

School of Business
University of North Carolina at Pembroke
Summary
Academic Plan

January 9, 2002
January, 2004

Related “Theme”

Preparing knowledgeable managers and other professionals for the future to ensure economic development and adapting (and humanizing) emerging technology to meet the intellectual, educational and creative needs of global society.

New Programs/ Minors/ Tracks/ Courses/ Other initiatives

1. The School of Business will modify its organization structure to include an associate dean. This individual will serve in lieu of dividing the school into departments with each department having a chairperson. Should the School later divide into departments, the associate dean will chair one of the departments. The associate dean will be responsible for handling internal school affairs such as class scheduling, classroom allocation, student needs and office supply allocation. The associate dean will also be responsible for overseeing the student advising process and student workers. This will allow the Dean to spend more time in external business development and strategic planning for the School of Business.
2. The School of Business has made a commitment to pursue AACSB accreditation. Pre-candidacy is scheduled for the 2003-2004 academic year followed by a 5-year candidacy period beginning Fall 2004. In February 2002, the School of Business faculty discussed the feasibility of pre-candidacy for the 2002-2003 academic year. Research requirements and teaching loads will be a major concern of AACSB and will require commitment of resources by the administration.
3. The School of Business is currently planning an International Business track to be offered beginning with the 2004-2005 academic year. This track requires very little additional course development because it will use existing courses in several areas.

4. The School also intends to offer a track in information technology beginning with the 2005-2006 academic year. One individual with an MBA has been hired for this position with the commitment he will pursue a Ph.D. in information technology. A second person is to be hired for the 2004-2005 academic year.
5. In collaboration with Dr. Alex Chen, an International focus for the MBA degree will be developed. This will begin with faculty and student exchange agreements with various international academic institutions. Through active recruiting of international students to our campus MBA program and other local efforts, we will begin a full-time, day MBA program in the Fall of 2004.
6. Initial contact has been made with the Math Department to develop a joint graduate degree in Ecommerce.
7. A network of retired executives is being developed to assist the school in a number of ways. These executives will serve as mentors/coaches for students as they make the transition to the professional world of work. They may also be involved in assisting students in other ways such as in team competitions or in developing their own small businesses.

UNIVERSITY OF NORTH CAROLINA AT PEMBROKE
SCHOOL OF BUSINESS
ACADEMIC PLAN
2003-2009

Section One
Introduction

The School of Business offers three degrees: Bachelor of Science in Business Administration, Bachelor of Science in Accounting and the Masters of Business Administration. The Business Administration degree is currently offered with four tracks: economics, finance, management and marketing. The Business Administration degree is designed to provide students a broad overview of business operations with more in-depth knowledge in the areas of concentration. The Master of Business Administration degree is a general graduate degree designed to provide students with a broad business education rather than a concentrated degree in only one functional area.

Effective with the Fall 2004 Semester, the School of Business will modify the current organizational structure to include an associate dean. This individual will serve in lieu of dividing the school into departments with each department having a chairperson. The associate dean will be responsible for handling internal school affairs such as class scheduling, classroom allocation, student needs and office supply allocation. The associate dean will also be responsible for overseeing the student advising process and student workers. This will allow the Dean to spend more time in external business development and strategic planning for the School of Business.

Based on assessment data, The International Association for Management Education (AACSB) accreditation guidelines and changing business environment, the faculty voted in the Fall 1998 Semester to expand the Business Administration degree offerings to include tracks in Marketing and Finance. These tracks became effective during the Fall 1999 Semester. Due to the demand for an understanding of information technology, the School is planning to add a track in Information Technology in the Fall of 2004. Also, two additional upper division business courses are now required for every business administration major. This was done to prepare for a move from the current offering of tracks with a 12-hour requirement to majors requiring 18-hours. This change to majors will be made when sufficient faculty resources are in place to ensure adequate scheduling.

A primary thrust for the School of Business is to become a candidate for AACSB accreditation. The five-year candidacy program offered by AACSB provides institutions with a reasonable time frame and an advisor to guide them in the accreditation process. Essential steps in this process are discussed throughout this academic plan. The new AACSB guidelines certainly make it feasible for the UNCP School of Business to become accredited.

