

**College of Business  
University of West Florida**

**STRATEGIC PLAN  
2006-2010**

**Updated 6-8-07**

**Introduction**

The faculty, staff, and administration of the College of Business have developed this Strategic Plan as a working and living document to guide and direct the principal activities of the College over the next several years. The Plan helps preserve priorities and practices which work well while at the same time prompting continuous improvement in teaching, learning, research, and service. The Plan provides a framework for decision making within a well-defined set of priorities. The Plan also recognizes the need to take advantage of unanticipated opportunities that may not have previously been identified as priorities.

Much of the College's strategic planning activity derives from conversations, discussions, and decision making activity between and among faculty, administrators, students, and other stake holders. This document attempts to capture the most salient elements of these conversations organized around a more formal structure:

- Vision
- Mission
- Core Values/Guiding Principles
- Goals
- Priority Action Items
- Continuous Improvement Indicators

To better understand the environment within which the faculty, staff, administration, and students work to realize the College's vision and accomplish the mission, the College has examined its strengths and weaknesses and identified the known opportunities and threats to accomplishment of the mission. [These strengths, weaknesses, opportunities, and threats are presented in the Appendix and correlated with the College's principal goals.]

## **The Strategic Plan**

### ***Vision***

The College of Business at the University of West Florida is the institution of choice for northwest Florida students seeking quality baccalaureate and master's degree level business education and is a key contributor to the educational and economic development of the region.

### ***Mission***

The mission of the College of Business is to provide a high quality, student-oriented, educational experience to baccalaureate and master's degree business students primarily from the northwest Florida region.

With a focused priority on teaching excellence, supported by scholarship and service, the College of Business prepares students for successful careers in business and society and, in doing so, advances the educational and economic development of northwest Florida.

### ***Core Values/Guiding Principles***

“Management Education provides the leadership and vision that continues to elevate individuals, organizations, and societies. Learning ‘the business of business’ is clearly regarded around the world as a worthy and constructive endeavor, and this value continues to escalate.”<sup>1</sup>

Complementing the University's core values<sup>2</sup> and Making Way for Excellence standards<sup>3</sup>, the College believes its programs, activities, and services should exemplify the following characteristics:

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<sup>1</sup>AACB International Task Force of the Committee on Issues in Management Education. 2005. *Why Management Education Matters: Its Impact on Individuals, Organizations, and Society*. Tampa, FL: AACSB International. p. 12.

<sup>2</sup>University of West Florida Core Values: Caring, Integrity, Quality, Innovation, Teamwork, Stewardship, and Courage

<sup>3</sup>Making Way for Excellence Standards: Ambassadorship, Communications, Courtesy, Flexibility, Helpfulness, Knowledge, Ownership, Professionalism, Responsiveness, and Safety.

### *Teaching*

- Excellent teaching that promotes student/faculty interactions, engages students in learning, and provides students with the knowledge and skills for successful careers.
- Academically prepared and professionally experienced faculty dedicated to teaching and the development of students.
- Relevant business curriculum with focus on critical thinking, communication, integrity and ethics, project management, and general business and discipline-specific skills and knowledge.

### *Scholarship*

- Scholarship that enriches teaching, enhances relevance and currency of faculty, and advances business practices, knowledge, and instruction.

### *Service*

- Participation in department, college, and university shared governance.
- Service to business, professional, and community organizations that complements the mission of the college.
- Contribute to the economic development of the region through business-related education, training, and research.

### *Educational and Work Environment*

- Learning and work environments for students, faculty, and staff that foster communication, critical thinking, ethical behavior, team building, respect for diversity, and global awareness.

## ***Principal Goals***

Consistent with its vision and mission, the College of Business pursues the following goals:

### **Goal 1**

Encourage, support, and maintain a student-oriented learning environment with focus on student and faculty interaction and engagement of students in the learning process.

### **Goal 2**

Increase the quality and number of students from the region for whom the UWF College of Business is the college of choice.

