



Strategic Plan (2011 – 2016)¹

¹ This Strategic Plan is a modification and update of the plan originally published in October, 2007 covering the years 2007-2012.

College of Business and Economics

Strategic Plan (2011 – 2016)

Introduction

This Strategic Plan (2011-2016) for the College of Business and Economics (COBE) at Boise State University is the guide by which COBE will fulfill its mission and achieve its vision for the future. The plan is consistent with, and supports, the university's strategic plan, *Charting the Course*, adopted in 2007. The university's plan identifies four areas of emphasis:

1. Academic Excellence
2. Exceptional Research
3. Public Engagement
4. Vibrant Culture

The COBE Strategic Plan reflects the combined inputs and efforts of the COBE administration, faculty, staff, students, and the regional business community. The plan is ambitious, but achievable and is based on our assessment of our past, present, and future environment. The College of Business and Economics is committed to providing appropriate leadership and resources to effectively execute the plan.

The Strategic Plan for the College of Business and Economics comprises four sections:

1. Values
2. Mission
3. Vision
4. Goals, Strategies, Tactics, Action Steps, Timeline, and Resource Requirements

1. COBE Values

Faculty, students, staff and administration at Boise State University defined shared values that guide the day-to-day life of their academic institution. The College of Business and Economics subscribes to these values. The University and COBE are committed to

personal and social development, educational excellence, and civic engagement. Membership in the campus community is a privilege and requires its members to conduct themselves ethically and with integrity and civility. Campus community members enjoy the same rights and freedoms that all U.S. citizens enjoy, including personal responsibility for one's own conduct, behavior and speech.

We believe that higher education should teach students to be responsible citizens. Boise State strives to provide a culture of civility and success where all feel safe and free from discrimination, harassment, threats or intimidation.

The following values are the foundation for a civil and nurturing environment. Campus community members and all who are part of COBE are expected to adhere to them.

Academic Excellence – engage in our own learning and participate fully in the academic community's pursuit of knowledge.

Caring – show concern for the welfare of others.

Citizenship – uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.

Fairness – expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.

Respect – treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesn't resort to intimidation, coercion or violence to persuade.

Responsibility – take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.

Trustworthiness – demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

2. COBE Mission and Vision

Mission

We provide a high-quality learning environment with a faculty and staff dedicated to delivering innovative academic programs, conducting meaningful research, and supporting regional economic development.

Distinguishing Characteristics:

- **Student Focused** - Our graduate and undergraduate programs develop students into successful long-term contributors to society, effective problem solvers, and ethical leaders;
- **Knowledge Creation and Sharing** - Our faculty create and disseminate valuable knowledge for both our academic and business communities;
- **Practices that Transform** - We translate cutting-edge business and economic knowledge into practices that enhance the competitiveness and long-term sustainability of organizations;
- **Passion and Quality** - We have a creative, innovative and entrepreneurial culture with a commitment to continuous improvement and the highest quality in all endeavors.

Vision Statement

The College of Business and Economics will be among the most respected business schools in the West, known for high quality graduates, research impact, entrepreneurial spirit, and creativity.

3. COBE Goals (2011 – 2016)²

Excellence is not static and does not have a defined ending point. The quest to fulfill COBE's mission and achieve its vision is a continuous journey to which the COBE faculty, staff and administration are committed. Six top level goals have been defined to focus COBE's efforts during the 2010-2106 time periods.

Goal 1 – Enhance and expand graduate programs

Goal 2 – Enhance undergraduate programs

Goal 3 – Enhance and expand Executive Education

Goal 4 – Enhance the research culture

Goal 5 – Develop closer collaboration with regional private and public organizations

Goal 6 – Establish a COBE brand image of excellence

² The order that the goals are listed does not imply a rank order. All goals are deemed important.

Goal 1 – Enhance and Expand Graduate Programs

The COBE graduate programs account for approximately six percent of COBE’s total enrollment. The aim is to double the percentage in the next five years. Graduate programs include the traditional MBA, Executive MBA, MS Accountancy, and MS Taxation. Approximately 50 percent of the graduate students are in the traditional MBA program.