The graphs on the following pages 3 to 5 illustrate the growth in enrollment for the School of Business. Student credit hours (SCHs) have increased from 2588 in the Spring of 1995 to 5229 for the Fall of 2003, a 102% increase. Enrollment in the MBA program began with 186 student credit hours in the first semester, Fall of 1995. Enrollment dipped to a low of 39 SCHs in the Summer of 1998, but has rebounded to 195 SCHs in the Fall of 2003. Total student credit hours (undergraduate and graduate) for the academic year has increased from 5507 in 1994-1995 to 11088 for 2002-2003. This is a 101% increase.

In examining its academic program, the School of Business feels it's strengths are small classes; highly qualified, dedicated and diverse faculty who work with students and are readily available outside of the classroom; the only night undergraduate degree program on the UNCP campus; undergraduate and graduate degrees at three community colleges; being a part of the UNC system; and the low cost of education. Weaknesses of our academic program include lack of a critical mass of students in some functional areas to offer classes on a regular basis, need for greater interaction between our faculty and faculty of other campuses, lack of sufficient monies for faculty development for both travel and research support, and lack of classroom space. Because of the increased enrollment, we are having to expand class size and utilize classrooms beyond those of the School of Business.

This academic plan was prepared by the School of Business faculty and originally approved on August 18, 2001. The revision was approved by the faculty on January 26, 2004.

The mid-year evaluation was conducted accordingly to Section VII of this plan at the end of the Fall 2001 Semester. The academic plan was updated based on evaluation of the goals. This revised academic plan was approved by the School of Business faculty on January 8, 2002.

The School of Business currently has twenty-two full-time faculty, eight adjuncts, and one faculty in phased retirement. The department is currently recruiting a full-time Ph.D. in operations management and an MBA in accounting and management information systems. The name, degree type, graduate school attended, degree specialization, and year of graduation of current faculty are provided below:

Professors:

Crandall, William R., Ph.D., University of Memphis (1992), HRM/OB
Dent, Eric B., Ph.D., The George Washington University (1997), Management/OB [Dean]
Parnell, John A., Ph.D., University of Memphis (1992), Ed.D. Campbell University, 1990, Strategy - holds the Belk Distinguished Chair
Powers, Ed, Ph.D., University of South Carolina (1971), Management
Schell, Doug, D.B.A., Indiana University (1977), Management

Associate Professors:

Bukowy, Stephen, Ph.D., CPA, University of Georgia (1993), Accounting
Calabrese, Carmen, Ph.D., University of Pennsylvania (1972), Materials Science and Engineering, M.B.A., Eastern Michigan University (1983)
Guffey, William R., Ph.D., Virginia Polytechnic Institute and State University (1992), Strategic Management
Maysami, Ramin C., Ph.D., Iowa State University (1992), Economics

Assistant Professors:

Ashraf, Mohammad, Ph.D., Northern Illinois University (1998), Economics
Bell, Sharon, M.B.A., CPA, Campbell University (1989)
Bishop, Ollie, M.B.A., CPA, University of North Carolina at Chapel Hill (1977)
Frederick, Jim, Ph.D., Wayne State University (1983), Economics
Fricke, David, Ph.D., (expected), The University of Connecticut (2004), Finance
Lakatos, Joseph P., J.D., St. John's University (1993), M.B.A. (1996)
Ling, Howard, Ph.D., Old Dominion University (1999), Marketing

Instructors and Lecturers:

Dalen, Mark M.B.A., The George Washington University (1992)
Hunt, Cammie M.B.A., University of North Carolina at Pembroke (1998)
Kassens, Alice L., Ph.D. (expected), North Carolina State University (2004), Economics
Soucy, Don, M.S., Union College (1975)
Thomas, Stewart, M.B.A., CPA, CITP, Campbell University (1996)
Zaccaro, Michael, M.B.A., University of North Carolina at Pembroke (2000)

Phased retirement

Maynor, David, Instructor, M.B.A., Columbia University (1971)

The Department utilizes adjunct instructors to complement its full-time faculty. The use of adjuncts allows the department to offer more courses and better meet the needs of students. Adjuncts are required to have an MBA or other appropriate graduate degree and be SACS qualified with 18 hours of graduate work in the discipline.

