



**GRAND VALLEY
STATE UNIVERSITY®**

WINTER 2011

**STRATEGIC PLANNING
2010-2015**

UPDATE

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Grand Valley State University
STRATEGIC PLAN ANNUAL PROGRESS REPORT
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Background and Context

Grand Valley State University’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.

To achieve this mission, Grand Valley engages in an integrated, iterative cycle of planning, resource allocation, implementation, and assessment that permeates the institution.

FIGURE 1: Grand Valley State University Planning Cycle



The current planning cycle began with the Grand Valley Board of Trustees’ approval of the *Grand Valley State University Strategic Plan 2010–2015 (the Plan)* in October 2009. This

approval was followed by resource allocation, implementation, and assessment activities by all units of the institution throughout 2010. These activities were directed toward moving Grand Valley forward to achieve the eight key goals and 63 specific organizational objectives detailed in the *Plan*.

Monitoring & Reporting Progress. Integral to the planning cycle are monitoring progress made toward achieving the goals and objectives of the plan, as well as compiling results and disseminating progress reports on an annual basis. Six reports on the institution's progress are envisioned, one following each year of implementation effort.

This report comprises the first of these progress reports, covering the period January 1, 2010 through December 31, 2010. The information in this report is self-reported and based on data provided by all colleges and units in academic and student affairs, and other administrative divisions. At the time of this report, some units made revisions and edits to their strategic plans including objective and strategy modifications. These modifications are intended to enhance the unit's ability to move achievement of their objectives forward and more fully support the university's strategic plan.

Grand Valley's Strategic Goals & Objectives

Goals. The eight goals of the 2010-2015 Strategic Plan provide a framework for the strategic resource allocation, implementation, and assessment activities of the institution.

These goals are

Goal 1: Grand Valley is a comprehensive university grounded in the tradition of liberal education with well integrated undergraduate and graduate programs appropriate to its Carnegie classification as a "Master's Large" institution through which students earn accredited degrees.

Goal 2: Grand Valley provides a rich inclusive learning and working environment that attracts, retains and supports a diverse community.

Goal 3: Grand Valley provides a student-centered liberal education experience that fosters academic success and prepares students for careers through degree programs at the graduate and undergraduate level that have clearly defined learning outcomes and a rigorous level of academic challenge.

Goal 4: Regular and rigorous assessment results inform decision-making at Grand Valley.

Goal 5: Grand Valley has the human resources and the physical and pedagogical infrastructures it needs to promote effective learning and teaching in all disciplines, at all levels.

Goal 6: Grand Valley educates well-prepared and well-rounded graduates who positively contribute to West Michigan, the state, the nation and the world.

Figure 2: Grand Valley’s Strategic Objectives Over Time, 2010–2015

ANNUAL OBJECTIVES <i>EACH OBJECTIVE IS EXPECTED TO BE ACHIEVED IN A SPECIFIC YEAR</i>					
2010	2011	2012	2013	2014	2015
1.1, 1.2, 1.7, 1.10, 1.11, 2.4, 2.8, 7.3	1.8, 1.12, 1.13, 7.2, 8.3	1.3, 1.4, 1.9, 2.1, 2.7, 3.1, 3.3, 3.5, 4.2, 4.3, 4.5, 5.1, 7.8	3.2, 5.3		2.5, 1.6, 1.14, 2.2, 2.3, 2.6, 3.4, 3.6, 4.1, 4.4, 5.2, 5.4, 6.1, 6.2, 6.3, 7.5, 8.1, 8.4, 8.5, 8.6, 8.7, 8.8
CONTINUING OBJECTIVES <i>PROGRESS TOWARD ACHIEVING THESE OBJECTIVES IS EXPECTED EACH YEAR</i>					
2.5, 4.6, 4.7, 4.8, 4.9, 6.4, 7.1, 7.4, 7.6, 7.7, 8.2, 8.9, 8.10					

Goal 7: *Grand Valley’s stakeholders are aware of and supportive of the university’s financial decisions.*

Goal 8: *Grand Valley has extensive relationships with current and new constituencies that lead to these constituencies’ involvement with, participation in, support of, and contribution of resources to the university community.*

Objectives. A total of sixty-three objectives are associated with Grand Valley’s eight strategic goals. A full description of each objective can be accessed at the university’s strategic planning website www.gvsu.edu/strategicplanning. As Figure 2 illustrates, 13 of the objectives are projects that require implementation efforts over the full six-year period, while 50 of the objectives are expected to be achieved by the end of a specific year.

