Fisher College of Business
STRATEGIC PLAN: 2016–2021
“Top 5 in 5”
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Strategic Planning at The Ohio State University

TIME AND CHANGE: ENABLE, EMPOWER, AND INSPIRE

As The Ohio State University focuses on its future and its commitment to advancing Ohio and the global community through the creation and dissemination of knowledge, a strategic vision and clear path ahead are necessary. Strategic planning is a comprehensive, methodical process that builds collaboration among stakeholders through the prioritization of mission-critical goals. A strategic plan creates the mile markers by which an organization is able to define, measure and evaluate progress. Strategic planning helps ensure the long-term viability, sustainability and accountability of an organization. All strategic planning at The Ohio State University is rooted in the fundamental principles of the university’s vision, mission and values, as laid out in Ohio State’s Strategic Plan, TIME AND CHANGE: ENABLE, EMPOWER, AND INSPIRE.

VISION: To make the next bold leap in Ohio State’s land grant history of excellence and impact, we aspire to be a leading national flagship public research university.

VALUES: Shared values are the commitments made by the University community in how we conduct our work. At The Ohio State University, we value excellence, diversity in people and of ideas, inclusion, access and affordability, innovation, collaboration and multidisciplinary endeavor, integrity, transparency, and trust.

MISSION: The University is dedicated to creating and discovering knowledge to improve the well-being of our state, regional, national and global communities; educating students through a comprehensive array of distinguished academic programs; preparing a diverse student body to be leaders and engaged citizens; fostering a culture of engagement and service; and, understanding that diversity and inclusion are essential components of our excellence.

CORE GOALS: Institution-wide goals are fundamental to the University’s vision, mission and future success.

TEACHING AND LEARNING
Ohio State will be an exemplar of the best teaching, demonstrating leadership by adopting innovative, at-scale approaches to teaching and learning to improve student outcomes.

ACCESS, AFFORDABILITY, AND EXCELLENCE
Ohio State will further our position as a leading public university offering an excellent, affordable education and promoting economic diversity.

RESEARCH AND CREATIVE EXPRESSION
Ohio State will enhance our position among the top national and international public universities in research and creative expression, both across the institution and in targeted fields — driving significant advances for critical societal challenges.

ACADEMIC HEALTHCARE
The Ohio State University Wexner Medical Center will continue our ascent as a leading academic medical center, pioneering breakthrough health care solutions and improving people’s lives.

OPERATIONAL EXCELLENCE AND STEWARDSHIP
Ohio State will be an exemplar of best practices in resource stewardship, operational effectiveness, and efficiency and innovation.

FISHER’S STRATEGIC PLAN IS ROOTED IN THE FUNDAMENTAL PRINCIPLES OF THE OHIO STATE UNIVERSITY. SEE WHAT FISHER IS DOING IN PURSUIT OF THE ABOVE GOALS ON PAGE 16.
LETTER FROM THE DEAN

Dear Friends,

It is my pleasure to share with you the 2016-2021 strategic plan, including a Fall 2017 update, for The Ohio State University Max M. Fisher College of Business. Entitled “Top 5 in 5,” this document outlines our comprehensive and collaborative vision for the college, with the ultimate aspiration of being recognized as a top-5 public business school in five years. We define the top-5 set of public b-schools based on their performance on multiple important dimensions, including their programs, research, and reputation. We pursue the core goals of The Ohio State University’s strategic plan, expressed in the unique context of our discipline. Moreover, we draw upon the many strengths across a vibrant campus.

Creation of the plan began in 2015 as a highly cooperative and inclusive effort that incorporated input from a variety of stakeholders, including faculty, staff, students, alumni, academic and administrative colleagues across campus, business executives and members of the college’s Dean’s Advisory Council. Key areas of focus included students and programs; faculty and research; outreach; learning methods (including distance learning); and globalization.

Feedback from these constituents was combined with extensive data to formulate strategic recommendations that were shared with the Fisher College of Business community for further discussion and dialogue. The end result of this collaborative process was the creation of a statement of purpose and three broad, strategic priorities for the college:

- **Relevant Impact**: Fisher will conduct thought-leading research, offer world-class educational opportunities, and contribute to business and the community in ways that make a real difference.
- **Continuous Innovation**: Fisher proactively supports a community of scholarship that promotes new ideas—academically and in business practices—and introduces these ideas and programs to scholarly literature and the business community.
- **Educational Excellence**: Fisher will be distinguished by an educational experience that prepares and develops our students intellectually, ethically and practically.

To fuel the accomplishment of each of these strategic priorities, we commit ourselves to diversity of our people and a culture of inclusiveness for them.

The vision and recommendations included throughout this document represent an innovative roadmap toward excellence throughout the next five years—and beyond. This strategic examination is a plan that we feel certain will position Fisher College of Business as among the top-5 public business schools and set the tone for another century of tremendous impact and demonstrated excellence in business education.

It is an exciting time at Fisher!

