

2021-26 Strategic Plan Progress Summary & the Next 2 Years

Progress Made

Develop Distinctive & Relevant Curriculum			
2021-22 Accomplishments	2022-23 Accomplishments	2023-24 Accomplishments	2024-25 Accomplishments
1 st yr course developed with sociology (did not work as hoped)	Survey of faculty to identify distinctive curriculum	Reviewed GV prior learning credit policy	Working with members of the Multi-Dimensional Approaches to Learning action team to develop the Practice portion of the Learn-Practice-Grow framework; draft of the full framework in the works for end of this semester
Stats Task Force worked with Stats department to develop Business Statistics course	Stats Task Force developing Business Statistics course	Stats Task Force developing Business Statistics course	BUS 101 as a BBA requirement is in SAIL and currently in the process of being integrated into MY PATH
Expanded the number of SCB courses that count as Gen Ed Issues course	Conducted a digital literacy survey	Identified set of gen ed courses most beneficial to business students	CIS 231 is no longer a hidden pre-req for FIN 320
Excel course developed with CIS		Established a pilot test of the pedagogical techniques database	Mstr of Science in Business Leadership submitted in SAIL along with badges; planning for a winter '26 launch of the first badges
		Defined digital literacy for Seidman; integrated with gen ed definition and Core Curriculum Review & Revision core competencies yielding a rename	Competency-based learning discussions with Dean Lawson have begun
		Start development of a master's degree in management	

Summary of Progress Made and Direction Headed (short narrative to connect the accomplishments above)

This action team has worked collaboratively with other action teams and committees working on curriculum related goals. Since multiple groups across the college are working on curriculum, this has been necessary, and it has also been a source of confusion slowing the progress of this team. The

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confusion stems from the fact that some of our biggest curriculum efforts – Core Competency Review and Revision, MBA revisions, and the Master of Management – are happening outside of this group. Greater clarity of role would help this team make more progress.

The team has also had multiple leadership changes (Cheryl to Richard and now to Jaideep) over the past two years, and anemic support from the action team members. With new leadership, the team plans to focus on the Learn-Practice-Grow framework and to gain additional members to help with the effort.

What seems clear is that the distinctive aspect of our curriculum is our integration across the Learn-Practice-Grow (L-P-G) framework. L-P-G defines both our goal for Seidman graduates and also hints at the path to get there, namely through a relevant curriculum that encourages self-awareness and internalized skills. We're attempting to cascade learning from generally accepted content like gen ed and pre-core (bottom of a pyramid), then overlay our specialty in the core (middle of the pyramid), and finally top it off with major specific coursework (top of the pyramid).

We would benefit from illustrating L-P-G at Seidman so it is clear to all, including the accreditors, what this means in practice. Therefore, mapping the current stat of L-P-G is a crucial goal. This team will also work with the Multidimensional Approaches to Learning team to identify a handful of applications that support Practice (role plays, case studies, simulation, co-curricular activities, etc.) and the Learner Success team to consider how co-curricular content works into this (Ex: Admiral, mentorship program, student employment). The team will also note where there are societal impact connections (existing and possible). The team will then get feedback on the mapping from faculty: What can we improve on? What gaps need to be filled? What challenges are we facing to be sustainable? One outcome of this work is that faculty will reflect these actions in course specific SOR's.

Beyond L-P-G, members of this action team will work with those in other action teams to clarify what competency-based learning (CBL) will become at Seidman. Once clarified, this team will work to identify the implications for curriculum. Competencies will be defined at different levels such as basic, intermediate and advanced. Dean Lawson's vision for CBL is that at a program level, Seidman will work to ensure that our BBA graduates have intermediate level mastery across all competencies and advanced level mastery with competencies relevant to their major. If a course supports a given competency, we'll need to define a way to support the student's mastery even if it stretches beyond a course. Similarly, we will need a way to support transfer students coming into Seidman with the appropriate level of mastery. This might mean learning opportunities between classes or to supplement a class. Dean Lawson will be included in these conversations to ensure alignment on our vision for CBL.

Overarching Goals for the next 2 years. What are the measures of success (minimum targets/most likely targets/stretch targets)?