Bullard, Greg, JD, NCCU School of Law (2000)
Burnette, Richard, DPA, Nova-Southern University (1978)
Busko, Robert, MA, Appalachian State University (1979)
Deese, Dale, JD, NCCU School of Law (1989)
DeParis, Rich, DPA, University of LaVerne (1995)
Hamzah, O.Z., MBA, University of North Carolina at Pembroke (2000)
Hunt, Gerald, MBA, Embry-Riddle Aeronautical University (1990)
Innes, Diane, MBA, University of North Carolina at Pembroke (2000)
Jarrell, Tommy, Ph.D., Kennedy Western University (2002)
Johnson, Deana, MA, University of North Carolina at Pembroke (2000)
Masters, John, MS, CPA, Memphis State University (1979)
Moore, William, JD, University of North Carolina at Chapel Hill (1985)
Oxendine, John, MBA, Fayetteville State University (1977)
Ratley, Warren, MBA, Campbell University (1988)
Wishart, John, MBA, University of North Carolina at Pembroke (1998)

Table 1-1
General Information
Full-time Business Faculty

Name & Degree	Rank, Nature & Initial Appointment Date	Area of Specialization	Primary Course Responsibilities
Ashraf, Mohammad Ph.D.	Assistant, tenured, 2003	Economics	Economics Business Statistics
Bell, Sharon MBA, CPA	Assistant, tenured, 1989	Accounting	Financial and Managerial Accounting
Bishop, Ollie MBA, CPA	Assistant, tenured, 1979	Accounting	Intermediate Accounting Business Uses Computers
Bukowy, Stephen Ph.D., CPA	Associate, tenured, 1994	Accounting	Tax, Auditing, Government & Non-Profit
Calabrese, Carmen, Ph.D.	Visiting Associate, 2003	Marketing	Marketing
Crandall, William R., Ph.D.	Full, tenure-track, 2003	Management	Business Policy, Organization Theory
Dalen, Mark MBA	Instructor, 2002	Finance	Business Finance Investments
Dent, Eric Ph.D.	Full, tenured, 1998	Management	Org Theory & Behavior
Frederick, Jim Ph.D.	Assistant, tenured, 1988	Economics	Principles of Economics Business Statistics II
Fricke, David Ph.D. (Expected)	Assistant, tenure- track, 2000	Finance	Business Finance Investments
Guffey, William R., Ph.D.	Associate, tenure- track, 2002	Management	Business Policy
Hunt, Cammie MBA	Senior Lecturer, 1998	General Business	Small Business Development Business Communications
Kassens, Alice Ph.D. (Expected)	Instructor, tenure- track, 2003	Economics	Principles of Economics Business Statistics

Lakatos, Joseph, MBA, JD	Assistant, tenure-track, 2003	Business Law Accounting	Business Law Accounting
Ling, Howard Ph.D.	Assistant, tenure-track, 2001	Marketing	Marketing Strategy E-Commerce
Maysami, Ramin Cooper, Ph.D.	Associate, tenure-track, 2003	Economics, Personal Finance	Economics, Personal Finance
Parnell, John, Ph.D.	Full, Belk Chair, tenured, 2002	Management	Business Policy, Organization Theory
Powers, Ed Ph.D.	Professor, tenured, 1988	Management	Organizational Theory Human Resources
Schell, Doug D.B.A..	Professor, tenured, 1990	Management	Business Policy
Soucy, Donald , M.S.	Senior Lecturer, 2002	Management	Statistics, Management
Thomas, Stewart MBA, CPA, CIFP	Lecturer, 2001	Accounting MIS Oper. Mgmt	Financial Accounting Managerial Accounting
Zaccaro, Mike MBA	Instructor, 2001	Management MIS	Org Theory & Behavior Business Uses of Computers