Sincerely,

Anil K. Makhija
Dean and John W. Berry, Sr. Chair in Business
Max M. Fisher College of Business, The Ohio State University
Executive SUMMARY

Fisher College of Business initiated a strategic planning effort in early 2015, which concluded with a plan in Spring 2016. That process has been highly inclusive and comprehensive. Faculty, staff, students, alumni, academic and administrative colleagues across campus, business executives, and the Dean’s Advisory Council have all been involved in the process, and multiple Town Hall Meetings with faculty and staff have been conducted to gain input. Five teams comprised of faculty and staff were commissioned to address one of five key areas of strategic focus (Students and Programs, Faculty and Research, Outreach, Learning methods including distance-learning, and Globalization), which included extensive data collection by a special support team.

Those teams completed their work and recommendations (outlined below), which were then reviewed and discussed in significant detail by a core integrative team and shared with the Executive Committee of the College. The strategic recommendations made by the five committees, and the resulting review and commentary by multiple stakeholder groups has resulted in a simple statement of purpose and three broad strategic priorities for the college over the next five years (2016-2021), the “Top 5 in 5” Plan. We have made progress in the implementation of these plans, as laid out here in a Fall 2017 Update.

Core purpose of the Fisher College of Business:

“To create ideas, encourage scholars and develop leaders who positively impact their community and the world.”

Three broad strategic priorities:

Relevant Impact
Conduct thought-leading research, offer world class educational opportunities, and contribute to both business and the community in ways that make a real difference.

Continuous Innovation
Proactively support a community of scholarship that promotes new ideas, both academically and in business practices, and introduce those new ideas and programs to the scholarly literature, as well as the business community.

Educational Excellence
Distinguish Fisher College of Business through an educational experience that prepares and develops our students intellectually, ethically and practically.

Details of the planning process underlying the development of our strategic plan are contained in Appendix A.
A key step in any planning process is the identification of strategic assets and liabilities, a SWOT analysis. One of the initial deliverables of the sub-teams and the Executive Committee was to scan, investigate and outline the key external and internal factors affecting Fisher College over the next few years of the planning horizon.

**STRATEGIC EXTERNAL SCAN FOR FISHER**

While some features of the external environment pose threats, others present new opportunities.

1. **Serving Multiple Demographic Segments:**
   Tech-savvy and committed to life-work balance, millennials are agile in using technology as a learning tool and expect to change jobs, even career paths, frequently. And then there are Gen-Z students, who reportedly believe the least in the American dream. This affects both the content and delivery of education, offering challenges and opportunities to business schools. Simultaneously, significant numbers of seasoned professionals have different needs, as they seek business education to refresh their skills or alter their career paths. Thus, the challenge is to appropriately develop the content and delivery for a Bachelors of Business Administration student versus a student in an Executive MBA program. Across all demographics, there is a greater interest today in social impact.

2. **The Affordability Debate:**
   Budgetary measures in Ohio and elsewhere have pressured public universities to freeze tuition and program/technology fees, particularly for undergraduate students, while business school faculty costs rise unabated. This has brought about a severe financial squeeze on many business schools.

3. **Fundamentals, Market-Responsiveness, and Fads:**
   Some elements of business education have long-term persistence, and we must educate students on these foundational, basics of business, education. But, business schools must also recognize the changing needs of business and the associated preparation for careers in a competitive world (e.g., recent growth in opportunities in data analytics), paying attention to these needs in research and programs. In addition, leadership, critical thinking, teamwork, and other interpersonal skills are essential for a successful career.

4. **Enrollment Challenges to Full-Time MBA Programs, Growth of Shorter Masters Programs:**
   With knowledge growth in specializations, one-year master’s programs in various fields have grown in popularity as full-time MBA enrollments decline. Some business schools, even reputable ones, in response have begun downsizing or even shuttering their mainstay full-time MBA programs, causing severe financial hardship only partially relieved by specialized masters’ offerings. As full-time rankings remain schools’ chief reputation drivers, many are running these programs despite lower enrollments and high scholarship costs.

5. **Use of New Technologies and Online Education:**
   The ground is shifting for education delivery, which is both a boon and a bane. Technology is making it possible to employ more innovative learning methods that can enhance student experience and learning outcomes when used appropriately, yet it also is making cheaper alternatives available to students.

6. **Globalization of Management Education:**
While top business schools remain an attractive destination for foreign students, a growing number of foreign schools are offering competitive alternatives to students and faculty. Schools such as Ohio State continue to see robust demand, even turning away foreign students, but reliance on foreign enrollments is a long-run risk. Certainly, the increases in cost of faculty can in part be attributed to the fact that increasing numbers of foreign doctoral students are choosing to return home.

7. Skepticism about Business Education and Research:
Recruiters in particular, and corporate executives in general, have long questioned the job readiness of business graduates. Similarly, there is concern that much of the research done in business schools is not readily applicable. These concerns require us to be vigilant as we strategically consider teaching and research initiatives. Business is looking for more applied learning for students they hire.