Graduate programs are COBE’s marquee programs. The quality and reputation of these programs are primary indicators of how the college is viewed by students, academia, and the business community. Four elements have been defined for achieving *Goal 1 – Enhance and Expand Graduate Programs*:

1. Create and maintain a state-of-the art curriculum.
2. Increase the number of graduate students and the percentage of graduate to undergraduate students.
3. Form valuable, internal and external partnerships.
4. Upgrade COBE learning facilities.

Table 1 lists the tactics, actions steps, timeline and resource requirements for each of these four elements.

Key Performance Indicators (KPI’s): The following are the key performance indicators to be used to monitor progress toward achieving goal 1.

KPI # 1 - Number of COBE graduate students

KPI # 2 - Ratio of COBE graduate students to undergraduate students

KPI # 3 - Student index of overall graduate program satisfaction

KPI # 4 - Community index of overall graduate program satisfaction

Responsibility:³ Tactical responsibility falls to the Associate Dean for Graduate Studies and Executive Education. Responsibility of specific action items will be assigned by the Associate Dean for Graduate Studies and Executive Education. Periodic reviews of progress toward achieving goal 1 will be held with the COBE Executive Team, faculty/staff and the COBE Advisory Council.

³ Ultimate responsibility for all goals rests with the Dean.

Table 1
Goal 1: Enhance and Expand Graduate Programs

Necessary Element	Tactic	Action Steps	Timeline	Resource Requirements
1. A state-of-the-art curriculum	Align curriculum with top business programs & current business practices	1. Benchmark top programs 2. Survey business leaders 3. Promote faculty /executive team teaching	1. 2010 - 2011 academic year 2010 - 2011 academic year Ongoing	1. \$20,000 benchmarking travel 2. \$5,000 curriculum consulting 3. \$5,000 business surveys 4. \$10,000 annually - team teaching stipends
	Reach a curriculum is problem-based and hands-on	1. Expand internship program Institute graduate consulting program 3. Increase live case development 4. Involve graduate stud	1. Ongoing 2. 2010 - 2011 academic year 3. Ongoing 4. Ongoing	1. & 2. \$7,500 annually - Internship & Consulting Program Coordinator - faculty buy-out 3. \$5,000 annually for two live case development projects
	Integrate across business disciplines	1. Form cross-discipline faculty teams 2. Benchmark integrated programs	1. Ongoing 2. 2010 - 2011 academic year	1. \$5,000 benchmark travel & consultation
2. Increased number of graduate students and percentage of graduate to undergraduate students	Use effective program marketing	1. Develop regional marketing campaign 2. Expand social media marketing	1. 2010 - 2011 academic year Ongoing	1. \$20,000 per year - media and development 2. GA assigned to develop and expand social media campaign
	Add new graduate programs	1. Plan and implement Executive Masters in Commercial Real Estate 2. Plan and implement Masters in Economics (dependent on appropriated funding)	1. Plan - 2010-2012 academic years 2. Implement - 2012-2013 academic year 3. Plan - 2012-2013 academic year 4. Implement -	1. \$50,000 seed money to develop and promote Executive Real Estate Masters 2. MS In Economics \$500,000 - university funding)
	Institute on-line graduate certificate programs	1. Explore on-line course software Train faculty in on-line education 3. Survey regional needs 4. Start graduate certificate program	1. 2010 - 2011 academic year 2. 2010 - 2012 academic years 3. 2010 - 2012 academic years 4. 2012-2013 academic year	1. \$5,000 on-line training stipends 2. \$10,000 seed funding
3. Valuable, internal and external partnerships	Establish external contacts	1. Join Urban Land Institute 2. Join City Club 3. Join Young Professionals	1 - 3. Ongoing	1 - 3. \$500 annually
	Enhance internal collaboration	1. Align with College of Engineering Align with College of Health Sciences	1. & 2. 2010-2012 academic years	
	Initiate MBA honors track	1. Form partnership with David Spann - Vistage International, Inc.	1. 2010-2011 academic year	1. \$5,000 seed funding
4. Upgraded COBE learning facilities	Establish high quality, graduate program specific learning spaces	1. Occupy 4th Floor of new COBE building	1. Fall, 2012	1. Subset of \$35 million building budget