### **Goal 3**

Enhance student learning through assessment of student learning and continuous processes of curricular and instructional review.

### **Goal 4**

Provide support and incentives to ensure that faculty maintain appropriate academic and professional qualifications to sustain currency and relevance in their respective disciplines.

### **Goal 5**

Provide support and encouragement for faculty participation and leadership in internal and external service activities that enhance the missions of the College and University.

### **Goal 6**

Increase College of Business contributions to the educational and economic development of the northwest Florida region.

### **Goal 7**

Ensure that resources are sufficient to foster the College's vision and mission and enhance the quality, size, and scope of the College.

### **Goal 8**

Enhance the reputation of the College of Business for quality through accreditation and other recognitions.

Approved by College Council 1/23/07  
Approved by College of Business Faculty 4/20/07

**Goal 1: Encourage, support, and maintain a student-oriented learning environment with focus on student and faculty interaction and engagement of students in the learning process.**

The University of West Florida is proud of its founding values and traditions which place teaching and learning at the heart of its reason for being and which recognize that the quality of instruction is dependent on the quality of student and faculty interaction. The University and the College take pride in the importance placed on accessibility of faculty to students through small classes, personal and professional advising, and active engagement of students in the learning process. As is often said about the University: "UWF is a place where the students have names and the buildings have numbers."

To maintain this special relationship between students and faculty in the learning process, the College commits itself to the following:

<b>Priority Action Items regarding Goal 1</b>	<b>Responsibility</b>	<b>Target Date</b>
Establish a CoB Student Council with initial charge to identify critical attributes of a student-oriented learning environment		
Survey students, alumni, and employers re quality of student-faculty interactions		
Coordinate with the Career Center to enhance services such as job placement, internships, and cooperative education experiences for CoB students		

<b>Priority Maintenance Items regarding Goal 1</b>	<b>Responsibility</b>	<b>Target Date</b>
Retain small size classes		
Provide team-based project experiences in key courses		
Coordinate activities among student organizations		
Provide for development of student leadership		
Ensure availability of instructional faculty through established office hours		
Ensure each student access to a faculty advisor		
Reduce number of advisees per CoB advisor		
Increase support for academic and professional advising		
Ensure student access to appropriate technology		
Provide opportunities for faculty development in instructional practices that actively engage students in the learning process		
Enhance recognition of student academic achievement through scholarships and awards		
Secure additional scholarship and other financial support for CoB students		

To monitor continuous improvement related to student-oriented learning environment, data will be collected related to the following:

<b>Indicators regarding Goal 1</b>	<b>2005-06 Baseline</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10 Target</b>
<i>CoB Student Council meetings minutes</i>					
<i>Surveys (quality of learning environment—instruction and advising)</i>					
Average class size					
Team-based projects inventory					
Student organization coordination indicator					
Student leadership activities					
Office hour policy					
Advisees per academic advisor					
Advisees per faculty					
Job placement indicator					
Tech labs and equipment					
Faculty development participation					
Merit scholarships and student achievement awards					
Scholarship funds					
Teaching-related awards					

Notes: Priority action items are those included in the annual AACSB report. Italicized indicators are related to priority action items.

**Goal 2: Increase the quality and number of students from the region for whom the UWF College of Business is the college of choice.**

The College of Business draws students from the westernmost portion of the Florida panhandle, the southernmost parts of Alabama, other parts of Florida, other states in the USA, and other countries. With respect to university-bound students coming from high schools and community colleges in the Florida panhandle and southern Alabama, the College seeks to increase the proportion of those students who choose UWF's College of Business as their college of choice.