STRATEGIC INTERNAL SCAN FOR FISHER
Fisher has some notable strengths and weaknesses:

1. Financial Challenge:
Starting with a recent level-setting report, it has been noted that the College faces financial challenges. In recent times, accessible reserves fell to near zero. We have seen some recovery in College finances, as in the turnaround in fiscal operating income (Current Sources minus Current Uses) from 2014 to 2015, and continuing further improvements can be reasonably expected. Indeed, the College has gone on to see record surpluses in 2015 – 2016, and 2016 – 2017. Moreover, these two recent years have also seen record fundraising, triggered by a centennial year celebrations, amazing loyalty of alumni, and a revamped advancement approach. But, the memory of the deficit period is still fresh.

2. Cultural Challenge:
Improvements in culture are also needed, such as more trust and transparency, leadership excellence, better faculty-staff relations, more equitable performance and reward alignment, and fewer silos. Cultural issues take longer to fix, but the strong commitment of faculty and staff to Fisher augurs well. Pertinent to the choice of strategy, because it affects faculty research and growth as well as the programs we offer, is the need for improved academic interdisciplinary/departmental/administrative inter-unit collaboration. This matters to our choice of foci for our research, programs, centers, etc., defining areas where we will invest. Much more needs to be done, though an annual climate and culture survey has registered improvements in the College culture, comparing the 2015 survey to the 2017 survey.

3. Exceptional Undergraduate Student Quality:
In its main program with nearly 7,400 students, Fisher is experiencing demand from undergraduate students of unprecedented quality. Even as average ACT scores rise to levels among the very best business schools in the country, we must turn away applicants because of capacity limitations (faculty and space).

4. World-Class Faculty and Academic Departments:
A sizeable number of Fisher faculty and academic departments already are among the best in the world. Even with a relatively small faculty, we have ranked high for cumulative research production. The College has many award-winning teachers, including several judged the best at Ohio State.

5. Top-Ranked Graduate Programs:
Our Working Professional MBA and Executive MBA programs are among the top 10, demonstrating an ability to mount
the best ranked graduate programs. Despite its strong ranking, enrollments of our Executive MBA program have been weak, and the Working Professional MBA is facing considerable new local competition, which are marketing challenges.

6. Scope for Innovation through Specialized Masters:
While we have innovated by creating several masters programs, e.g., Masters in Accounting, Masters in HR Management, Specialized Masters in Business–Finance, and Specialized Masters in Business, Logistics, and Engineering, we may have been slow to innovate with more programs, such as in Business Analytics.

7. Challenges to Fisher’s MBA Programs:
The Full-Time MBA Program’s current rankings, size, and cost structure weaken Fisher’s reputation and financial strength.

8. The Corporate Advantage:
A number of Fortune 500 and other innovative firms are based in Columbus and throughout Central Ohio. This proximity is an advantage over a number of Big Ten business schools, making it easier to pursue placements, internships, student mentoring, participation in centers, collaborative projects, and executive education. However, we need to make it easier for corporations to work with us.

9. Limited Resources:
Ohio State has a responsibility center management, or RCM, budgetary system, which rewards enrollment and tuition increases, and provides the College with a budget while also allowing the college to benefit from both other revenue flows and cost containment measures. The College can raise funds through executive education offerings and partnerships with businesses through centers, and development. In several recent years, except for this year, the university has had freezes on tuition for our main program, the undergraduate program. As a result, we must increase non-tuition related sources of income.
Statement of PURPOSE

An important step in the planning process, before outlining strategic priorities, is the identification of the core purpose and core values of the Fisher College. This “vision/mission” definition was achieved through extensive dialogue among the executive committee, faculty staff town hall meetings and core MBA student groups. That statement has been crafted with full attention to the overarching vision, mission and values of The Ohio State University.

Purpose
To create ideas, encourage scholars and develop leaders who positively impact their community and the world.

Vision
The pursuit of significant and visible impact on our main stakeholders --students, academics, businesses, and communities—will transform Fisher College of Business from an excellent to an eminent business school, so that it joins the ranks of the Top 5 Publics. Fisher will be known for its diverse, inclusive, and empowering culture, attracting the most talented students, faculty, and staff.

Given the multidimensional objectives, how Fisher compares against the competition should also be assessed in multiple ways. Rankings (e.g., U.S. News & World Report) of its many programs are indicators of the quality of offerings to students, though rankings have their limitations. Similarly, there are research rankings (e.g., UTD) regarding productivity in top-tier journals. Program and research rankings seem to support the view that Fisher’s current standing generally falls in the range of the 5th to 10th positions. Impact of research can be measured in other ways (e.g., citations, and subjectively, influence on business). Reputation can be assessed through media visibility, etc. In sum, the intent is to holistically measure Fisher’s standing among the very best public b-schools, using quantitative and qualitative assessments.

