The initial Strategic Plan of the College of Business is developed by the CEC based on the AACSB 2013 Standards and the university (FSU) strategic plan. The plan is then forwarded to the College’s Strategic Planning Committee for review and revision. The Strategic Planning Committee forwards the revised version to the College’s Advisory Board and Student Advisory Council for review and inputs. The Advisory Board and Student Advisory Council forward their feedback to the Strategic Planning Committee for consideration. After consideration of the feedback received from the College of Business Advisory Board and the Student Advisory Council, the Strategic Planning Committee presents the document to the faculty for review and ratification. The plan is sent back to the CEC for implementation. Overall, the process goes through four stages as shown below.
College of Business Strategic Plan

Section 1: Vision and Mission

PART 1: Vision Statement

FSUBusiness will be recognized for its high-quality academic and experiential learning programs.

PART 2: Mission Statement

FSUBusiness prepares students to successfully meet professional opportunities through a dynamic, student-centered educational environment that emphasizes leadership, notable and timely research, application of knowledge, and global experiential learning.

Mission Statement Components:

- FSUBusiness emphasizes excellence in teaching through innovative approaches, small-class environment, caring faculty, and interactive focus.

- FSUBusiness provides intellectual and professional development to students through coursework, research, and global experiential learning with a focus on leadership, ethical values, and community engagement.

- FSUBusiness measures students’ learning outcomes to ensure continuous improvement and positive impact of its programs.

- FSUBusiness engages business practitioners, alumni, students, and community and considers their input to enhance its programs.

- FSUBusiness provides professional development opportunities for enhancement of faculty’s teaching skills, research capabilities, practical application, and global experiential learning.

PART 3: FSUBUSINESS Core Values

- Accountability
- Excellence
- Fairness
- Openness
- Professionalism
- Respect
- Service
- Teamwork
- Transparency
- Trust
PART 4: Teaching, Intellectual Contributions, and Service

The faculty of FSUBusiness are active in all three dimensions of teaching, intellectual contribution, and service. Faculty are expected to demonstrate excellence in teaching at all levels offered in their department appropriate for their credentials and under a variety of circumstances. The research emphasis included in the College mission statement stresses the need for notable and timely intellectual contributions from faculty. Faculty service activities are expected in support of the University, College, department, and community.

University policies address the relative weights given to each dimension. In addition, these policies reflect the understanding that faculty can contribute in different ways -- the total contributions of the entire faculty must meet University and College goals. Each faculty's performance is evaluated within the following ranges:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Weight Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>50-80 percent</td>
</tr>
<tr>
<td>Intellectual Contributions</td>
<td>10-30 percent</td>
</tr>
<tr>
<td>Service</td>
<td>5-25 percent</td>
</tr>
</tbody>
</table>

Collectively, FSUBusiness faculty members are productive in all three areas of intellectual contributions: discipline based scholarship, contribution to practice, and learning and pedagogical research. Given the mission of the College and its adherence to AACSB standards, emphases in all three areas of intellectual contributions are critical to the success of FSUBusiness. The goal is to have the College of Business faculty's intellectual contributions be distributed in the following manner:

<table>
<thead>
<tr>
<th>Intellectual Contribution Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic or Discovery Scholarship (BDS)</td>
<td>40 percent</td>
</tr>
<tr>
<td>Applied or Integration/Application Scholarship (AIS)</td>
<td>40 percent</td>
</tr>
<tr>
<td>Teaching and Learning Scholarship (TLS)</td>
<td>20 percent</td>
</tr>
</tbody>
</table>

Section 2: Strategic Plan: Master Goals and Action Priorities

Recommendations to chart FSUBusiness' future can be grouped into six Master Goals with corresponding Action Priorities. Each define a consistent and efficient framework to help guide the organization as it strives to enhance learning, research, and service. These Master Goals are intended to set the broad course for FSUBusiness rather than provide specific programmatic direction; specific direction is provided by the Action Priorities.

The Master Goals are that FSUBusiness will:

I. Deliver high-quality academic programs to students.

II. Disseminate notable and timely research to the academic, business, and governmental communities.

III. Have a positive impact on business development and economic growth of the region.
IV. Recruit, develop, and retain high-quality students, faculty, staff, and administrators.