- ☐ Launch Mstr of Science in Business Leadership degree (Min – first classes launch in Fall '26); Most Likely – first classes launch in Winter '26; Stretch Target – first classes launch in Fall '25)
- ☐ Create Map of Current State of Learn-Practice-Grow at Seidman (Min – map done by Aug '25; Most Likely – map done by May '25; Stretch Target – map done by Feb '25)

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- ❑ Complete list of recommended Gen Ed courses for Seidman undergrad students and determine how to promote this through advising, website, communication materials to students (Min – plan developed by Aug '25; Most Likely – plan developed by May '25; Stretch Target – plan developed by March '25) [consult with Engineering to learn how they've approached this]
- ❑ Advance competency-based learning at Seidman and its implications for curriculum (Min – sort out thinking by Aug '25; Most Likely – sort out thinking by June '25; Stretch Goal – sort out thinking by April '25)
- ❑ Scale BUS 101 (the base of Grow in L-P-G) to all incoming Seidman BBA students (Min – establish as requirement by Fall '26; Most Likely – establish as requirement by Winter '26; Stretch Target – establish as requirement by Fall '25)

The Next 2 Years (outcomes and who's working on them)

Fall '24 Goals	Winter '25 Goals	Fall '25 Goals	Winter '26 Goals
Leadership change (Diana & Karen)	Mstr of Mgt through SAIL (Jaideep)	Mstr of Science in Business Leadership recruitment (Erika)	Mstr of Science in Business Leadership courses run (Erika & Jaideep)
Action Team Recruitment (Jaideep)	Mstr of Mgt recruitment (Erika) DELAYED	Additional Mstr of Science in Business Leadership badges in SAIL (Jaideep)	Additional Mstr of Science in Business Leadership badges through SAIL (Jaideep)
Redefined focus for this strategic priority (Jaideep, Diana & Karen)	Create map of Current State of L-P-G framework & ID gaps and opportunities with other Action Team Leads (Jaideep, Mark, Dan, Joy)	Review '26-31 strategic plan input for revised L-P-G opportunities (Action Team)	Assess BUS 101 as a BBA requirement (Joy & Jaideep) – retention at GV, in Seidman, student engagement (e.g., student orgs, Admiral, Mentorship, etc.)
Curriculum in SAIL for Mstr of Mgt (Paul & Jaideep)		Finalize recommended list of Gen Ed courses (Sukesh)	Roll out Recommended Gen Ed course list via Seidman Advising (Joy)
		Engage faculty in discussions of competency-based learning and visioning this at Seidman	Establish goals for competency-based learning as part of the next Seidman 5-year strategic plan
	Advance thinking on competency-based learning (Diana & Jaideep) to identify goals for this action team	Coordinate Seidman entry in Reach Higher Showcase (Brad & Conor) NOT CONTINUING	

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Progress Made

Multi-Dimensional Approaches to Learning			
2021-22 Accomplishments	2022-23 Accomplishments	2023-24 Accomplishments	2024-25 Accomplishments
Learn-Practice-Grow survey of faculty completed	Recruited new team members from ACC 212 & FIN 320 as two high-traffic core-curriculum courses to identify best practice multi-dimensional approaches	Surveyed faculty to gather an inventory of multi-dimensional approaches to learning uses in the pre-core and core courses	Engaged new faculty in this work
		Identified 5 key high-impact practices relevant to the BBA	Developed interview guide to understand experiential learning practices
		Surveyed faculty to identify select high-impact practices across the BBA curriculum	Created summary of interview findings

Summary of Progress Made and Direction Headed (short narrative to connect the accomplishments above)

Surveyed faculty to gather an inventory of multi-dimensional approaches to learning uses in the pre-core and core courses:

- The goal was to gather detailed feedback from faculty members about the various teaching strategies and methodologies currently being used in both the pre-core and core courses of the BBA program. The definition of "multi-dimensional approaches to learning" to provide context to the faculty completing the survey was: refers to a variety of methods or frameworks that engage students in different ways to enhance their learning experience. This could include case studies, project-based learning, flipped classrooms, online/simulation components, or collaborative learning techniques.
- The survey was aimed to identify how faculty were applying these approaches across the college. Findings from the survey were used to begin understanding what was being done in Seidman. This allowed the committee to analyze what was being done across disciplines within BBA program. These findings allowed the committee to identifying faculty who were effective with high-impact practices that improve student outcomes and use it as benchmark to align those practices to develop across the curriculum to ensure students benefit from these strategies as they progress in every stage of their business education. .