Table 1-2
 General Information
 Part-time Business Faculty

Name & Degree	Appointment Date	Primary Course Responsibilities
Greg Bullard, JD	2001	Legal Environment of Business
Richard Burnette, DPA	1999	Principles of Macroeconomics
Robert Busko, MA	1999	Principles of Management
Dale Deese, JD	1996	Legal Environment of Business
Rich DeParis, DPA	2000	Organizational Theory & Behavior
O. Z. Hamzah, MBA	2002	Operations Management
Gerald Hunt, MBA	1999	Principles of Management
Diane Innes, MBA	2002	International Business
Tommy Jarrell, Ph.D.	2000	Business Statistic II
Deana Johnson, MA	2001	Business Communications
John Masters, MS, CPA	1999	Financial Accounting
William Moore, JD	1988	Legal Environment of Bus
John Oxendine, MBA	1998	Business Uses of Computers
Warren Ratley, MBA	1999	Principles of Marketing
John Wishart, MBA	1999	Human Resource Management

Section Two

The Process

During several faculty meetings during the 2000-2001 academic year, the academic plan and possible themes were discussed. The mission statement for the School of Business was developed during the 1999-2000 academic year through a committee specifically assigned this function, and then later through faculty involvement and discussion.

Themes for the university, the mission of the School of Business, goals and objectives, and future direction of the School of Business were all topics of discussion at an all-day faculty meeting on August 17, 2000, as well as subsequent faculty meetings. Specific feedback concerning goals and objectives were received during the early part of the Spring 2001 Semester. Then on March 16, the School of Business faculty met in an extended, afternoon faculty meeting to further develop the academic plan.

The academic plan was then presented and approved by the School of Business Advisory Board on April 6, 2001. On April 25, 2001, the academic plan was approved by the business faculty.

In the fall of 2003, a subcommittee of the faculty was appointed to update the academic plan. This subcommittee consisted of Eric Dent (chair), Carmen Calabrese, Cammie Hunt, Ed Powers, Don Soucy, and Stewart Thomas.

Section Three

Assumptions

The following assumptions were deemed to be important to the future academic plan of the School of Business.

1. Higher education's share of state appropriations will continue to decline with increasing competition for available dollars from other educational sectors-and as elected representatives attempt to address legitimate public concerns in the areas of health, welfare, and crime. State funding for the campus will continue to be determined primarily by the enrollment-driven formulas of the University of North Carolina system and, during the life of this Plan, UNC Pembroke will see no significant adjustment in its funded student/faculty ratio and only modest adjustments in support funding. The Chancellor and the Board of Trustees will continue their efforts to gain adequate appropriations by the General Assembly, by the Board of Governors, and the UNC Office of the President in order to meet the needs of our distinctive mix of liberal arts and professional programs.
2. There will be continuing and even increased demands from the General Assembly for the University to provide highly accessible, high-quality, cost-effective undergraduate and graduate instruction and for the UNC institutions to implement self-regulating systems to ensure continuous review and improvement of institutional quality. Particular attention will be placed upon the effective and efficient use of faculty resources, and the University will be asked hard questions about the productivity and effectiveness of members of the faculty.
3. In addition to our anticipated enrollment increases, new initiatives must be considered carefully at all levels so that they do not significantly diminish the quality of those existing programs and activities that are central to the accomplishment of the missions of the departments, the college and schools, and the University as a whole. At the same time, it must be recognized that some activities are more important than others, and we must be prepared to dispense with those which have outlived the need they were intended to serve, have failed or are unlikely to meet standards of excellence, or are too costly for the benefits produced. And while it can be expected that new programs will eventually generate new resources from the enrollments they generate, reallocation by the Provost and within the college and schools will be necessary in the short-term to launch new initiatives.
4. Both in terms of student enrollment and institutional commitment, UNC Pembroke will continue primarily to be concerned with outstanding undergraduate education, with gradual and selective increases in the number and size of its master's and certificate programs.