To increase the quality number of students from the region, the College commits itself to the following:

<b>Priority Action Items regarding Goal 2</b>	<b>Responsibility</b>	<b>Target Date</b>
Continue regular recruiting visits to the 7 regional community colleges		
Award merit scholarships at each of the 7 community colleges in the region		
Continue College of Business scholarship program		

<b>Priority Maintenance Items regarding Goal 2</b>	<b>Responsibility</b>	<b>Target Date</b>
Establish a schedule for recruiting visits to the region's community colleges		
Participate in regional high school college fairs		
Work with UWF's student recruiters and admissions officers in making and maintaining contacts with high school and college academic counselors		

To monitor continuous improvement related to increasing the quality and number of students, data will be collected related to the following:

<b>Indicators regarding Goal 2</b>	<b>2005-06 Baseline</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10 Target</b>
<i>Merit scholarship awards to regional students</i>					
<i>Recruiting visits to community colleges</i>					
High school college fair participation					
Applications					
Enrollment by source county					
Entering GPA					
Entering ACT/SAT scores					
ACT/SAT institution of choice survey results					
Retention rates					

Notes: Priority action items are those included in the annual AACSB report. Italicized indicators are related to priority action items.

**Goal 3: Enhance student learning through assessment of student learning and continuous processes of curricular and instructional review.**

Quality management education requires a curriculum that provides graduates with the knowledge, skills, and values for entry into today’s demanding business environment and that lays a solid foundation for meeting the challenges of change and preparing for career advancement. To ensure that the curriculum and learning environment make a positive difference, it is important to assess (a) students’ learning while they are engaged in their formal studies and (b) the perceptions of program quality of alumni, employers, and other stakeholders.

To foster continuous improvement in the curriculum and to assure the quality of student learning, the College commits itself to the following:

<b>Priority Action Items regarding Goal 3</b>	<b>Responsibility</b>	<b>Target Date</b>
Undergraduate: Continue development of assessment plan rubrics for critical thinking, communications, ethics, project management, and business knowledge		
Graduate: Implement assessment plans, analyze data, recommend and implement appropriate improvements in the curriculum		

<b>Priority Maintenance Items regarding Goal 3</b>	<b>Responsibility</b>	<b>Target Date</b>
<i>Curriculum Related</i>		
Review curriculum for relevancy and currency		
Review prerequisites		
Create model syllabi for multi-section courses		
Review discipline-specific curriculum components		
Develop additional cooperative education and internship opportunities		
Develop Entrepreneurship Certificate		
Develop Logistics Certificate		
Review Organization Development and Leadership Certificate		
Explore development of a Business Certificate program		
Maintain curricular articulation with community colleges		
Make curricular interventions based on assessment data analyses		
<i>Assessment Related--Undergraduate</i>		
Refine SLOs for bachelor’s level ALCs		
Continue development of assessment plan/rubrics		
Critical thinking, written communication, integration—in Capstone course		
Ethics—in GEB 4444		
Project management—in MAN 4720		
Business knowledge (ETS)—in GEB 4361		
<i>Assessment Related—Graduate</i>		
Refine SLOs for MBA and MAcc programs		
Continue development of assessment plan/rubrics		

To monitor continuous improvement related to curriculum and student learning, data will be collected related to the following:

<b>Indicators regarding Goal 3</b>	<b>2005-06 Baseline</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10 Target</b>
<i>Assessment Related-- Undergraduate</i>					
<i>Capstone knowledge, skills, values</i>					
<i>Written communication Integration</i>					
<i>Ethics</i>					
<i>Critical thinking</i>					
<i>Project management</i>					
<i>Business knowledge (ETS)</i>					
<i>Surveys (quality of curriculum)</i>					
<i>Assessment Related--Graduate</i>					
<i>MBA-related</i>					
<i>MAcc-related</i>					
<i>Surveys (quality of curriculum)</i>					
<b>Curriculum Related</b>					
Meeting minutes (college- and university-level committees)					
Course syllabi					
CCRs					

Notes: Priority action items are those included in the annual AACSB report. Italicized indicators are related to priority action items.