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Overarching Goals for the next 2 years. What are the measures of success (minimum targets/most likely targets/stretch targets)?

No. 1 Priority: Take the definition of experiential learning and develop levels of rigor across the curriculum (basic, intermediate, advanced). Conduct a literature review to support this effort and use in assessment.

The Next 2 Years (outcomes and who's working on them)

Fall '24 Goals	Winter '25 Goals	Fall '25 Goals	Winter '26 Goals
Rebuild committee to replace members who are on sabbatical or those on Sabbaticals. (Mark)	Conduct faculty interviews mid-January through February. (Committee members will pair and conduct)	Identify gaps where, clear about where we are executing and classes executing in. (Committee)	Assess gaps and what is needed to mitigate them. (Committee with assistance from Dean's Office)
Identify new Faculty Leads. (Mark/Karen)	Compile results and develop initial thought of framework and map hierarchy of learning. (Anna/Mark)	Engage with additional faculty who have been reluctant to adapt. (Select Committee Members)	Provide resources to minimize gaps. (Committee with assistance from Dean's Office)
Use 2023-24 Faculty survey along with Dean's office to identify faculty who have high impact practices. (Mark/Anna)	Share findings at a CWM W25/ F25 with draft of framework. (Anna/Mark)	Refine framework and mapping for hierarchy of learning. (Committee)	Update to SORs if necessary. (TBD)
Develop questionnaire and assessment metrics to interview identified faculty to understand what they are doing for experiential learning. (Committee)		Identify resources needed to minimize gaps and support faculty. (Committee with Assistance from Dean's Office)	

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Progress Made F24:

The committee conducted a literature review to provide Seminole articles to be used that to develop the interview questions to be used with identified faculty to understand what is involved with their respective high-impact activities.

Interview Guideline for “Experiential Teachers”

1. **WHY** do we want to meet with you? The Dean’s office has charged us with understanding what level of experiential learning we are doing at Seidman. We are developing a way to categorize these experiences in the classroom. You have been identified as one of those teachers who does “cool” experiential activities. We want you to tell us about them.
2. **TYPES** – Which of these types of high-impact teaching would you say that you do in your class (diversity, real-world projects, internships/field projects, capstone/major project, simulations)?¹
3. **Ask them to focus on the most RIGOROUS/IMPACTFUL experience and briefly describe it to you. Also, get general information about the class (e.g., year of students, elective/required, usual enrollment, sections taught). Then dig in to these questions:**
 - a. **PREPARATION:** What preparation is needed by the teacher or the students before this experience begins?
 - b. **EXPECTATIONS:** What are your performance expectations for the students? How do you communicate them to students? Which milestone do you meet (see table below²; read and circle which instructor feels is accurate?) and why?
 - c. **EFFORT:** What is the protocol or sequence of assignments/involvement that students put forth (i.e., what do they have to do?) What role/involvement do they have? How long does this experience last? Which milestone do students meet (see chart below)?
 - d. **INTERACTIONS:** How do you interact with students during the experience? How do students interact with each other? Which milestone would describe these interactions and why?
 - e. **DIVERSITY:** How are students exposed to people, experiences, ideas, etc. with which they are not familiar? How does this experience get them out of their bubble? Which milestone does your experience achieve & why?
 - f. **FEEDBACK:** Describe the feedback that students get from you (and peers) throughout the experience? Why types? When? How much? Which milestone would you categorize your feedback & why?
 - g. **RELEVANCE:** How does the experience apply to the real-world applications? Which milestone do you think it meets?
 - h. **PUBLICATION:** How do students share what they have learned (e.g., written paper, presentation)? When? Where? To whom? Which milestone does this hit below and why?
 - i. **INTEGRATE:** How does this experience integrate learning from the semester or from previous classes? Is this learning structured or informal? How much? When? (We don’t have a milestone rubric for this particular component.)

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- j. **EVALUATION:** How do you decide or evaluate if the learning objectives were achieved?
- k. **REFLECTION:** Is there any element/category of your experience that we haven't talked about that would be important for measuring rigor and impact of experiential learning?

¹**Please see Kuh, O'Donnell, and Schneider 2017 for a description of these (and below under Table 3).**

²**Please see Lee, Wilkum, Immel and Fischer 2001 for more info about this table.**

Table 3. Universal HIPs taxonomy.