Goal 2 – Enhance Undergraduate Programs

Approximately 94 percent of COBE students are enrolled in undergraduate programs. Undergraduate programs include: Accountancy, Accountancy & Finance, Economics, Entrepreneurship, Finance, General Business, Human Resource Management, Information Technology Management, International Business, Marketing, and Supply Chain Management. Regardless of the major, the desired outcome from “enhancing undergraduate programs” is to develop students who possess the following characteristics:

- A strong knowledge of business and economics disciplines
- Ethics on both a personal and professional level
- Possess leadership potential
- Effective communicators
- A passion for business and/or entrepreneurship
- Effective problem solvers
- Have hands-on experience
- Possess a love for learning
- A national/global perspective

Historically, the COBE undergraduate curriculum has focused on preparing graduates for the corporate business world. For many years, that strategy served us well because demand for business graduates by the relatively large number of big employers in the region was substantial. However, in recent years, the business landscape in the area has changed to one containing a greater number of smaller, early stage and start-up companies. Thus, COBE must make sure that the undergraduate programs are properly aligned with the present and future needs of the organizations that will employ COBE graduates.

Three elements have been defined as necessary for achieving *Goal 2– Enhance Undergraduate Programs*. These are:

1. Create and maintain a “state-of-the-art” curriculum
2. Develop a high-quality student body
3. Align teaching resources with student demand

Table 2 lists the tactics, actions steps, timeline and resource requirements for each of these three elements.

Key Performance Indicators (KPI’s): The following are the key performance indicators to be used to monitor progress toward achieving goal 2.

KPI # 5 -Mean GPA for students admitted to COBE’s undergraduate program

KPI # 6 - Number of hands-on experiential learning opportunities for students

KPI # 7 - Student index of overall undergraduate program satisfaction

KPI # 8 - Community index of overall undergraduate program satisfaction

Responsibility: Tactical responsibility falls to the Associate Dean for Undergraduate Programs. Responsibility of specific action items will be assigned by the Associate Dean for Undergraduate programs. Periodic reviews of progress toward achieving goal 2 will be held with the COBE Executive Team, faculty/staff and the COBE Advisory Council

Table 2
Goal 2: Enhance Undergraduate Programs

Necessary Element	Tactic	Action Steps	Timeline	Resource Requirements
1. A state-of-the-art curriculum	Align curriculum with top business programs & current business practices	1. Form undergraduate task force 2. Benchmark top programs 3. Survey business leaders/alumni 4. Promote faculty /executive team teaching 5. Expand faculty interaction with businesses 6. Institute regular curriculum review and updates	1. 2010 - 2012 academic years 2. 2010 - 2012 academic years 3. 2010 - 2012 academic years 4. Ongoing 5. Ongoing	1. \$20,000 benchmarking travel 2. \$5,000 curriculum consulting 3. \$5,000 business surveys 4. \$10,000 annually team teaching stipends
	Assure that curriculum is problem-based and hands-on	1. Expand internship program 2. Emphasize hands-on/experiential opportunities 3. Increase live case development	1. Ongoing 2. Ongoing 3. Ongoing 4. Ongoing	1. & 2. \$5,000 annually - Undergraduate Internship Coordinator - faculty buy-out 3. \$5,000 annually for two live case development projects
	Integrate across business disciplines	1. Form cross-discipline faculty teams 2. Broaden faculty perspective through faculty development activity 3. Promote creation/use of multidisciplinary cases	1 - 3. Ongoing	1. \$5,000 annually benchmark travel & consultation
2. A high quality student body	Attract high potential and capable students	1. Employ targeted student recruiting 2. Implement COBE Admission Process 3. Provide merit-based scholarships	1. Ongoing 2. Fall, 2011 3. Ongoing	1. \$10,000 per year - travel, mailings, etc. 2. .25 FTE (\$12,500) staff support 3. Increase by \$25,000 per year
	Develop highly motivated students	1. Use advising to match Interests to major 2. Institute higher graduation requirements 3. Expand internship oppor	1. Ongoing 2. Review annually and adjust 3. Ongoing 4. Ongoing	1. Student Advising Office - existing appropriated Funding 2. None required 3. \$5,000 Annually - internship recruiting
	Foster professional characteristics	1. Deliver communication and presentation workshops 2. Establish COBE standards for professionalism 3. Encourage students and faculty to read business literature and news	1. Ongoing 2. Fall, 2012 3. Ongoing 4. 2011-2012 academic year	1. \$5,000 annual stipends- 2. \$500 per year - subscriptions for COBE building
3. Teaching resources aligned with student demand	Emphasize quality student experiences	1. Implement COBE admission process 2. Implement effective course scheduling (class size, times, locations)	1. Fall, 2011 2. Ongoing	1. .25 FTE (\$12,500) staff support
	Use COBE resources effectively	1. Implement faculty workload policy 2. Expand hybrid course offerings	1. Ongoing 2. Initiate 2012-2013 academic year	1. \$6,000 annually - course development stipends