Mission
Fisher College of Business will achieve impact among peers and on the practice of business through visible thought leadership in research, making it a recognized source for ideas, solutions, and talent. Through globally-competitive business education, leading-edge programs, and technology-enabled effective teaching methods, Fisher will enhance student learning and careers. Fisher will pursue a proactive outreach agenda, connecting with alumni through life-long learning, partnering with businesses, leveraging the comprehensive strengths of The Ohio State University, and advancing the welfare of the people of Ohio and the global community.

Our Differentiators: How we are distinct?
We pursue a research and experiential focus in a culture of diversity and inclusiveness, providing an opportunity to try things and an ability to solve real problems.
Statement of
STRATEGIC INTENT (2016-2021)

The overarching goal of the Fisher College of Business for 2016-2021 is to be among the top 5 public business schools. Drawing on our core purpose, core values and differentiators, we will achieve this goal by focusing on three strategic priorities: Impact, Innovation, and Educational Excellence. We have made progress in the implementation of the initiatives drawn from our strategic priorities as we have completed the first year, 2016-2017, and into the second year, 2017-2018, of our strategic plan. This progress is described in detail in “Fall 2017 Update” (Appendix C).

STRATEGIC PRIORITIES

Relevant Impact
Conduct thought-leading research, offer world class educational opportunities, and contribute to both business and the community in ways that make a real difference

1. Prepare students for successful, fulfilling, impactful careers, infused with integrity
2. Stress research relevance and impact, in addition to productivity
3. Achieve lifelong engagement with our alumni
4. Achieve multi-dimensional partnerships with businesses
5. Be involved in community welfare through pro bono service and projects
6. Ensure the highest standards in teaching, research, and service

Continuous Innovation
Proactively support a community of scholarship that promotes new ideas, both academically and in business practices, and introduce those new ideas and programs to the scholarly literature, as well as the business community

1. Generate resources from existing and new programs
2. Become a desired channel for donors
3. Proactively communicate our research to the business community to be more visible and impactful
4. Adopt state-of-the art learning technologies for existing curricula
5. Pursue high quality distance learning technologies to enhance existing and new curricula
6. Differentiate our teaching, research and outreach based on a global focus
7. Maintain centers and executive education offerings that contribute to business success
8. Integrate the ‘voice’ of the student in key initiatives
Educational Excellence
Distinguish Fisher College of Business through an educational experience that prepares and develops our students intellectually, ethically and practically.

1. Enhance research support, culture and accountability, to obtain better research and teaching outcomes
2. Grow our faculty size by 20 over the next five years to improve both our research and student-faculty ratios for better teaching
3. Enhance efficiency of program delivery
4. Build a reputation around program quality + value, while addressing current and emerging issues
5. Introduce training and support for teaching faculty around “academies” of interest and need
6. Actively collaborate across campus
Action Plans

IMPLEMENTATION

The next, and critical stage in the planning process is effectively executing the recommendations and action plans proposed by the five sub-teams. The implementation stage will focus on clear, specific action plans to support each priority, as well as assigning clear accountability for the execution of all action plan recommendations. Please see Appendix C for implementation as of Fall 2017.

FURTHER DETAILS INTO ACTION PLANS EXECUTION

Relevant Impact

1. The Research Committee will suggest principles for assessment of performance taking productivity and impact into account through a broader assessment of top-tier publications, citations, impact factors, editorial positions, Ph.D. placements, influence on business, influential books and monographs, grants, media visibility, and invited presentations. Expectations should be rank-appropriate.

   Department chairs and the dean’s office will take into account these principles in annual reviews. The Research Committee will use the same for summer research funding. The Endowed Appointments Committee will utilize them for appointments and renewals of professorships and chairs. The College Personnel Committee will account for them in P&T cases.

   But, we will need to be vigilant. The downside risk is that subjectivity will creep in and standards will slip.

2. The Appointments, Promotion and Tenure document, as well as the Patterns of Administration, will be revised to be consistent with expectations and implementation of a broader assessment of productivity and impact.

3. To maintain a culture of support and acknowledgement for research, the college will allocate appropriate support for data, seminars, conferences, summer research, etc., comparable to aspirant schools. We will continue support for a very high-quality Ph.D. program because of its contribution to our research agenda, despite the financial burden it entails. There will be required analyses of programmatic decisions on research in the College, ensuring that faculty is not stretched in ways that are detrimental to our research mission.

4. There will be proactive measures to bring visibility to our research, seeking external validity to the relevance of our work. Research will be translated into business-friendly versions, and promoted for broadcasting to reach and influence practitioners.

5. The College will prioritize securing resources to expand faculty size to obtain a student-faculty ratio comparable to the Top 5 Publics.

6. The College will develop Interest Groups, drawn from across departments, based on common interests across faculty and business relevance. We will start with Business Analytics as the first experiment in Interest Groups.

7. Though not limited to it, the centers at Fisher are an important mechanism to partner with business. Instead of proliferation, we will limit the number of centers to form a few nationally prominent, drawing on our academic strength,
financially-sound partnerships. The clear purpose of the centers is to advance the agenda of the college, and not to pursue independent goals.