Element	Milestone 1	Milestone 2	Milestone 3	Milestone 4
Appropriately high performance expectations	Good practices Expectations for student performance are stated, but may be vague	High-impact practices Expectations for student performance are clearly stated	Expectations for student performance are clear and appropriately demanding	Expectations for student performance are clear and appropriately demanding, with high standards in place
Significant investment of time/effort by students over extended time	Structure encourages general studying outside of class or designated experience hours	Structure encourages general studying in addition to time on application of concepts	Structure encourages general studying, application of concepts, and connections to self	Structure encourages general studying, application of concepts, connections to self, and sustained inquiry
Faculty/peer interactions regarding substantive matters	Some opportunities for students to interact meaningfully with others but on an irregular basis	Some opportunities for students to interact meaningfully with others for a purpose related to learning outcomes	Regular opportunities for students to have meaningful interactions with others for a purpose related to learning outcomes	Regular opportunities for students to have meaningful and collaborative interactions with others for a purpose related to learning outcomes
Experiences with diversity Definition: engage in activities and inquiry regarding diverse communities, cultures, and/or ideas	Some opportunities but on an irregular basis and/or opportunities are not explicitly linked to learning outcomes	Some opportunities with a purpose directly related to learning outcomes	Regular opportunities embedded within the experience with a purpose directly related to learning outcomes	Regular opportunities embedded within the experience with a purpose directly related to learning outcomes. These opportunities are meaningful and collaborative
Frequent, timely, and constructive feedback All milestones assume that feedback is frequent, timely, and constructive.	Summative one-way feedback	Summative and formative one-way feedback	Summative and formative feedback, both one-way and two-way	Varied forms of summative and formative feedback, including rich two-way dialogues regarding progress
Periodic & structured opportunities to reflect & integrate learning	Prompts allow surface examination only and repeating of ideas without requiring understanding	Prompts encourage connection to concepts and promote basic understanding. Students describe the "what?"	Prompts encourage deeper understanding by asking students to connect to personal/practical situations. Students elaborate on the "so what?"	Prompts encourage critical reflection in which students examine their views and understanding. Students elaborate on the "now what?"
Opportunities to discover relevance of learning through real-world applications	Few opportunities to apply concepts to real-world applications	Regular opportunities to actively apply concepts to real-world applications within instructor-provided parameters	Systematic and regular in-class and/or out-of-class opportunities to actively apply concepts to real-world applications with instructor- or client-provided parameters	Systematic and regular in-class and out-of-class opportunities to apply concepts to real-world applications with student- and/or client-provided parameters
Public demonstration of competence	Implicit opportunities for students to publicly share knowledge	Few explicit opportunities for students to publicly share knowledge	Some explicit opportunities for students to share knowledge in and/or outside HIP experience	Multiple explicit opportunities for students to share knowledge in and outside HIP experience

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Diversity: Impactful experiences students have to explore cultures, life experiences, and worldviews different from their own. These experiences often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. May be augmented by experiential learning in the community.

Real-world applied projects: Field-based "experiential learning" with community partners; students apply what they're learning in real-world settings and reflect on these experiences in class.

Internships/field experiences: Direct experience in a work setting - usually related to their career interests - and to give students the benefit of supervision and coaching from professionals in the field.

Capstone/major projects: A culminating experience that requires students nearing the end of their college (or course) experience to create a project of some sort that integrates and applies what they've learned.

Simulation: Students practice what they are learning in a simulated experience such as role-playing, a digital simulation, or the use of virtual or augmented reality to name a few.

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Learner Success			
2021-22 Accomplishments	2022-23 Accomplishments	2023-24 Accomplishments	2024-25 Accomplishments
Seidman first yr course in development	BUS 101 first redesign piloted	BUS 101 second redesign piloted	BUS 101 redesign scaled to 11 sections this year with new instructors and a new content partner; PVA has been integrated into this course and is free for the students; success is measured as consistency across the sections and enhanced scalability
Explore tools for student engagement	Evaluated Suitable	Soft launch of ADMIRAL	ADMIRAL fully launched; 275 activities created, 1037 activities completed in prior 12 months; 4198 duplicated/556 unduplicated students engaged (14% vs. 15% target) this year; 58 faculty completed the XR basic literacy badge
	Mentorship Program Launched	Mentorship Program Expanded	Mentorship program saw 175% growth (657 participants); recognized as most innovative program in the Reach Higher 2025 Summit; added an international pairing to engage with Krakow, Poland partners including student travel to Poland; hosted 18 events this year (17 last year)
	Survey of business competency needs	Completed survey HR professionals regarding readiness gap	Results indicate that we're making progress with soft skills development and BUS 101 is a related to this
	Literature review conducted: Addressing the readiness gap	Designing a repository of relevant course materials and videos for student access begun	Completed an online repository of relevant course materials and videos for student access for the pre-core; began work to add the core as well MGT 331 VR pilot completed and impactful; created promotional video; pursuing funding to expand