**Goal 4: Provide support and incentives to ensure that faculty maintain appropriate academic and professional qualifications to sustain currency and relevance in their respective disciplines.**

Quality management education requires faculty who have expertise in the disciplines represented in the curriculum; who are committed to student-faculty interaction and student engagement in the learning process; who maintain intellectual currency in the face of an ever-changing business environment; and who make contributions to the advancement of their respective disciplines.

To ensure that College of Business faculty are well qualified, the College commits itself to the following:

<b>Priority Action Items regarding Goal 4</b>	<b>Responsibility</b>	<b>Target Date</b>
Continue to provide support to departments and individuals to expand intellectual contributions portfolio		
Monitor intellectual contributions productivity at individual, departmental, and college levels		
Provide support for faculty development in ethics education to support new core requirement in ethics		
Implement faculty hiring plan by recruiting three positions one of which to be headquartered at Fort Walton Beach: (a) strategic management and business ethics, (b) management information systems, and (c) marketing		

<b>Priority Maintenance Items regarding Goal 4</b>	<b>Responsibility</b>	<b>Target Date</b>
Develop multi-year hiring plan that addresses AQ/PQ and P/Q requirements by discipline and by location		
Review promotion and tenure standards and processes		
Review annual evaluation standards and processes		
Increase intellectual contributions of faculty to ensure balanced overall faculty portfolio in practice, discipline-based, and pedagogical intellectual contributions		
Enhance scholarship incentives		
Seek Foundation funding to support research through capital campaign		
Encourage faculty participation in research award programs (e.g., Dyson, Hopkins, Pace, summer research, small grants, sabbaticals)		
Support faculty participation/presentations at professional meetings (\$1000/faculty)		
Maintain faculty assignment policy to support research		
9 sh v 12 sh instructional assignment		
Earn release from instruction for research output		
2 new graduate assistants per department		
Provide opportunities for faculty development in research- and practice-based activities		
Continue to provide funding for individual professional certification fees		
Strengthen relationship between Haas CBRED and SBDC with academic faculty with respect to research opportunities		

To monitor the qualifications and intellectual contributions of the faculty, data will be collected related to the following:

<b>Indicators regarding Goal 4</b>	<b>2005-06 Baseline</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10 Target</b>
<i>AQ/PQ ratios*</i>					
By college					
By program(BSBA,MBA,MAcc)					
By discipline					
By location					
<i>P/S ratios*</i>					
By college					
By program(BSBA,MBA,MAcc)					
By discipline					
By location					
<i>Peer-refereed publications by type of publication</i>					
<i>Journals</i>					
<i>Proceedings</i>					
<i>Books</i>					
<i>Other</i>					
<i>Peer refereed publications distribution by research focus</i>					
<i>Practice</i>					
<i>Discipline</i>					
<i>Pedagogy</i>					
<i>Conference presentations</i>					
Grants/contracts					
Number					
Dollars awarded					
Research-related awards					

Notes: Priority action items are those included in the annual AACSB report. Italicized indicators are related to priority action items.

\*Note: Will identify which ratios are required by AACSB policy. AQ = academically qualified; PQ = professionally qualified. P = participating faculty; S = supporting faculty.

**Goal 5: Provide support and encouragement for faculty participation and leadership in internal and external service activities that enhance the missions of the College of Business and the University of West Florida.**

Faculty in a state-supported, regional university such as the University of West Florida accept an obligation to share their expertise and reasoned judgment with colleagues within the university, with colleagues within their professional disciplines, and with the community of which the university is an integral part.