8. Through programs like Bright, Ohio Exports Internship Program and by collaborating with regional economic development initiatives, Fisher is engaged in the service of the community. There will be active efforts to augment such service.

9. To serve the community, Fisher Impact Day will be held on Veterans Day each year to assist local non-profit organizations.

10. Development will be an integral activity of the College, engaging students, faculty and staff throughout the College. Though directed by the professionals in development, donors are interested in the impact of programs and research.

Continuous Innovation

1. A new Graduate Programs Innovation Committee, chaired by the Senior Associate Dean for Students and Programs, will encourage innovation and consider on an ongoing basis ideas for new masters programs, starting with the consideration of (a) a Specialized Master in Business Analytics and other specialized masters programs (a Specialized Master in Business—Innovation and Entrepreneurship), (b) a cohort-based Working Professional program, and (c) Plus One masters programs that could be attractive to our large number of undergraduates.

2. We will develop a portfolio of business minors that can be offered to enhance the careers of tens of thousands of non-Fisher students on the OSU campus. This portfolio could include General Business Minor, Business Analytics Minor, Innovation and Entrepreneurship Minor, Real Estate Minor, Global Minor, etc. An online version of these minors will provide flexibility for non-business students to incorporate them in their schedules.

3. We will develop multi-dimensional active exchanges with select foreign educational and business organizations. We will leverage the resources of a comprehensive university, and collaborate for mutual benefit. Complementary to the 3 gateways established by Ohio State, Fisher will form in-depth partnerships in China, India, and Brazil.

4. The global competence of Fisher faculty will be raised through research, specialized international courses or experiential exposure. Through support for professional development and recruitment efforts, staff support for global competencies will be enhanced. These developments will lead to every Fisher student graduating with a definite minimum global competence or better through course content in the core component of each program.
Educational Excellence

1. The Masters Programs Committee, along with the Senior Associate Dean for Students and Programs, will be charged to periodically review the financial, reputational impact (including rankings), and ratio of domestic to international students of all the graduate programs. Administration will periodically develop recommendations for downsizing or eliminating of any existing program, as aligned with strategic objectives, starting with a review of the Full-Time MBA program.

2. The undergraduate program is vital to our reputation and well-being, given that its large size overshadows all our other programs. It has a dedicated Associate Dean. We will continue to pay special attention to this program (including its ranking). Given recruitment and admissions strengths, we will ensure intimate and high quality (“honors-like”) experience to the nearly 6,500 students. The Undergraduate Programs Committee, along with the Associate Dean for Undergraduate Programs, will be recharged to undertake enrichment activities for the undergraduate program.

3. Preferably through a reallocation of resources, a director-level new position, reporting to the Senior Associate Dean for Students and Programs, will be created to oversee a comprehensive strategy for the adoption of learning technologies throughout the College, including distance-learning. Learning technologies include pedagogic approaches as well as modern technology-based enhancements.

4. Fisher will partner with Office of Distance Education and eLearning at OSU and, if needed, major technology firms for acquisition of learning technologies.

5. Faculty will be provided training, drawing particularly on resources within Ohio State, and the partner technology firm.

6. Fisher will develop a cohort-based hybrid distance-learning MBA program targeted at students beyond driving distance from Columbus. Unlike the EMBA program, it will have a greater online component. Other graduate programs will be considered for similar delivery.

7. Online versions will be developed for all business minors, graduate and undergraduate. Also, online versions of on-ground undergraduate core courses will be offered as alternatives. Online courses will also be bundled into certificates and marketed across the country and abroad.

8. Preferably through a reallocation of resources, a director-level new position, reporting to the Senior Associate Dean for Students and Programs, will be created to oversee a comprehensive strategy for the adoption of learning technologies throughout the College, including distance-learning. Learning technologies include pedagogic approaches as well as modern technology-based enhancements.

9. Collaborate across campus to jointly develop programs and grow scholarship on leadership.
Culture of Diversity and Inclusiveness

Diversity and inclusion play an important and ubiquitous role in the achievement of our strategic priorities. We value diversity of our people because that brings differences in perspectives, which is the seed of innovation, a necessary ingredient for success of each of our strategic priorities. We cultivate that innovativeness through a culture of inclusion. We value diversity in its many forms, including differences in race, gender, economic class, first-gen status, and national origin. For inclusion, we strive for an environment where our people can thrive, being appreciated, collaborative, and productive. For this purpose, we will pursue the following:

1. Give an important leadership position to D&I: For this, the College will appoint an Associate Dean for Diversity and Inclusion. This was done last year. Consequently, D&I considerations are raised and incorporated at the highest levels of the College.

2. Ensure diversity in hires: Because students-facing faculty are role models, the faculty hiring process should be geared to support diversity. This has been done through the use of Diversity Advocates, selected faculty members engaged in the hiring process.

3. Support an inclusive culture: Diversity Advocates are required, and others encouraged, to attend implicit bias training. The dean and associate deans are visible active participants.