Goal 3 – Expand and Enhance Executive Education Programs

The COBE mission statement states: “Our faculty create and disseminate valuable knowledge for both our academic and business communities”. Executive education programs are one of the ways we share our knowledge of business theory and current practices with the business community. Faculty and outside experts present these high level instructional programs to upper and mid-managers in both private and public sector organizations. These programs are non-credit and financially self-sufficient.

A successful executive education division within COBE creates a positive image of the college which in turn translates into many benefits including increasing demand for graduates of our academic programs, annual financial returns, and long-term support from the region’s leaders. Our faculty connects with the business community, creating stronger relationships and positive economic impact.

Three elements have been defined as necessary for achieving *Goal 3 - Expand and Enhance Executive Education Programs*. These are:

1. Relevant, value-added programs
2. Substantial inventory of faculty with executive education capabilities
3. Employ successful marketing and sales practices

Table 3 lists the tactics, actions steps, timeline and resource requirements for each of these three elements.

Key Performance Indicators (KPI’s): The following are the key performance indicators for goal 3:

KPI # 9 - Number of executive education programs per year

KPI # 10 - Number of internal and external faculty with executive education capabilities

KPI # 11 - Number of participants in COBE executive education programs

KPI # 12 - Annual net revenue from executive education programs

Responsibility: Tactical responsibility falls to the Associate Dean for Graduate Studies and Executive Education. Responsibility of specific action items will be assigned by the Associate Dean for Graduate Studies and Executive Education. Periodic reviews of progress toward achieving goal 3 will be held with the COBE Executive Team, faculty/staff and the COBE Advisory Council

Table 3
Goal 3: Expand and Enhance Executive Programs

Necessary Element	Tactic	Action Steps	Timeline	Resource Requirements
1. Relevant, valued-added programs	Benchmark Executive Education programs	1. Benchmark top university programs 2. Research private sector executive program offerings 3. Attend Executive Education conferences	1. Ongoing 2. Ongoing 3. Every two years 4. Ongoing	1 & 2. \$2,000 Annual GA support 3. \$2,000 travel and registration
	Identify regional needs	1. One-on-one meetings with business executives 2. Conduct phone surveys 3. Interact with Urban land Institute, Cha	1. Ongoing 2. Every two years (initially fall 2011) 3. Ongoing	1. Executive Education Director/Dean time 2. \$5,000 per survey year 3. \$1,000 per
	Develop new courses and update existing courses	1. Identify program faculty 2. Brainstorm new course outline/content/format 3. Brainstorm updates to existing courses	1 - 4. Ongoing	1 - 4. \$20,000 per year - development budget
2. Inventory of faculty Executive Education capabilities	Develop existing faculty	1. Hold/attend Executive Education teaching workshops 2. Establish faculty internship program 3. Implement Executive Education mentorshi	1. Ongoing 2. Initiate summer 2011 3. Ongoing	1. \$15,000 per year (speakers, travel) 2. Company support 3. \$3,000 per year (stipends)
	Target Executive Education potential in new faculty hires	1. Include Executive Education experience in position qualifications 2. Recruit from programs known for Executive Education	1. Ongoing 2. Ongoing	
	Seek Non-COBE faculty resources	1. Scout non-Boise State Executive Education programs for faculty talent 2. Interview business leaders for recommendations	1. Ongoing 2. Ongoing	1. \$5,000 travel and registrations
3. Successful marketing and sales approaches	Develop marketing and sales strategy	1. Define market (size, segments, trends, etc) 2. Identify target audience 3. Assess competition	1 - 6. Spring 2011	1 - 6. 1- 2 Graduate Assistants and interns
	Provide adequate budget	1. Assess available assets	1. Ongoing	1. TBD

Goal 4 – Enhance the Research Culture

University faculty creates and disseminates new knowledge. The Boise State University strategic plan, *Charting the Course* stresses the importance of research and the College of Business and Economics' mission statement states; "Our faculty create and disseminate valuable knowledge for both our academic and business communities".