Time frames and target dates. Every objective in the Strategic Plan is time framed: each includes a target year, specifying *when* the objective is expected to be achieved. Target dates for the objectives were included in the Strategic Plan to serve several purposes. The first is to provide a general temporal order for achieving the objectives between 2010 and 2015. The target dates help to identify the objectives that need attention first, second, third, and so on.

Another important purpose of including target dates is to communicate a sense of urgency that reduces procrastination and encourages both immediate and sustained implementation activity. The third purpose is to promote an alignment between the accomplishment of strategic objectives and other annual cycles at the university, including assessment, accreditation, accountability reporting, and budgeting. The final purpose is to ensure the university community is always pursuing a set of strategic objectives aligned with its mission, values, and strategic goals during the period covered by the current plan.

Despite these purposes, it is important for the Grand Valley community to keep in mind that target dates for objectives in the Strategic Plan are not intended to be rigidly interpreted or used as the principal measure of implementation success. In fact, many of the target dates are simply the “best guesses” of the institution’s planning professionals in 2009 as to when an objective

would *most likely be achieved*. As products of that specific time and organizational context, these target dates are fungible and should be modified or interpreted if, when, and as often as needed to achieve the best alignment with other internal and external realities of the institution throughout the six-year implementation period.

The 2010 Annual Objectives

In the first year of its Strategic Plan implementation period, Grand Valley dedicated itself to achieving eight annual objectives and to achieving or making substantive progress on 13 continuing objectives.

The **annual objectives** for 2010 were

- 1.1 *all colleges and divisions have current strategic plans aligned with and supportive of the university's strategic plan;*
- 1.2 *all academic and non-academic colleges and divisions begin implementation of their inclusion plans;*
- 1.7 *determine the university's strategic intent with respect to online education;*
- 1.10 *all community engagement efforts on campus are well-documented and coordinated;*
- 1.11 *the institution has completed a rigorous assessment of all options for undergraduates to achieve and demonstrate mastery of upper division General Education themes and their associated learning objectives;*
- 2.4 *the Enrollment Development Planning Assessment Committee Plan will be fully implemented and monitored on an annual basis;*
- 2.8 *the Office of Inclusion and Equity conducts a rigorous climate study of faculty, staff and student experiences to identify a current baseline of perceptions in areas of inclusion and equity;*
- 7.3 *at least 75 percent of the faculty is familiar with the university's strategic budgeting priorities and the financial consequences of the institution's decisions relative to issues such as the change in the general fund budget, pay equity, salary compensation, and tuition.*

The **continuing objectives for 2010-2015** are

- 2.5 *the university will increase its outreach efforts in order to enhance the diversity of its student body;*
- 4.6 *maintain or expand all current data management systems of the university;*
- 4.7 *continue to monitor and assess the state and regional needs for new or revised undergraduate or graduate programs and degrees;*
- 4.8 *provide an annual GVSU Accountability Report to university constituents;*
- 4.9 *provide an annual Dashboard Report to internal university constituents;*

- 6.4 *Grand Valley graduates continue to seek and hold positions of business, nonprofit, political and civic leadership and responsibility in West Michigan, Michigan, the U.S. and the world;*
- 7.1 *maintain and monitor university practices to reduce its overall exposure to business and catastrophic risks at acceptable levels;*
- 7.4 *sustains its high level of stakeholder trust and maintains the commitment of its stakeholders to work collaboratively to reinvent Grand Valley for the 21st Century;*
- 7.6 *the rate of increase in financial aid awarded to students meets or exceeds the rate of increase in the university's tuition and room and board costs;*
- 7.7 *graduate financial support remains equal to or greater than the financial support provided to graduate students at other Michigan institutions with identical or similar graduate degree programs;*
- 8.2 *the university has formal and informal partnerships that contribute to meeting community-generated goals, positioning the university as an essential resource to the health and development of Michigan;*
- 8.9 *steadily increase the number and total award amounts of externally sponsored agreements supporting scholarship and creative practices;*
- 8.11 *steadily increase the number of faculty and staff conducting internally and/or externally supported scholarship and creative practices.*

2010 Progress on the Annual Objectives of the Strategic Plan 2010-2015

This section provides an update on the progress achieved in 2010 on Grand Valley's annual objectives (AO). Figure 3 provides a snapshot of progress toward both the university's annual and continuing objectives.

