer Markets;
Hinsch – best in track paper at summer AMA on topic of relationship between religiousness and environmental concern;
Lehnert – paper on Formal and Informal Institutional Pressure on CSR: A Cross-Country Analysis;
Lehnert – paper on Financial Performance and the Competitive Effects of CSR;
Crawford – paper on enforcement tactics used by ordinary citizens to uphold environmental integrity (Organization Studies);
DeWilde, Lehnert, Gondhalekar - The Trustworthiness Project Reports and grant;
Dahlquist – papers on the role of CSR in GenZ decision-making;
Pope – Grant regarding CSR strategies and challenges during a global crisis

Note: Please add a footnote to this table summarizing the school's policies guiding faculty in the production of intellectual contributions. The data must also be supported by analysis of impact/accomplishments and depth of

Note: In Spring 2019-2020, less than 20% of users have administrative data records. Some footnotes for this year have been suppressed.
Note: In Spring 2018-2019, less than 20% of users have administrative data records. Some footnotes for this year have been suppressed.
Note: In Spring 2017-2018, less than 20% of users have administrative data records. Some footnotes for this year have been suppressed.
Note: In Spring 2016-2017, less than 20% of users have administrative data records. Some footnotes for this year have been suppressed.
Note: In Spring 2015-2016, less than 20% of users have administrative data records. Some footnotes for this year have been suppressed.

Addendum Files

- GrandValleyStateU_CIRAppl_Jun19.pdf
- Grand_Valley_State_University_CIR2_DecLtr_Jan17_REVISED.pdf
- GrandValleyStateU_PRT_Report.pdf
- GrandValleyStateU_ExtDecLtr_JAN18.pdf
- GrandValleyStateU_CIR2TeamRpt_Dec17.pdf
- Addendum 08062021 V2.pdf

If you would like to view these documents please see the organization's addendum tab