Depending on the workload agreement between a faculty member and the department chair, COBE tenure track faculty spends 40 percent or more of their time on scholarly activity in producing "intellectual contributions". AACSB International requires a large majority of the faculty be involved in intellectual activities and be classified as "Academically Qualified". COBE policy specifies that publication in peer reviewed outlets is required for AQ classification.

Research productivity, high in quality and quantity, improves COBE's reputation. To achieve this, the COBE must have culture which stimulates and supports faculty research. Three elements have been defined as necessary for achieving *Goal 4 – Enhancing the Research Culture*. These are:

1. Provide adequate time for research
2. Have an effective research incentive system
3. Have a valid system for evaluating research productivity

Table 4 lists the tactics, actions steps, timeline and resource requirements for each of these three elements.

Key Performance Indicators (KPI's): The following are the key performance indicators that are used to monitor progress toward achieving goal 4.

KPI # 13 – Number of refereed articles accepted and published per year

KPI # 14 – Percentage of publications in "high quality" outlets

KPI # 15 – Percent of faculty having peer reviewed articles accepted or published per year

Responsibility: Responsibility of specific action items will be assigned by the Dean. Periodic reviews of progress toward achieving goal 4 will be held with the COBE Executive Team, faculty/staff and the COBE Advisory Council.

Table 4
Goal 4: Enhance the Research Culture

Necessary Element	Tactic	Action Steps	Timeline	Resource Requirements
1. Adequate time for research	Manage faculty teaching preparations effectively	1. Schedule faculty with multiple sections of the same class 2. Have faculty teach the same courses over several years	1. Ongoing 2. Ongoing	
	Expand course releases for research	1. Allocate an appropriate number of COBE course releases per semester 2. Cover course releases using faculty on overload and/or adjuncts	1. Ongoing 2. Ongoing 3. Ongoing	1. \$2,500 per adjunct and \$5,000 per tenure track faculty for each course release 2. \$20,000 annually to fund part-time grant writer
	Use "flexible" class scheduling	1. Allow 4-0 or 3-1 teaching schedules for baseline workload 2. Offer "compressed" classes 3. Schedule classes to free up larger blocks of time for	1 - 4. Ongoing	
	Implement flexible workload policy	1. Offer research focus workload 2. Allow heavier/lighter (4-0 or 3-1) teaching loads	1. Ongoing 2. Ongoing	
2. Effective research incentive system	Increase compensation options for research	1. Expand COBE summer research grants 2. Establish research mentor stipends 3. Create other research funding avenues (i	1. FY2011 2. FY2012 3. Ongoing	1. \$10,000 per grant 2. \$2,500 per Stipend 3. \$15,000 per year supplement to BRED Director position
	Increase quality and quantity of non-compensation awards for research	1. Provide refreshments at research brown-bag workshops 2. Maintain and enhance research publication boards 3. Create dep	1. Starting spring 2011 2. Ongoing 3. Starting spring 2011	1. \$1,000 per year 2. \$2,000 per year
3. A valid system for evaluating research productivity	Evaluate quality and quantity of research output	1. Differentiate journals based on quality characteristics 2. Recognize that publications in more prestigious journals carry higher value	1 -3. 2011-12 academic year	1-3 Internal COBE committee
	Develop research mission statement for COBE	1. Determine COBE's research objective - prestige, impact, target audience, etc 2. Specify COBE research definition 3. Determine ho	1-3. 2011-12 academic year	1-3 Internal COBE committee
	Update COBE P&T Requirements to align with research mission, workload Policy, and research evaluation system	1. Evaluate current P&T document and adjust if necessary	1. Ongoing (annually by P&T Committee)	1. Internal COBE P&T Committee

Goal 5 - Develop Closer Collaboration with Regional Private and Public Organizations

COBE's revised mission increases emphasis on supporting regional economic development and our quest to translate cutting-edge business practices and economic knowledge into practices that enhance the competitiveness and long-term sustainability of organizations. This clearly fits with Boise State's position as a *metropolitan* research university of distinction and it is of critical importance to the region's business community.