V. Engage stakeholders in collaborative relationships.

VI. Use innovative approaches to facilitate and support opportunities for development of ethical leadership and global experiential learning.

Note: these master goals serve as the link between the Vision, Mission, and Strategic Plan. All objectives and strategies contained within this Strategic Plan are grouped under these master goals.

**MASTER GOAL I: Deliver high-quality academic programs to students.**

**ACTION PRIORITIES:**

A. Engage students in their own learning through innovative teaching methodologies, programs, and content.

B. Enhance faculty capabilities and support their efforts for greater teaching effectiveness.

C. Encourage teaching innovation through faculty interactions at in-house presentations, seminars, workshops, and conference participation.

D. Ensure that advanced instructional technology is available and utilized by the faculty.

E. Monitor student learning outcomes to ensure quality, rigor, critical thinking, and currency through an effective Assurance of Learning program.

F. Engage students in experiential learning activities including internships, applied projects, study abroad, etc.

G. Evaluate the feasibility of concentrations in the MBA program.

**MASTER GOAL II: Disseminate notable and timely research to the academic, business, and governmental communities.**

**ACTION PRIORITIES:**

A. Provide an environment that nurtures and supports faculty research capabilities.

B. Ensure availability of adequate technology, software, and databases to support faculty research.

C. Foster an environment conducive to interdisciplinary research and faculty-student collaboration.

D. Ensure qualifications of faculty according to College of Business’ standards of faculty qualifications and engagement.
MASTER GOAL III: Strive to have a positive impact on business development and economic growth of the region.

ACTION PRIORITIES:

A. Encourage and facilitate engagement between students, faculty, alumni, the business community, and government agencies.

B. Facilitate and support delivery of professional services to external constituencies through developmental workshops, contract research, and/or consulting.

MASTER GOAL IV: Recruit, develop, and retain high-quality students, faculty, staff, and administrators.

ACTION PRIORITIES:

A. Recruit, develop, and retain high-quality students
   1. Develop and implement new strategies to increase enrollment.
   2. Ensure that students receive support for professional development and career planning.
   3. Provide opportunities for individual faculty-student interaction through academic advising, student club activities, independent study opportunities, and developmental coursework.
   4. Expand developmental opportunities for students through field trips, internships, academic conferences, guest speakers, faculty-led research projects, and global experiential learning programs.

B. Recruit, develop, and retain high-quality faculty, staff, and administrators
   1. Recruit highly-qualified faculty, staff, and administrators with salaries commensurate with comparable institutions.
   2. Support and expand professional development opportunities.
   3. Maintain and support the Faculty Mentoring Program.
   4. Foster an environment conducive to teaching, learning, and intellectual excitement.
   5. Ensure that the evaluation process is fair and effective.
   6. Ensure that the faculty renewal, promotion, sabbatical, and tenure processes are fair and effective.
   7. Foster a spirit of collegiality, cooperation, engagement and mutual respect as a major component of FSUBusiness culture.
   8. Value and promote diversity in the FSUBusiness team.
   9. Maintain and support a Staff Development Committee.
MASTER GOAL V: Engage Stakeholders in collaborative relationships.

ACTION PRIORITIES:
A. Maintain an effective CoB Advisory Board as an integral part of its strategic direction and planning.
B. Promote and facilitate students' participation and involvement in the Student Advisory Council and other College of Business committees.
C. Ensure full-time faculty members’ participation in the governance of the College.
D. Continue to engage and incorporate input from constituencies regarding FSUBusiness’ strategic direction and decision-making.
E. Inform constituencies about the FSUBusiness through the College’s newsletter and website.
F. Continue to improve communications among students, alumni, faculty, staff, administrators, and the community.

MASTER GOAL VI: Use innovative approaches to facilitate and support opportunities for development of ethical leadership and global experiential learning.

ACTION PRIORITIES:
A. Expand global experiential learning opportunities for students, faculty, and staff.
B. Develop and utilize strategic partnerships to enhance experiential learning.
C. Expand leadership opportunities for students and faculty.
D. Continue to support ethical leadership and global perspectives in business curricula.