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			Starting with Win '25, fully automated the group advising presentation in MGT 268 in Bb Ultra
			Created and implemented a comprehensive advising calendar with regular and additional forms of student outreach. One example of progress is that TY hold numbers have gone from 1194 to 184

Summary of Progress Made and Direction Headed (short narrative to connect the accomplishments above)

In the Fall of 2021, as part of Seidman College of Business' strategic priority, the Learner's Success Task Force, comprising of twelve faculty and staff, was created to support our learners' success efforts. Our initial research identified the following gaps. First, only 37% of high school seniors are academically prepared for college-level math and reading. Next, only 39% of students who start at a four-year college earn a degree within four years, and the graduation rate drops to 15% for students at two-year colleges. The knowledge gap is one factor that contributes to low graduation rates. Lastly, students from low-income families and underrepresented minority groups are more likely to experience a knowledge gap and struggle with college-level coursework. On further investigation, the factors causing this gap, especially the readiness gap, were as follows:

- **Inadequate High School Curriculum:** Some high schools may not offer rigorous courses that prepare students for the demands of college-level work.
- **Teacher Quality:** The quality of instruction can vary widely, and some high school teachers may not have the necessary training or expertise to effectively prepare students for college.
- **Differences in Expectations:** College-level work may require a higher level of critical thinking and independent learning than what high school students are used to.
- **Socioeconomic Status:** Students from low-income families may not have access to the same resources and support systems as their more affluent peers, which can create gaps in knowledge and skills.
- **Language Barriers:** Non-native English-speaking learners may face additional challenges in understanding complex academic materials and communicating effectively with instructors.
- **Lack of Guidance:** Students may not receive enough guidance on the college application process, financial aid, and other important aspects of transitioning from high school to college.

We then, as a team, discussed what we can do to address this gap, and concluded that we should consider implementing a combination of academic support services, mentorship programs, and professional development initiatives such as mentoring. This led us to the development of the following three initial goals: **Goal #1 High Impact Learning:** *Faculty to be well versed and aware of the different learning styles of current, and future students. Faculty will be able to incorporate multiple teaching methods successfully.* **Goal #2 Engagement and Retention:** *Foster an engaging community that promotes student success and builds passion among its members, and* **Goal #3 – Measurement and Evaluation:** *Collect data at a certain level of granularity to ensure transformational readiness of students (from freshman level all the way to senior and graduation).* When we presented these goals to the faculty, we realized some overlaps that existed between our goal 1 and another strategic priority, and as a result, we decided to focus on the other two goals going forward. In the Table above, we list the progress made and our accomplishments from Fall 2021 to

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Summer 2024. As highlighted in the table, we decided to focus on the following areas: (1) development of BUS 101, a freshman level introduction to business course, (2) investment in “Suitable,” a student engagement platform to better measure experiential and co-curricular learning activities and to track student engagement in real-time, (3) expansion of our mentoring and other professional development programs, (4) development of a repository of relevant course materials and videos for students to access, and (5) engagement with employers to understand their needs and the competencies students need to efficiently transition to the labor market. Our goals and initiatives that we would like to focus on, during the next years, are outlined below.

Overarching Goals for the next 2 years. What are the measures of success (minimum targets/most likely targets/stretch targets)?