To ensure participation in university governance, professional associations, and service to the northwest Florida region, the College commits itself to the following:

<b>Priority Action Items regarding Goal 5</b>	<b>Responsibility</b>	<b>Target Date</b>
Ensure appropriate CoB representation and leadership on university committees		
Encourage faculty and staff participation in business, professional, and community organizations		

<b>Priority Maintenance Items regarding Goal 5</b>	<b>Responsibility</b>	<b>Target Date</b>
Ensure appropriate departmental representation on CoB committees		
Participate in professional associations		
Leadership positions		
Encourage faculty and staff participation in business and community service activities		
Periodically review college governance system		
Support faculty applications for service awards		
Develop reward system for service activity participation		

To monitor continuous improvement related to university, professional, and community service, data will be collected related to the following:

<b>Indicators regarding Goal 5</b>	<b>2005-06 Baseline</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10 Target</b>
<i>CoB representation and leadership on university committees</i>					
Representation and leadership on CoB committees					
<i>Participation in organizations and service activities</i>					
<i>Business</i>					
<i>Professional</i>					
<i>Community</i>					
<i>Leadership positions in professional associations</i>					
Service-related awards					

Notes: Priority action items are those included in the annual AACSB report. Italicized indicators are related to priority action items.

**Goal 6: Increase College of Business contributions to the educational and economic development of the northwest Florida region.**

As the primary college within the University related to management and business education, the College accepts a special responsibility to foster the economic development of the northwest Florida region through the education of highly qualified professionals for positions in the region’s businesses and industries. The presence of the Florida Small Business Development Center Network headquarters and regional SBDC at the University provides special opportunities for faculty, staff, and students to provide consulting services to prospective, new, and established small businesses in the region. Additionally, the College has engendered a special relationship with regional businesses and economic development agencies to provide data collection and research studies through the Haas Center for Business Research and Economic Development.

To support these opportunities for educational and economic development of the region, the College commits itself to the following:

<b>Priority Action Items regarding Goal 6</b>	<b>Responsibility</b>	<b>Target Date</b>
Support the region’s business and economic development initiatives through programs such as the development of certificate programs in entrepreneurship and logistics and partnership agreements with local firms and agencies to support business speaker series		
Continue to engage the regional businesses in the activities of the College through the Business Advisory Council with special emphasis on strategic management, quality of the curriculum, assessment of student learning, and faculty participation		

<b>Priority Maintenance Items regarding Goal 6</b>	<b>Responsibility</b>	<b>Target Date</b>
Support key business and economic development initiatives in the community		
Strengthen linkages between CoB faculty and area businesses and industries		
Promote service on industry and community boards		
Encourage consulting opportunities with local businesses and industries		
Promote involvement of CoB faculty and students with Haas CBRED studies and other activities		
Promote involvement of CoB faculty and students with SBDC programs and activities		
Develop internships with northwest Florida businesses and industries		
Assist graduates in obtaining appropriate positions in the northwest Florida region		

To monitor continuous improvement related to the College's contributions to the regions educational and economic development, data will be collected related to the following:

<b>Indicators regarding Goal 6</b>	<b>2005-06 Baseline</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10 Target</b>
<i>Economic development studies and research reports inventory</i>					
Internship opportunities					
CoB graduates' employment in northwest Florida businesses and industry					
Faculty participation on boards					
Faculty consultancy with organizations					

Notes: Priority action items are those included in the annual AACSB report. Italicized indicators are related to priority action items. Haas CBRED = Haas Center for Business Research and Economic Development; SBDC = Small Business Development Center.

**Goal 7: Ensure that resources are sufficient to foster the College’s vision and mission and enhance the quality, size, and scope of the College.**

Acknowledging its dependence on state resources for substantial, but not total, support of its operations, the College of Business strives to be productive and exercises careful stewardship over its allocated resources. To provide the measure of support that makes the difference in the quality of programs and services, the College encourages and actively seeks external support for scholarships, endowed professorships, faculty and student recognition, special programs, facilities, and equipment including technology.