In 2008, we included the concept of "community engagement" as a formal part of the faculty workload to encourage professional interactions between members of the business community and COBE faculty. The emphasis on collaboration and engagement with public and private sector organizations is not limited to faculty, it also includes the roles of the various COBE centers including the Business Research and Economic Development Center (BRED), Idaho Small Business Development Center (ISBDC), the TECenter, TechHelp, the Center for Entrepreneurship, and the Centre for Creativity and Innovation. Staff in these centers connects the business community to the wide array of resources available within the college. Figure 1 provides a summary of these resources and the ways in which COBE engages the community.

Figure 1



Goal 5
Regional

demonstrates COBE's intention to continuously improve our relationship with the regional business community. The column headings in Figure 1 form the five elements that are necessary for achieving goal 5. These are:

- Develop Closer Collaboration with
Private and Public Organizations

1. High performing business assistance centers
2. Recognized leader for commerce and economic analysis
3. Faculty and student engagement
4. Primary source for community education
5. Respected source for business and economics information

Table 5 lists the tactics, actions steps, timeline and resource requirements for each of these five elements.

Key Performance Indicators (KPI's): The following are the key performance indicators that are used to monitor progress toward achieving Goal 5.

KPI # 16 – Annual center status evaluation results

KPI # 17 – Annual revenue from funded research projects run through the centers

KPI # 18 – Percentage of COBE faculty and staff participating in one or more community engagement activities per year

KPI# 19 – Total annual grant funding received

Responsibility: Responsibility of specific action items will fall to the center directors. Periodic reviews of progress toward achieving goal 5 will be held with the COBE Executive Team, faculty/staff and the COBE Advisory Council.

Table 5
Develop Closer Collaboration with Regional Private and Public Organizations

Necessary Element	Tactic	Action Steps	Timeline	Resource Requirements
1. High Performing Business Assistance Centers	Clarify & align Centers' missions	1. Review each Center's mission statement 2. Hold multi-Center planning and strategy meetings to align 3. Update strategic plans as appr	1. Spring 2010 2. Fall 2011 3. 2011-12 academic year	1. \$2,000 facilitation 2. \$10,000 facilitation
	Determine and implement proper funding model for Centers	1. Define Center funding needs/ annual budget requirements 2. Increase grant application efforts 3. Develop donor proposal templates	1. Spring 2011 2. Initiate spring 2011 3. Spring 2011	
	Optimize Centers' staff and affiliate membership	1. Determine staffing requirements/gap 2. Update staff job descriptions/role statements 3. Close staff gap by acquiring needed staff	1. Initiate Fall 2011 Fall 2011 Initiate spring 2012 (funding dependent) 4. Ong	2. 3. 1. Uncertain - depends on staffing gap size - expected to be significant amount
	Measure Centers' performance and progress	1. Each Center to determine key performance measures 2. Align and coordinate key measures between centers 3. Create college-wide metri	1. Spring 2011 2. Summer 2011 3. Summer 2011 4. Ongoing	
2. Recognized Leader for Commerce and Economic Analysis	Be the primary source for Idaho economic measures	1. Identify Important Idaho Economic Measures 2. Build Historical Database on Key Measures 3. Create	1. FY2010 2. Fall 2010 3. Fall 2010	1. GA assistance 2. GA assistance 3. \$3,000 - programming
	Perform contract -based business and economics research	1. Assure that faculty incentive and evaluation system is supportive 2. Develop inventory of faculty/graduate Student resources	1. Fall 2010 2. Ongoing 3. Ongoing 4. On	1. \$3,000 per year
3. Faculty and Student Engagement	Match research/consulting opportunities to faculty	1. Identify faculty research opportunities/data sources 2. Identify faculty consulting opportunities	1-2 Ongoing	
	Promote hand-on learning opportunities for students via class projects	1. Identify project needs 2. Provide incentives/support for faculty 3. Publicize class projects and showcase	1-3. Ongoing	1. \$3,000 annually + GA support \$2,000 annually 2.
	Expand the internship program and MBA consultancy program	1. Establish COBE Internship Coordinator 2. Actively recruit internship opportunities 3. Annual internship analysis and review	1. Fall 2011 2. Ongoing 3. Annually	1. \$5,000 annually