4. Support staff growth: To ensure growth of staff, offer a development program. This has now been in place for a year.

5. Diverse classroom: Because our students are headed to a diverse workplace, we want to recruit a diverse class. Efforts to improve, particularly underrepresented minorities, are ongoing and some progress has been achieved.

6. Achieve cross-learning through better integration of domestic and international students: Special programs are to be developed to leverage international students in order to both cater to their needs as well as benefit from their talents, experience, and networks.

7. Continue investment in our students as they transit into alumni: Invest in their lifelong learning through digestible versions of faculty research. This will be increasingly feasible as our website for research translations, Forefront, matures.
What is Fisher doing in pursuit of shared goals? Highlighting related Fisher accomplishments.

**TEACHING AND LEARNING**
- Redesign of Full-Time MBA program
- New Specialized Master in Business Analytics program, delivered 75% online
- Enhanced Master in Accounting with Data and Analytics
- Multiple new industry immersion programs for experiential learning for undergraduate students
- A comprehensive leadership program
- Several new minors for undergraduate students
- Additional international opportunities to develop global competence
- Joint multidisciplinary programs, such as JD/MBA, MD/MBA

**ACCESS, AFFORDABILITY, AND EXCELLENCE**
- Introduced a weekend option for Working Professional MBA, giving students from across Ohio the flexibility to attend classes on the Columbus campus
- Making scholarships a priority in fundraising
- Growing Global Councils in the U.S. and abroad to provide support for incoming and returning students
- In pursuit of excellence, adding to honors programs with a Finance Honors offering
- Growing distance-learning programs (e.g., undergraduate online core options)
- Subsidizing global experiences
- Supported the BRIGHT MBA that develops new leaders for Ohio schools
- Appointed an Associate Dean for Diversity and Inclusion, and pursuing multiple programs to support a diverse workforce and student body
- Instituted an annual climate and culture survey

**RESEARCH AND CREATIVE EXPRESSION**
- Added over 20 incremental faculty in last two years, improving research capacity and student-faculty ratio
- Appointing 10 new endowed professorships
- Improving research visibility through translation of faculty research for executive versions, and improving dissemination with better connections to media
- Summer funding program to support research in place
- Revised policies (annual reviews, appointments, promotion, and tenure, and patterns of administration) to better stress productivity and impact
- Collaborating across campus on Discovery Themes
- Active agendas of centers to support research and interface with practice

**ACADEMIC HEALTHCARE**
- Offering a healthcare industry immersion program to undergraduate students
- Delivering a healthcare track in master of operational excellence program
- Engaging in healthcare research in conjunction with personnel from the Wexner Medical Center

**OPERATIONAL EXCELLENCE AND STEWARDSHIP**
- Record high surplus for the college (Sources less Uses) two years in a row
- College financial reviews presented in faculty/staff meetings 4 times a year
- Two record years of fundraising, with top or near-top performance among Big-10 business schools
- Staff development program in progress to improve individual and college skill set
- Clarity and transparency in faculty workload and compensation policies
- Open college Executive Committee meetings held ~10 times a year to discuss key operational and policy issues
The strategic planning process for Fisher College of business kicked off in February of 2015 in faculty and staff meetings, and was designed to be comprehensive, analytical and inclusive. Five broad areas of investigation were identified to initiate the process, and sub-teams devoted to each area of analysis were then convened over a four-month period. Those teams were comprised of a broad cross-section of individuals, including faculty, staff, college administrators, university representatives and members from the business community. The five teams and the co-chairs of each were as follows:

**Students And Programs Team**

<table>
<thead>
<tr>
<th>Brian Mittendorf</th>
<th>Pat West</th>
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</thead>
<tbody>
<tr>
<td>Department of Accounting and Management Information Systems</td>
<td>Associate Dean, Undergraduate Programs</td>
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**Faculty And Research Team**

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<tr>
<th>Rene Stulz</th>
<th>Peter Ward</th>
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<tr>
<td>Department of Finance</td>
<td>Sr. Associate Dean</td>
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**Learning Methods Team**

<table>
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<tr>
<th>Ray Noe</th>
<th>Rao Unnava</th>
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<tr>
<td>Department of Management and Human Resources</td>
<td>Sr. Associate Dean</td>
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**Globalization Team**

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<tr>
<th>Oded Shenkar</th>
<th>Anil Makhija</th>
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<tbody>
<tr>
<td>Department of Management and Human Resources</td>
<td>Dean</td>
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**Outreach Team**

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<tr>
<th>Tom Goldsby</th>
<th>David Greenberger</th>
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<tr>
<td>Department of Marketing and Logistics</td>
<td>Associate Dean</td>
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Each team conducted in-depth analyses in their respective areas, and were charged with delivering a final report of key findings, recommendations and action plans. Those reports and recommendations were presented and reviewed in detail by a specially constituted core integrative team.