To ensure the sufficiency of resources, the College commits itself to the following:

<b>Priority Action Items regarding Goal 7</b>	<b>Responsibility</b>	<b>Target Date</b>
Secure funding for additional scholarships, fellowships, and graduate assistantships		
Secure additional funding to support faculty development particularly in the area of online course development		
Support efforts to acquire legislative funding for a new College of Business classroom complex		

<b>Priority Maintenance Items regarding Goal 7</b>	<b>Responsibility</b>	<b>Target Date</b>
Promote efficiency in use of state-generated resources		
Review budget trends and cost analyses		
Review enrollment trends (by college, by program)		
Review degrees-granted trends (college, program)		
Continue support for development of online course offerings		
Secure additional resources for college programs and activities through capital campaign		
Scholarships		
Graduate assistantships		
Program development		
Faculty development		
Assure sufficient faculty for each program		
Develop faculty hiring plan		
AQ/PQ ratios		
P/S ratios		
By program area		
By location (Pensacola, Fort Walton, Germany)		
Review faculty teaching load policies		
Review and update library and data-base collections		
Acquire and maintain appropriate equipment and supplies including technology hardware and software		
Provide appropriate facilities for college programs and activities to create a sense of “place” for the College		
Continue efforts to procure funding for facilities		
Maintenance of classrooms, labs, and offices		
Periodic upgrade of technology and software in Classroom, labs and offices		
Secure renovation funds for adding faculty offices		

To monitor continuous improvement related to sufficiency of resources, data will be collected related to the following:

<b>Indicators regarding Goal 7</b>	<b>2005-06 Baseline</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10 Target</b>
<i>Professional development funding</i>					
<i>Scholarship funding</i>					
Budget trend data					
Instructional costs per semester hour credit					
Productivity measures*					
Capital campaign returns					
Alumni contributions					
Contributions per alumni					
Percent of alumni contributing					
Faculty resources (AQ/PQ; P/S)					
Library and data-bases inventory					
Equipment resources (other than technology)					
Technology resources					
Facilities inventory					
Technology-based classrooms					
Labs					
Offices					
Special function rooms					

Note: Priority action items are those included in the annual AACSB report. Italicized indicators are related to priority action items. AQ = academically qualified; PQ = professionally qualified. P = participating faculty; S = supporting faculty.

\*Note: Will include factors such as retention rates, graduation rates, class size; student credit hour (sch) generation; sch ratios (such as sch/faculty lines, sch/staff, sch/E&G funds, sch/OPS); Haas Center and Small Business Development Center budgets (E&G, grants, total); and so forth. E&G = Education & General funding; OPS = Other Personal Services funding.

**Goal 8: Enhance the reputation of the College of Business for quality through accreditation and other recognitions.**

The College of Business supports maintenance of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and acknowledges the recognition of the quality of management education programs, faculty, and students afforded by AACSB accreditation. The College seeks confirmation of its reputation for quality through recognition of faculty and students for outstanding performance.

To ensure the reputation of the College for quality, the College commits itself to the following additional actions:

<b>Priority Action Items regarding Goal 8</b>	<b>Responsibility</b>	<b>Target Date</b>
Continue preparations for reaffirmation of accreditation by AACSB		
Expand interaction with the region's business community through linkages, partnerships, and public relations to increase awareness of the quality of the College's programs and services, students, faculty, and staff		

<b>Priority Maintenance Items regarding Goal 8</b>	<b>Responsibility</b>	<b>Target Date</b>
Adopt a continuous quality improvement approach to instruction, curriculum, faculty development, and resource acquisition and use		
Maintain College of Business programs and activities in compliance with AACSB accreditation standards		
Maintain College of Business programs and activities in compliance with SACS accreditation standards		
Assist faculty and students applying and/or nominated for instruction-, research-, and service-related recognition awards		

To monitor continuous improvement related to maintenance of accreditation and other recognitions of quality, in addition to the data cited above, data will be collected related to the following:

<b>Indicators regarding Goal 8</b>	<b>2005-06 Baseline</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10 Target</b>
<i>CoB Strategic Plan</i>					
Records of quality continuous improvements					
Achievement of reaffirmation of AACSB accreditation					
CoB reports related to SACS reaffirmation of accreditation					
Instruction-based awards					
Research-based awards					
Service-based awards					
Other awards and recognition					
Accomplishments of graduates					
Assessment of student learning					
Affirmation by students (surveys)					
Affirmation by employers (surveys)					

Notes: Priority action items are those included in the annual AACSB report. Italicized indicators are related to priority action items.