The Next 2 Years (outcomes and who's working on them)

Fall '24 Goals	Winter '25 Goals	Fall '25 Goals	Winter '26 Goals
Scaling of BUS 101 from 3 sections in Fall 2023 to 6 sections in Fall 2024. Moving to a hybrid format made scaling possible. Building consistency by integrating PVA and Wiley's educational materials.	Scaling of BUS 101 from 3 sections in Winter 2024 to 6 sections in Winter 2025. Ran 5 sections in Win '25. Building consistency by integrating PVA and Wiley's educational materials.	Scaling of successful BUS 101 redesign from 6 sections in Fall 2024 to 15 sections in Fall 2025; investigate more technology integration such as AR/VR; Refine integration of PVA and Wiley's educational materials.	Scaling of BUS 101 from 5 sections in Winter 2025 to 15 sections in Winter 2026. Evaluate feasibility of developing own integrated delivery platform.
Figures at end of 23-24: Mentees (1st and 2nd year) 130 Peers: 124 Professional: 121 Current participant data for mentorship program prior to start of semester: Mentees (1st and 2nd year) 216 increase of 1% from Fall 2023 Peers: 199 Professional: 130	Maintain and retain participation into winter semester from fall semester. Assess GPA's of mentored and non-mentored FTIACS. Benchmarked at .35 higher for participants after Winter 24. Retention of mentored students v non mentored students 24.3% by the end of 2024 - aim to maintain this statistic. Figures at end of 24-25: Mentees (1st and 2nd year) 215 Peers: 240 Professional: 202	Increasing our participation in our mentorship program from +1% to +5% by 25% increase; expand international pairing to Ireland	Maintain and retain participation into winter semester from fall semester. 50% of BUS 101 students are engaged in the Mentorship Program

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Official launch of our “Admiral” student engagement program for all Seidman Majors and Minors.	By the end of the academic year target 15% active participation of all Seidman majors and minors		20% student involvement (unduplicated count) increase over prior year
Development of a repository of pre-core materials and videos for students to access; in addition to the schematic flow diagram.	Working with the core faculty coordinators to development of a repository of core materials and videos for students to access; along with the schematic flow diagram.	Increase advertising of the repository for pre-core and core courses; track student access	Making necessary changes to ensure that the repository for pre-core and core courses add value. Design an assessment instrument to measure success (reduction of readiness gap, % of students who access these materials, increase in GPA's).
Brainstorming with stakeholders about possibly adding a one-credit professional development course(s) to better engage our students at the sophomore, junior, and senior years.		Evaluate feasibility of offering a 1 credit elective at the sophomore level to build on the success of BUS 101	Evaluate feasibility of offering a 1 credit elective at the sophomore level to build on the success of BUS 101
Pilot Admiral VR in MGT 331		Investigate adding an ADMIRAL badge to expand the AR/VR pilot.	Investigate adding AR/VR exposure in BUS 101.
Campaign outreach schedule focused on Probation, Warning and Jeopardy of Dismissal students. This will begin fall 24 in terms of structure but will be implemented when grades post at end of fall semester.	Begin implementation of communication campaign at start of semester based on fall grades being posted. Gather data on number of students who respond to campaign and have followed up with advising. This will set the benchmark based on percentage of students in this category (probation, warning, jeopardy of dismissal).	Continue campaign with intent to increase number of students who utilize advising as a result of outreach after grades are posted.	Goal: to increase number of advising follow-up appointments after outreach by 10% of the students in this category (probation, warning, jeopardy of dismissal)
During semester, develop a structure for electronic version of MGT 268 group advising	Implement electronic version of MGT 268 group advising	Fine-tune electronic version of MGT 268 group advising after winter feedback from participants and faculty	MGT 268 group advising engrained as a best practice
Develop full outreach campaign calendar (not just students in academic warning) to include non or under registered students, first year hold students, transfer student follow-up.	Implement campaigns both semesters as appropriate. Track First Year (FY) Hold appointments and outreach events for participation numbers. Set benchmark for next year based on participation with TY hold campaign. Set benchmark for non-registered	Continue with campaign calendar and finetune metrics to capture and track progress and impact	Aim for 10% greater engagement in FY Hold campaign. Aim for 10% greater engagement after non-registered campaign.