Figure 3: 2010 Progress Toward Achieving Annual and Continuing Objectives

University Objective	Minimal Progress	Substantive Progress	Substantial Progress	Achieved
1.1	2010 Annual Objective			
1.2	2010 Annual Objective			
1.7	2010 Annual Objective			
1.10	2010 Annual Objective			
1.11	2010 Annual Objective			
2.4	2010 Annual Objective			
2.5	2010-2015 Continuing Objective			
2.8	2010 Annual Objective			
4.6	2010-2015 Continuing Objective			
4.7	2010-2015 Continuing Objective			
4.8	2010-2015 Continuing Objective			
4.9	2010-2015 Continuing Objective			
6.4	2010-2015 Continuing Objective			
7.1	2010-2015 Continuing Objective			
7.3	2010 Annual Objective			
7.4	2010-2015 Continuing Objective			
7.6	2010-2015 Continuing Objective			
7.7	2010-2015 Continuing Objective			
8.2	2010-2015 Continuing Objective			
8.9	2010-2015 Continuing Objective			
8.10	2010-2015 Continuing Objective			

 2010 Annual Objective
 2010-2015 Continuing Objective

AO 1.1: *all colleges and divisions have current strategic plans aligned with and supportive of the university’s strategic plan.*

This objective was achieved in 2010. All colleges and divisions within Academic and Student Affairs and administrative divisions completed strategic plans that align with and support the university’s strategic plan.

AO 1.2: *all academic and non-academic colleges and divisions begin implementation of their inclusion plans;*

Substantial progress was made on achieving this objective in 2010. The majority of colleges and divisions within Academic and Student Affairs and administrative divisions made very good progress on their inclusion plans in the first implementation year. The Office of Inclusion and Equity provided oversight and support to colleges and divisions throughout this process.

AO 1.7: *determine the university’s strategic intent with respect to online education;*

This objective was achieved in 2010. The institution’s strategic intent was expressed through its development of an infrastructure to support current and future online programs, including:

- supporting the delivery of fully online degree programs at the post-baccalaureate level only;

- seeking and achieving approval from the Higher Learning Commission for the university's first fully online program in the Master in Educational Technology degree;
- creating the Online Education Council (OEC) as a standing committee of the university academic senate;
- increasing professional development opportunities for faculty in online education through The Pew Faculty Teaching and Learning Center; and
- continuing to offer online and hybrid courses at all degree levels.

AO 1.10: *all community engagement efforts on campus are well-documented and coordinated;* Substantive progress was made on this objective in 2010. As a result of solid implementation efforts in the first year of Strategic Plan implementation, an office focused on community engagement will be established in the College of Community and Public Service in 2011. This office will be responsible for identifying, tracking, documenting, and coordinating community engagement efforts institution-wide. Other documentation and coordination activities in the year included

- maintaining and refining the institution's use of Co-curricular Inventories (initiated in 2008), which capture the type and extent of the high-impact experiences offered to Grand Valley undergraduate students. The inventories include co-curricular data documented through the Student Life Community Service Learning Center. These high impact experiences include community service, living-learning communities, service learning, leadership development opportunities, and university-wide common readings;
- maintaining Curricular Inventories (initiated in 2008), which include academic unit and college-level documentation of high impact experiences designed for students within the curriculum or as co-curricular required experiences. These high impact experiences include service learning courses, senior capstone courses, internships and other field experiences, research opportunities, common intellectual experiences, and writing intensive courses. Faculty-student engagement is fundamental to curricular opportunities;
- integrating information from the Co-curricular and Curricular Inventories into a uniform database that supports annual reporting to the President's Honor Roll for Community Engagement in Community Service;
- pursuing Carnegie Classification as An Engaged University, this information was combined with university resource allocation information to demonstrate the institution's commitment to providing support for student, faculty, and staff engagement in high impact experiences and initiatives;
- documenting cross-divisional initiatives that serve the greater community; and,
- several colleges phased in the use of Digital Measures, an electronic vita system that archives faculty members' activities, including their community engagement efforts, which are also now tracked through faculty activity reports.