5. Demand for undergraduate education will continue to rise in response to growth in the Pembroke region and increases in the proportion of high school graduates who desire and qualify for post-secondary education. As a result of comprehensive articulation agreements between the UNC system and the North Carolina Community College System, an increasing number of these students will begin their higher education at a community college and then transfer to one of the sixteen UNC campuses upon completion of requirements for an associate degree.
6. UNCP will continue to serve undergraduate students who are 25 years or older, female, and members of under represented minority groups, particularly Native Americans, Latinos, and African-Americans. Although not all of these graduates will have met the Minimum Admission Requirements of the University of North Carolina and therefore will not be immediately eligible to matriculate at one of the sixteen constituent institutions, it is clear that extending educational opportunity to the state's most significant minority groups will be an important issue to be confronted by the public institutions, including UNC Pembroke.
7. Continuing changes in the work force will result in the return to higher education of many college graduates seeking post-baccalaureate degrees and certificates and the upgrade of job-related skills through non-credit continuing professional education.
8. While UNC Pembroke aspires to achieve national and even international standards of excellence in its instructional, research, and public service programs and the quality of its faculty, it has a particular obligation to use its human and other resources to respond to the needs of the Pembroke and Southeastern North Carolina region, including those related to economic development, the solution of pressing social problems, and cultural enrichment of the citizenry.
9. Federal support for research, facilities enhancement, and curriculum development will decline overall on an absolute basis, as will returns to higher education via formulas for indirect cost reimbursement. Increasingly, both publicly and privately funded research will be interdisciplinary and applied with an orientation toward economic development.
10. Technology will have an increasing impact on teaching and learning and the way the University operates. Incoming students will be more technology literate and will expect more sophisticated applications of technology to deliver instruction and support the learning process. More effective applications of technology will present a continuing challenge to members of the faculty and support staff because of the rapid pace of technological change.
11. Technology relevant to instruction, including everything from the World Wide Web to the use of fiber optic networks for two-way interactive television, will erode the market

monopoly that geography has afforded regional universities like UNC Pembroke to serve students who either must or choose to attend school close to where they work or live. As students have more choices for fulfilling their educational needs, they will place increasing emphasis on compatibility of program design, instructional methods, and course scheduling, with their personal circumstances as they choose the institution at which they will enroll. These developments will present both the responsibility and the opportunity to extend access of the region to the resources of the University through appropriately designed and scheduled regular instruction, continuing education, and professional service via weekend offerings, the World Wide Web, the North Carolina Information Highway, and the North Carolina Research and Education Network (NCREN). Establishment of UNC Pembroke's off-campus programs at several regional sites is the first step in the extension of the campus to more effectively respond to the diverse educational, economic, social, and cultural needs of the Southeastern North Carolina region.

12. The Pembroke region, defined here as the five adjacent North Carolina and three South Carolina counties that ring Pembroke and Robeson County, will witness the continuation of several major trends observed in the 1990's: 1) continued diversification and modest growth of the region's service base; 2) strengthening of the region as a center for trade and distribution based largely on the I-95 and developing I-74 corridors; 3) continuing importance as a provider of health-care related services and gradual emergence in the area of rural health-related research; 4) increasing recognition that lifelong education and retraining of the work force in nearly all sectors will be necessary to build economic competitiveness; 5) continued development of UNC Pembroke's capacity to respond to the cultural needs of the citizens of the region with a diverse array of visual and performing arts; 6) continuing modest growth of the region and the resulting impact on the environment, economic development, crime, transportation, and the delivery of public services. There will be even greater demands upon the University to help the region deal with problems associated with these developments and increasing opportunities to help the region exploit its economic and cultural potential.
13. Continuing campus-wide attention to public relations will be required to understand the needs of the citizens in the region, state, and nation, to capitalize on opportunities to respond to their needs, and to establish UNC Pembroke's identity as an energetic and responsive university known for the excellence and effectiveness of its endeavors.
14. An increasing percentage of students will take classes at a distance using web-based technology. This format will allow students who are unable to come to campus to participate in UNC Pembroke's course offerings. This will include not only students within driving distance of campus who will take online courses for convenience, but also international students who will share perspectives from other countries to enrich UNC Pembroke classes.

Section Four

School of Business Mission Statement

The mission of the School of Business is to provide Bachelors and Masters degrees in support of the University of North Carolina at Pembroke, a university founded for, and playing a special role in supporting, Native American students. The primary focus in the School of Business is on undergraduate degree programs. The School also emphasizes outstanding teaching and offers relatively small class sizes. Service and scholarship are important aspects of the faculty's work.