The core integrative team included the Dean and all co-chairs listed above, as well as Doug Stewart (Executive Director of the Fisher Foundation), Tony Cummings (real estate developer and grandson of Max Fisher), and Sandy Harbrecht (CEO of Paul Werth), and additional faculty and staff (Barb DeYoung, Tony Rucci, Jeff Rice, Melinda McDonald, and David...
Harrison). The analytical stage included in-depth data collection and best practice identification in each area. In addition, in early 2015, a special report was commissioned by Dean Makhija to evaluate the College’s financial status, as well as an assessment of the current working culture and climate in the college. That assessment was conducted by Professors Roy Lewicki and Joe Alutto. The results of that report were made available to the sub-teams, as well as more broadly to the faculty and staff in town hall meetings. Data collected by a special support team was placed on a web-site and distributed to all participant teams as well as other staff and faculty in the college.

Once each sub-team had delivered their reports, the core integrative team and the Dean compiled those reports into a comprehensive draft strategic planning document and shared it with the college Executive Committee. That information has undergone multiple stakeholder reviews beginning in June of this year. Following that review, and coinciding with the fall semester, the plan has been reviewed with all faculty and staff in a series of open town hall meetings conducted by Dean Makhija. Based on those town hall sessions, the strategic plan has been revised, and the recommendations and action plans have been prioritized and reflected in the five year 2016-2021 Fisher College Strategic Plan, “Top 5 in 5” Plan, reflected here.
### Statement of Strategic Intent I 2016 – 2021

<table>
<thead>
<tr>
<th>Strategic Priorities</th>
<th>Key Initiatives</th>
<th>Action Plans (timing)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RELEVANT IMPACT</strong></td>
<td><strong>Productivity and impact in research</strong></td>
<td>Annual reviews, summer funding and APT (trial in 2016–17 and 2017–18)</td>
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<td></td>
<td><strong>Visibility to research</strong></td>
<td>Proactive communications in media (ASAP &amp; ongoing)</td>
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<td><strong>Conduct a review of centers</strong></td>
<td>Financial and reputational reviews (2015–16)</td>
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<td></td>
<td><strong>Expand community involvement and impact</strong></td>
<td>Extend BRIGHT (2016–18), Fisher Impact Day (annual) and Ohio Export Internships (2018–19); Market MBA pro bono availability (2016–17)</td>
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<tr>
<td><strong>CONTINUOUS INNOVATION</strong></td>
<td><strong>Promote and support interest groups</strong></td>
<td>Data analytics (2016–17)</td>
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<td></td>
<td><strong>Introduce new programs</strong></td>
<td>SMB Business Analytics and SMB Innovation/Entrepreneurship (2017–18); Cohort and distance WPMBA (2017–18); Expand grant-writing efforts</td>
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<td><strong>Expand our global presence with partner schools, alumni &amp; businesses</strong></td>
<td>China (2016–17); India (2017–18); and Brazil (2018–19)</td>
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<tr>
<td><strong>EDUCATIONAL EXCELLENCE</strong></td>
<td><strong>Enhance UG degree programs</strong></td>
<td>10 industry clusters (2017–18); High impact projects (2016–17)</td>
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<td><strong>Introduce new distance learning initiatives</strong></td>
<td>UG minor; UG online core alternatives, Exec Ed certificates (2016–17)</td>
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<td><strong>Improve faculty-student ratios</strong></td>
<td>Add 3+ faculty per year (2016–17); Discovery themes; +4 faculty per year beyond</td>
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<td><strong>Conduct current program quality reviews</strong></td>
<td>FT MBA &amp; WPMBA (2016–17); then 2–3 programs each year; evidence of mastery</td>
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<td><strong>Enhance and expand experiential learning opportunities</strong></td>
<td>Expand Global Applied Projects initiatives to include 50% of MBAs (2016–17); Introduce Fisher Leadership Fellow Initiative MBA/MIHRM (2015–16)</td>
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<tr>
<td><strong>CULTURE OF DIGNITY AND INCLUSIVENESS</strong></td>
<td><strong>Sponsor cultural excellence efforts</strong></td>
<td>Transparency (2015–16); Diversity (2015–16); One Fisher (2015–16); Inclusiveness (ongoing); Staff and faculty development program (2016–17)</td>
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<td><strong>Foster greater alumni engagement</strong></td>
<td>Alumni clubs in 5 major domestic locations; Distribute executive versions of faculty research (2016–17)</td>
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<td><strong>Further integrate a global/international focus</strong></td>
<td>Students (2016–17); International alumni (2017–18)</td>
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## APPENDIX C: Fall 2017 Update – Where are we?