AO 1.11: *the institution has completed a rigorous assessment of all options for undergraduates to achieve and demonstrate mastery of upper division General Education themes and their associated learning objectives.*

Substantial progress was made toward this objective in 2010. Most academic units participated in the Upper Division General Education program during the year by offering discipline-specific courses in the theme areas. The university undertook numerous activities to achieve this assessment objective, including:

- continued assessment of student learning outcomes of General Education (GE) goals. The mastery of general education goals are assessed through direct and indirect mechanisms, including unit assessment of GE goals, standardized tests, NSSE, and other locally developed measures and metrics;
- the General Education Committee (GEC) examined best practices for GE programs as part of its overall strategic assessment plan. This led to the GEC proposing new goals based on AAC&U LEAP goals for the GE program and a revised structure for achieving the goals. A preliminary proposal to the campus community is scheduled for February 2011);
- the GEC developed a proposal to: 1) incorporate Basic Skills into the Gen Ed program, and 2) address a junior level writing requirement. The proposal was presented to UAS in January 2011, and;
- the GEC conducted one complete cycle of student learning outcomes in each GE course in 2010, which resulted in
 - evidence that students are achieving the institution's GE goals;
 - identification of a method to redistribute GE goals to focus more faculty efforts on teaching and assessing goal attainment; and,
 - a revised assessment plan that includes more specificity about what needs to be taught and assessed in the GE program.

AO 2.4: *the Enrollment Development Planning Assessment Committee Plan will be fully implemented and monitored on an annual basis;*

This objective was achieved in 2010. Specific accomplishments include:

- the Enrollment Development Planning Assessment Committee (EDPAC) and its subcommittees met monthly to set agenda, review enrollment results, and establish its direction; and,
- subcommittees—New Student Orientation, International Recruitment and Enrollment, Persistence Pals, Marketing and Recruitment, Graduate Enrollment Management, Student Success, Advising and Time to Graduation, Non-Traditional, Veteran, and Transfer Recruitment—were established to sustain implementation and monitoring of activities.

AO 2.8 *the Office of Inclusion and Equity conducts a rigorous climate study of faculty, staff, and student experiences to identify a current baseline of perceptions in areas of inclusion and equity.*

Substantial progress was made toward the achievement of this objective in 2010 and it is now positioned to be achieved in 2011. Implementation activities indicative of the substantial progress achieved in the first implementation year include

- formation of a university-wide Climate Study Committee in April 2010;
- development of the *myGVSU: Learning, Living, and Working on Campus* survey by the committee by the end of 2010;
- creation of a campaign during 2010 to encourage the campus community to participate in the survey;
- scheduling of the *myGVSU: Learning, Living and Working on Campus* survey data collection phase in February 2011 for faculty, staff, and students; and,
- development in 2010 of a preliminary plan for the analysis and dissemination of survey results to the university community in 2011.

AO 7.3: *at least 75 percent of the faculty is familiar with the university's strategic budgeting priorities and the financial consequences of the institution's decisions relative to issues such as the change in the general fund budget, pay equity, salary compensation, and tuition.*

Substantial progress was made on this objective in 2010, to the extent that it became identified as an objective that may require refinement or re-statement in 2011. The principal issue that emerged in the first year of the Strategic Plan implementation was whether the institution's interests are better served by this specific objective or by an objective that relates to providing faculty with *opportunities to become familiar with its strategic budgeting priorities and the consequences of its financial decisions.*

In 2010, faculty were provided with numerous options to become familiar with and informed about strategic budgeting and financial consequences through such opportunities as

- ongoing meetings of the Faculty Salary Budget Committee (FSBC); meetings central administration held with FSBC and the University Academic Senate (UAS) where budget priorities, current status, state appropriations were discussed;
- announcements by the Provost's Office to the Executive Committee of the Senate (ECS) and UAS regarding the budget progress;
- distribution of college budget requests to all faculty by deans;
- budget information was also provided by several deans through the dissemination of annual reports to faculty;
- further budget information was made available to faculty at college and divisional start-up meetings each semester, as well as online; and,
- in some colleges, all faculty members (and other employees) had an opportunity to contribute to the development of the 2011–2012 budget request, with the final budget request available on a shared drive for the review of all faculty and staff.

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

Substantial progress on this objective was made in 2010. Specific structures were put in place to ensure ongoing progress in accomplishing it by 2015. Data supporting this conclusion includes

- the official fall 2010 semester enrollment report showed an increase in both the number and percent of students from federally designated minority backgrounds. Overall percent 2010 = 12.8 percent compared with 2009 = 11.8 percent; headcount 2010 = 3,133 compared with 2009 = 2,881;
- the percentage of males increased to 40.6 percent from 40.0 percent one year ago;
- the number of students from outside of Michigan increased slightly, from 1,143 in 2009 to 1,160 in 2010;
- fifteen contracts were signed with agents who seek international applicants to enroll them at Grand Valley; and,
- the Laker Scholarship was added to recruitment initiatives. This scholarship provides ongoing funds to a large group of eligible students. who remain eligible