Table 5 con't
Develop Closer Collaboration with Regional Private and Public Organizations

Necessary Element	Tactic	Action Steps	Timeline	Resource Requirements
4. Primary Source for Community Education	Promote ICEE and the International Economic Summit	1. Expand International Economic Summit - nationally and internationally 2. Hold economic literacy forums 3. Collaborate with K-12 education	1. Ongoing 2. Initiate spring 2012 Ongoing	1. \$2,000 annually- travel 2. Staff time allocation 3.
	Expand Executive Education Program	1. Provide Administrative Support 2. Create Marketing Strategy and Execute the Strategy 3. Identify Provider Inventory and Product Inventory	1-3 Spring 2011	1. \$7,000 annually
5. Respected Source for Business and Economics Information	Establish COBE Speaker Series	1. Publicize COBE guest lecturers on website 2. Establish a two-hour block with no COBE classes for invited speakers 3. Hold eight invited speaker sessions per semester 4. Secure funding for the Dean's Forum	1. Ongoing 2. Fall 2011 3. Fall 2011 and Ongoing By Fall 2012	1. \$1,000 annually 4. 2. \$20,000 annually
	Secure media outlets and provide media content	1. Enhance COBE website to include COBE generated business and economics information 2. Explore weekly/monthly newspaper column 3. Explore weekly radio/television segment	1. Spring 2011 2. Spring 2011 3. Spring 2012	1 - 2 Faculty/Staff Resources

Goal 6 – Enhance the COBE Brand Image of Excellence

Actions of COBE students, faculty, staff, and administration over the past 40 years have influenced the college's brand image. Only recently has COBE considered enhancing its brand image to be a strategic goal. To achieve goal 6, three elements have been identified. These are:

1. Make a brand promise that matters
2. Communicate and live our brand promise
3. Strengthen our brand promise

Table 6 lists the tactics, actions steps, timeline and resource requirements for each of the three key elements.

Key Performance Indicators (KPI's): The following are the key performance indicators that are used to monitor progress toward achieving goal 6.

KPI # 19 – Annual COBE brand awareness and image index

Responsibility: Responsibility of specific action items will fall to the associate deans, department chairs, and the Director of Marketing and Public Relations. Periodic reviews of progress toward achieving goal 6 will be held with the COBE Executive Team, faculty/staff and the COBE Advisory Council.

Table 6
Goal 6: Enhance the COBE Brand Image of Excellence

Necessary Element	Tactic	Action Steps	Timeline	Resource Requirements
1. A brand promise that matters	Undertake a strategic brand audit	1. Perform a situational analysis 2. Identify target audiences	1 - 2. Summer 2011	COBE Staff, Grad Assistant
	Develop a set of brand promises to test	1. Develop survey instrument	1. Summer 2011	COBE Staff, Grad Assistant
	Conduct promise testing and select preferred brand promise	1. Establish brand promise criteria Implement promise test survey 3. Interpret survey results	2. 1 - 3. Summer 2011	COBE Staff, Grad Assistant
	Develop brand attributes	1. Brainstorm brand attribute terms	1. Summer and Fall 2011	COBE Staff, Grad Assistant
	Develop competitive positioning strategy	1. Identify competitors 2. Identify points of differentiation 3. Communicate points of differentiation to key audiences	1 - 2. Summer and fall 2011 3. Ongoing	1 - 2. COBE Staff 3. COBE Administration
	Present brand promise	Get approval from Executive Council		
2. A brand promise that we communicate and live	Develop brand communication/marketing plan	1. Draft plan 2. Obtain COBEAC/alumni/student feedback 3. Finalize plan	1 - 3. Spring and summer 2012	COBE Staff, Grad Assistant
	Reinforce and convey brand with all COBE communications	1. Improve COBE Website Guidelines Establish written and oral communication guidelines	2. 1 - 2. Fall 2012	COBE Staff, Grad Assistant
	Inspire faculty and staff to be brand ambassadors	1. Create marketing materials	1. Fall 2012, ongoing	COBE Staff, Grad Assistant
3. A stronger brand promise	Identify possible service modifications	1. Deliver recommendations to Exec Council for approval 2. Gain approval from appropriate undergrad and grad committees and academic departments	Ongoing	COBE Staff