<table>
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<tr>
<th>Strategic Priorities</th>
<th>Key Initiatives</th>
<th>Plans and Progress</th>
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<tbody>
<tr>
<td><strong>RELEVANT IMPACT</strong></td>
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<tr>
<td>Productivity and impact in research</td>
<td>Plans: Annual reviews, summer funding, and APT (trial in 2016-17 and 2017-18)</td>
<td>Progress: Undertook and completed with appropriate approvals (e.g., OAA, and/or voting) governance policies, emphasizing productivity plus impact including (1) APT, (2) college and department level PoAs, (3) annual review process (faculty activity report), (4) expanded summer funding criteria, (5) endowed appointments policy, (6) small grants procedure, (7) workload policy, (8) parental leave policy, and (9) Pace Setters selection process.</td>
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<tr>
<td>Visibility to research</td>
<td>Plans: Proactive communications in media (ASAP &amp; ongoing)</td>
<td>Progress: Translation process and distribution active now</td>
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<td>Conduct a review of centers</td>
<td>Plans: Financial and reputational reviews (2015-16)</td>
<td>Progress: Financials standardized and placed on web. Regular annual review with Executive Committee</td>
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<td><strong>CONTINUOUS INNOVATION</strong></td>
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<tr>
<td>Promote and support interest groups</td>
<td>Plans: Data analytics (2016-17)</td>
<td>Progress: Interest group not formed</td>
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<tr>
<td>Introduce new programs</td>
<td>Plans: SMB Business Analytics and SMB Innovation/Entrepreneurship (2017-18); Cohort and Distance WPMBA (2017-18); Expand grant-writing efforts</td>
<td>Progress: OAA and all other approvals obtained, and in marketing phase for Fall 2018 start of SMB–Business Analytics. WPMBA as of Fall 2017 has added a weekend option, allowing students from Cleveland and Cincinnati to enroll. Plans for distance offerings in WPMBA in Spring 2018. Joined OSU Proposal Development Center to grow our limited capability in grant-writing.</td>
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<tr>
<td>Expand our global presence with partner schools, alumni &amp; businesses</td>
<td>Plans: China (2016-17), India (2017-2018) and Brazil (2018-19)</td>
<td>Progress: Working with IIT Bombay to deliver short Opex course to executives in Mumbai, starting in February 2018. Expecting several Brazil executives to enroll at Fisher. In talks with USP Brazil, for joint logistics program in Sao Paolo. Traveled to China in late Oct. 2017, following up on opportunities.</td>
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<td><strong>EDUCATIONAL EXCELLENCE</strong></td>
<td>Enhance UG degree programs</td>
<td>Plans: 10 industry clusters (2017-18); High impact projects (2016-17)</td>
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<td>Progress: Starting with 7 clusters, there are 9 now with active conversations for 2 more by end of 2017-2018. Also, Approval for Finance Honors is underway.</td>
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<td>Introduce new distance learning initiatives</td>
<td>Plans: UG minor, UG online core alternatives, Exec Ed certificates (2016-17)</td>
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<td>Progress: Multiple UG minors in place (Business Minor, Real Estate, refreshed Innovation &amp; Entrepreneurship, new Business Analytics Minor). Two UG core courses online. Exec Certificates in planning stage.</td>
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<td>Improve faculty-student ratio</td>
<td>Plans: Add 3+ faculty per year (2016-2018); Discovery themes; +4 faculty per year beyond</td>
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<td>Progress: From 139 in Sept. 2015, full-time faculty has grown to 160 in Sept. 2017 in an attempt to expand research and teaching capability.</td>
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<td>Conduct current program quality reviews</td>
<td>Plans: FTMBA &amp; WPMBA (2016-17); then 2-3 programs each year; evidence of mastery</td>
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<td>Progress: Major redesign of Full-Time MBA program has been in progress since March 2017, with aim to bring to faculty vote in Feb. 2018 or Mar. 2018. WPMBA review to follow.</td>
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<td>Enhance and expand experiential learning opportunities</td>
<td>Plans: Expand Global Applied Projects initiatives to include 50% of MBAs (2016-17); Introduce Fisher Leadership Fellow Initiative MBA/DLA/MHRM (2015-16)</td>
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<td>Progress: Early interest from current 2017-2018 class suggests that 75% of students may participate in GAP, requiring up to 12 projects instead of the ~6 in the recent past. Extensive progress in leadership initiative, engaging 2,000+ students in assessments. Also, exploring partnerships across campus.</td>
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<td><strong>CULTURE OF DIGNITY AND INCLUSIVENESS</strong></td>
<td>Sponsor cultural excellence efforts</td>
<td>Plans: Transparency (2015-16); diversity (2015-16); One Fisher (2015-16); inclusiveness (ongoing); staff and faculty development program (2016-17)</td>
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<td>Progress: Reviewed college finances 4 to 6 times a year. Held open ~10 executive Committee meetings annually, with timely minutes distributed. Held joint faculty and staff strategy meeting every semester to cement a one-Fisher culture. After design phase in 2016-2017, staff development program is actively being rolled out now in 2017-2018.</td>
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<td>Foster greater alumni engagement</td>
<td>Plans: Alumni clubs in 5 major domestic locations; distribute executive versions of faculty research (2016-17)</td>
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<td>Further integrate a global/international focus</td>
<td>Plans: Students (2016-2017); International alumni (2017-18)</td>
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<td>Progress: Last year, 749 students participated in an international experience. The 16 Global Councils are a mechanism to reintegrate international alumni.</td>
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