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

This objective was substantially achieved in 2010. The following activities during the year are expected to contribute to its full achievement in 2015:

- multiple upgrades were made to Banner[®] Student, Finance, Human Resources, Financial Aid, Purchasing; related systems (such as On-Base Workflow[®]) were tested and put into production;
- Blackboard[®] is in the most current release. The university ended its contract with Blackboard to host the site in Washington D.C. and purchased the infrastructure to host this data management resource on campus;
- MyPath[®] was successfully implemented and released to all undergraduate students by December 31, 2010;
- all-university room scheduling system was successfully implemented for the 2011–12 academic schedule. Phase 2 began in December 2010;
- the Datatel[®] product and hosting services contract was terminated following development of an online application processing and recruitment system. The new system was launched 7/1/10 with a throughput of over 15,000 admission applications;
- Payment Card Industry (PCI) compliance regulation continued as a priority for the university;
- assessment data management systems were implemented throughout the university; and,
- with a focus on enhancing structural operations in graduate studies, systems for processing online graduate applications are under development.

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

Substantial progress was made on this objective in 2010. It is on a more realistic trajectory to be fully achieved in early 2011. The following implementation activities were carried out:

- in fall 2010, the Office of the Provost developed threshold considerations for all curriculum decisions and sought input from some key constituencies institution-wide. These considerations are currently undergoing revision based on input from constituents across the university. The threshold considerations address local, regional, state, national, and global needs to be considered in the university's curricula.

CO 4.8: *provide an annual Grand Valley State University Accountability Report to university constituents.*

This objective was achieved for 2010. The 2010 Accountability Report is available to the university's constituents on the university's website at <http://www.gvsu.edu/accountability>.

CO 4.9: *provide an annual Dashboard Report to internal university constituents.*

This objective was achieved in 2010. The 2010 Dashboard Report is available to the university's constituents on the university's website at <http://www.gvsu.edu/ia/>.

CO 6.4: *Grand Valley graduates continue to seek and hold positions of business, nonprofit, political, and civic leadership and responsibility in West Michigan, Michigan, the U.S. and the world.*

Substantial progress on this objective was made in 2010. The institution offered several programs to support the development of leadership skills in students, and progress was made in identifying the most appropriate measures to be used in future years to track university-wide progress toward achieving this objective. As evidence of annual progress, many campus, local, regional, state, national, and international publications featured the accomplishments of Grand Valley alumni in 2010.

CO 7.1: *maintain and monitor university practices to reduce its overall exposure to business and catastrophic risks at acceptable levels;*

Substantial progress was made on this objective in 2010. Evidence of this accomplishment includes

- the Risk Management Group was created in 2010 and will begin meeting regularly in 2011 to launch the university's Enterprise Risk Assessment plan;
- the university carried adequate insurance to protect it against extraordinary events;
- the university practiced conservative and realistic budgeting to protect against unforeseen, unanticipated financial events in 2010;
- the university's auxiliary operations remained fiscally strong and able to withstand unexpected revenue shortfalls. For example, when housing occupancy fell by almost 10 percent in 2010 (the first such decline in almost three decades), capital plans were reshaped, extra scheduled debt payments were eliminated; expenditures were cut, and the budget was balanced;

- the university maintained its stabilization reserves to offset unexpected fluctuations in major expenditure categories, including self-funded medical, utilities, and variable rate interest;
- the university's five year plan includes significant capital expansion and renovations. These plans provide a hedge against financial disaster because they can be reduced, delayed, or even canceled in the event of extreme financial distress; and,
- the university maintained reserves at the departmental and central administrative levels to provide resources in the event of extreme financial distress. Its plan is to utilize these reserves in conjunction with revenue and expenditure cuts that provide for a sustainable annual financial plan.

CO 7.4: *sustains its high level of stakeholder trust and maintains the commitment of its stakeholders to work collaboratively to reinvent Grand Valley for the 21st Century;*

This objective was achieved in 2010. The continued financial support of the university by its alumni, members of the community, and others provide evidence of high levels of ongoing stakeholder trust and commitment. Though there is evidence to support the achievement of this objective in 2010, there are plans underway to explore additional metrics for this objective.