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	students who register after the campaign.		
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Progress Made

Societal Impact			
2021-22 Accomplishments	2022-23 Accomplishments	2023-24 Accomplishments	2024-25 Accomplishments
Surveyed faculty societal impact activities (Winter '21)	Initiated badge in Applied Business Sustainability; submitted in SAIL	Identified and gained agreement on 4 initial focal areas from the UN SDGs (quality education, decent work & economic growth, reduced inequalities, responsible consumption & production)	Submitted first PRME SIP report (Aug '24)
Developed a shared definition of societal impact for Seidman	Attended the 2023 PRME Global Forum conference	Facilitated student administration of the Positive Impact Rating (PIR) survey to students; summarized results for PRME SIP Report	Began more deliberate tracking of faculty and student societal impact activities in Digital Measures and Admiral
Developed a societal impact framework to guide and track impact activities		Conducted community meetings to explore collaborations (e.g., Talent First, Tim Palmer at WMU)	Continued offering a societal impact learning community to advance this work and engage more faculty about what societal impact means with regard to teaching
Became a signatory of PRME		Established faculty grants to facilitate research related to SI (8 awards totaling \$32K granted)	Continued offering summer faculty research grants on societal impact; last year's recipients shared research work at college-wide seminars
		Conducted second survey of faculty teaching, research, and service SI activities	Created a catalog of external grants that are available to fund societal impact endeavors
		Prepared first PRME SIP report	Collected data/reports on the societal impact activities of local firms; reviewed reports to look for collaboration opportunities and teaching materials/cases
			Finalized sustainability badge

Summary of Progress Made and Direction Headed (short narrative to connect the accomplishments above)

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In the Fall of 2021, the Seidman College of business adopted Societal Impact as one of its four Strategic Priorities. Shortly thereafter, faculty members created a college “Learning Community” with the goal of fostering work on Societal Impact through the sharing of ideas, strategies, and projects from both internal and external parties. In late summer of 2022, the college further signaled its commitment to Societal Impact by becoming a signatory to the Principles of Responsible Management Education (a United Nations initiative designed with the vision of achieving the UN’s Sustainable Development Goals). The college formally established a Societal Impact Strategic Priority Team to develop and implement a strategy for supporting our SI efforts. Comprised of more than 15 faculty members and led by Kyle Brink, Brett Crawford, and Dan Giedeman, this team has worked on several initiatives over the past three years. The team collected and categorized Societal Impact activities related to teaching, research, and service in which faculty were engaging so that we had a baseline understanding of what the college was already doing in these areas. Similarly, we conducted a Positive Impact Rating survey so that we could better understand students’ views of the college’s societal impact endeavors. To provide better direction for our activities going forward, the team then determined four specific sustainable development goals on which the college would focus (these being Quality Education, Decent Work and Economic Growth, Reduced Inequalities, and Responsible Consumption and Production).

In Winter 2024, the college established a three-year competitive summer research grant initiative to promote research on topics related to Societal Impact. This initiative provided \$32,000 in funding to support eight research projects in its first year, with similar funding allocations committed for the next two summers. All grant recipients are presenting their research projects at college-wide seminars to facilitate the dissemination of the research projects’ findings to the rest of the college. In August 2024, the college submitted its first “Sharing Information on Progress” Report to PRME. This 140 page report provided details about the college’s teaching, research, and service activities related to Societal Impact. This past fall, the college began a more deliberate tracking of faculty and student Societal Impact Activities in Digital Measures and Admiral. The college is also a supporting partner with The Phd Project whose mission is to “increase workplace diversity by increasing the diversity of business school faculty who encourage, mentor, support and enhance the preparation of tomorrow’s leaders.”

The things that we intend to accomplish over the next two years include:

- 1) Reviewing any feedback we receive from PRME concerning the first “Sharing Information on Progress” report that was submitted in August 2024 and then work to address any concerns that PRME raises
- 2a) Having a much broader discussion about what Societal Impact means with respect to our teaching of students
- 2b) Bolstering the incorporation of Societal Impact in our curriculum
- 3) Examining ways to build community connections related to Societal Impact efforts and activities

Overarching Goals for the next 2 years. What are the measures of success (minimum targets/most likely targets/stretch targets)?

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The Next 2 Years (outcomes and who's working on them)

Fall '24 Goals	Winter '25 Goals	Fall '25 Goals	Winter '26 Goals
Research Grant Seminars	Research Grant Seminars	Research Grant Seminars	Research Grant Seminars
Award Summer Research Grants (summer '24)	Prepare and submit annual PRME SIP report	Award Summer Research Grants (summer '25)	Prepare and submit annual PRME SIP report
Begin tracking of student participation in SI events via Admiral		Prepare societal impact brochure	Have students conduct another PIR Student Survey
Implement tracking of faculty SI activities in Digital Measures		Prepare and annual PRME SIP report (summer '25)	
Finalize Sustainability Badge		Conduct summer societal impact teaching seminars	

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