Updated CAB 6-8-07

**APPENDIX**  
**Strengths, Weakness, Opportunities, and Threats**

<b>Strengths</b>	<b>Weaknesses</b>
<b>Related to Goal 1</b>	
Student-oriented faculty	Insufficient number of faculty, particularly at FWB branch campus
Focused priority on excellence in teaching	Job placement services not fully meeting needs of the College
Reasonable teaching loads	Excessive advising loads for full-time advisors
	Diminished degree of involvement of faculty in advising students
	Lack of coordination of student leadership activities
Well-trained and experienced faculty	
Recent faculty hires	
Courses taught by faculty engaged in their discipline and profession	Insufficient adjunct orientation
<b>Related to Goal 3</b>	
Commitment to assessment of learning	Late start with assessment of student learning
Commitment to curriculum review	Lack of clear curricular connections to UWF's general education
	Inconsistent inclusion of ethics in business curricula
	Lack of standardization of syllabi and student learning goals
Relevant and rigorous business curriculum	
Program articulation and integration with the region's community colleges	
International education opportunities in undergraduate business and MBA programs	
MBA program that provides international education experiences for students and faculty	
Instruction that engages students in project management and team work	Relatively few oral presentation opportunities for undergraduate students in core courses
	Insufficient resources to support development of online instruction

<b>Related to Goal 4</b>	
Focus and increased support for research	Insufficient resources for graduate assistants and fellowships
Dyson, Hopkins, and Pace research and service awards	Need for additional rewards for research and service
Promotion and tenure process that emphasizes excellence in teaching	Level of promotion and recognition of university service
<b>Related to Goals 5 and 6</b>	
Graduates in local economy	Need for additional linkages to College of Business alumni
Graduates in leadership positions	Need for additional recognition of student achievement and alumni accomplishments
College administrative and institute linkages with business community	
Studies and research for regional business and economic development	Limited individual faculty linkages to external business community
	Limited availability of business data bases to support research
Support for small business development	
<b>Related to Goal 7</b>	
Business Advisory Council leadership and support	
Growing College endowment for scholarships, programs, and faculty development	
	Lack of state funding for a College classroom complex
Access to technology hardware and software in college labs	Insufficient number of technology-based classrooms
	Number and location of classrooms
	Insufficient faculty office space
	Degree of spending for student recruitment and program promotion
	Difficulty in dealing with faculty salary compression and inversion
	Need for additional resources and staff support for reaffirmation of AACSB accreditation
<b>Related to Goal 8</b>	
Accounting Eminent Scholar	
Accounting program reputation	
Reputation of the MBA program and its portfolio component	

<b>Opportunities</b>	<b>Threats</b>
<b><i>Related to Goal 1</i></b>	
Providing quality management education for regionally placebound and first-generation- in-college students	
<b><i>Related to Goal 2</i></b>	
Enrollment growth in eastern part of service area	Expectation of offering programs in more locations than have resources
	Faculty and staff challenges to mount day and evening classes at multiple locations
	Projected number of faculty retirements
	Impact of hurricanes on recruitment of faculty and students to the Pensacola area
<b><i>Related to Goal 3</i></b>	
Recognition that use of student learning assessment information can lead to curricular improvements	
Acceptance of faculty who teach in Germany MBA program of alternative instructional delivery modes	
<b><i>Related to Goal 6</i></b>	
Participation in expanding economy of northwest Florida region—opportunities for research and service	Limited nature of job opportunities in local area for placebound graduates
	Lack of higher salaried professional management positions in region; attractiveness of job market elsewhere
<b><i>Related to Goal 7</i></b>	
	Lack of funds to support margin of excellence
	Instability of state and university resources
Participation in upcoming UWF capital campaign—focus on entrepreneurship	Unrealistic expectations associated with major capital campaign