- the Office of University Development has significant fiscal and anecdotal evidence of stakeholder trust; the GVV Foundation 2010 Annual report provides further evidence of stakeholder trust and can be accessed at <http://www.gvufound.org/>;
- numerous stakeholders in 2010 showed a continuing high level of commitment to and trust in the university through their ongoing participation on the institution's boards, committees and ad hoc groups. Plans were initiated in 2010 to develop an appropriate metric for this objective;
- the faculty/staff giving campaign yielded more than 50 percent faculty and staff contributions;
- the university completed construction on the south side of the Allendale campus; and
- the university broke ground on the Mary Idema Pew Library Learning and Information Commons.

CO 7.6: *the rate of increase in financial aid awarded to students meets or exceeds the rate of increase in the university's tuition and room and board costs.*

This objective was achieved in 2010. Tuition and room and board costs rose by 4.1% compared to an increase in financial aid to students of 6.3% in 2010.

CO 7.7: *graduate financial support remains equal to or greater than the financial support provided to graduate students at other Michigan institutions with identical or similar graduate degree programs.*

This objective was achieved in 2010. Grand Valley’s financial support to graduate students was equal to or greater than the support provided to graduate students at other Michigan institutions in similar degree programs in 2010.

CO 8.2: *the university has formal and informal partnerships that contribute to meeting community-generated goals, positioning the university as an essential resource to the health and development of Michigan.*

Substantive progress was made on this objective in 2010. The university maintained many formal and informal partnerships that contributed to its meeting community goals and maintaining its position as an essential resource to the health and development of Michigan in 2010. Among the year’s achievements relevant to this objective were

- documenting cross-divisional initiatives that serve the greater community;
- phased in use of Digital Measures, an electronic vita system that archives faculty members’ activities, by several colleges, capturing important information including faculty members’ community engagement efforts, which are also now tracked through faculty activity reports;
- substantial planning for the launch of an office with responsibility for identifying, encouraging, documenting, coordinating, and tracking community engagement efforts; and,
- identifying measures and methods for creating a valid and reliable measure of the institution’s formal and informal partnerships at any point in time.

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

This objective was achieved in 2010. Figure 4 summarizes the increases achieved between 2009 and 2009 in external agreements.

Figure 4: Change in Number and Amount of External Agreements Supporting Scholarship and Creativity, 2009 to 2010			
	FY2009	FY2010	% Increase
Number of awards	102	106	3.9%
Amount of awards	\$19.3 M	\$23.6 M	22.3%

CO 8.10: *steadily increase the number of faculty and staff conducting internally and/or externally supported scholarship and creativity.*

A steady increase in faculty scholarship and creativity, as envisioned in the Strategic Plan, were achieved in 2010. The key indicator for this objective in 2010 is the number of faculty submitting grant applications to support their scholarship or creative efforts, which has increased from FY 2008 to FY2010:

- FY2008, 122 applications were submitted;
- FY2009 162 applications were submitted -- a 33 percent over FY2008;
- FY2010 203 applications represented a 25 percent increase over FY2009 and a 58 percent increase over 2008.

Although the number of grant applications is not a perfect metric for this objective (because there may be limited correspondence between the number of applications for external submitted and the number of faculty members who make such submissions), the 2010 monitoring of Grand Valley's strategic objectives identified such submissions as one possible precursor to increasing the number of faculty members engaged in externally supported scholarship and other creative endeavors. Future monitoring of this objective will include the development of measures less likely to be confounded by duplication and more representative of individual faculty members' external support.

Conclusion

In 2009, the *Grand Valley State University Strategic Plan 2010–2015* was a 28-page, glossy pamphlet. Today it is broadly embraced as an important roadmap for this university's journey toward becoming its next better self.

As this report illustrates, Grand Valley made strong, steady progress toward achieving its annual and continuing objectives between January and December 2010. In addition to meeting or making substantive progress across the board toward eight strategic goals in the period, the institution became aware of the need to update some of its 63 objectives, as well as the need to identify or develop better indicators or measures for others.

As an organic and dynamic document, the *Plan* was designed to be improved as the institution's conditions and contexts change over time and as the institution becomes more aware of and attuned to its needs, aspirations and potential. Although significant effort was expended and major progress was made in the past year, the planning and implementation journey has just begun.

The challenges for 2011 are significant as the institution sets its sights on achieving five new annual objectives, making substantial progress on its 13 continuing objectives, and making modifications to strengthen the Strategic Plan. The Assistant Vice President for Planning in the Office of the Provost in collaboration with the Grand Valley Strategic Positioning Committee will spearhead these efforts, but all institutional stakeholders will be called on to do their part to ensure that the progress made in 2010 continues.