The School of Business:

- serves more working adult students than does a traditional school
- provides diverse educational opportunities primarily to students from Southeastern North Carolina and adjacent regions, as well as to students from other states and countries
- helps students to become productive professionals and responsible citizens who will make a difference in the world and have strong communication, decision making and computer skills applied in a dynamic global arena
- prepares students for lifelong learning
- has a particular obligation to use its human and other resources to respond to the needs of the Pembroke and the Southeastern North Carolina region, including those related to economic development, the solution of pressing social problems, and cultural enrichment of the citizenry.

GOAL SUMMARY

Current theory in strategy setting recognizes that it is impossible to accurately predict several years into the future because of a highly dynamic, changing external and internal environment. Strategies are now commonly developed in terms of strategic thrusts or initiatives. These are efforts that an organization will make to head in a certain direction. These initiatives need to be revisited regularly because of changing factors which may make them less important or because new opportunities arise which could not have been foreseen earlier.

The following Strategic Initiatives are arrayed in terms of what we as a School will SUSTAIN, INCREASE and DECREASE.

Areas that we should SUSTAIN

- Relatively small class size
- Outstanding teaching
- Teaching emphasis
- Close faculty-student interaction

Areas that we should INCREASE

- Bring curriculum, faculty activities, learning assessment, teaching load, etc. in alignment with AACSB requirements
- Increase number of faculty “academically qualified” by AACSB
- Launch a formal process for assessment of student learning outcomes
- Increase salary levels of faculty with a goal of achieving the 25th percentile among AACSB universities.
- Increase adjunct pay to be competitive outside the region for attracting online faculty who are “academically qualified.”
- Increase School of Business fund raising to support a variety of activities such as the facultyship
- Increase the pursuit of grants
- Establish a student advisory panel
- Develop a culture in which students see the importance of enhancing their education through opportunities outside of class, such as attending a distinguished executive speech.
- Establish a business advisory panel
- Develop additional opportunities for international interactions
- Develop a track in international business
- Develop a track in information technology
- Explore the possibility of a minor in entrepreneurship
- Establish a daytime MBA program and increase the size of the evening program
- Establish a professional coach network to assist students in the transition to the professional world of work

- Acquire office space consistent with current university standards for faculty
- Acquire a faculty/student commons room to foster faculty/student interaction
- Increase online course offerings so that students can acquire the business major from a distance
- Increase interactions with the community such as internships, student projects for organizations, etc.
- Develop a niche/mission for the School of Business in which we can be seen as a center of excellence

Areas that we should/may have to DECREASE

- Alignment with AACSB and UNCP's commitment to relatively small classes not taught by graduate students may mean that a limited number of classes may need to increase in size

Areas that we should SUSTAIN

- **Relatively small class size**

In 2003-04, no undergraduate class was set to a maximum enrollment above 30 and no graduate class above 20. Notwithstanding the comment in the “Decrease” section below, it is important for the culture and mission of the School and university that this relatively small class size be sustained. Measure: class size

- **Outstanding teaching**

The mission of the School and university is founded on the fact that students can depend on receiving outstanding teaching from the faculty. This excellence must be sustained. Measure: above average student evaluations and other cultural/reputational measures of teaching excellence.

- **Teaching emphasis**

The mission of the School and university is founded on the fact that teaching (rather than scholarship or service) is the primary function of the School and university. This emphasis should be sustained.

- **Close faculty-student interaction**

Another selling point of the university is that students have a “private school experience at a public school cost.” The accessibility of faculty, and their caring attitudes towards students need to be sustained.

Areas that we should INCREASE

- **Bring curriculum, faculty activities, learning assessment, teaching load, etc. in alignment with AACSB requirements**

As noted above, the previous version of the School of Business's academic plan notes that the faculty and higher administration approve the pursuit of AACSB accreditation. This designation has become even more important recently. AACSB used to be a designation for fairly elite schools. Now, it is becoming as common as regional accreditation for schools of a given size. The Georgia legislature, for example, has mandated that all Georgia State universities must achieve AACSB accreditation if they are to maintain a School of Business. AACSB accreditation is critical for attracting students internationally.

The AACSB accreditation process will bring several changes to the School of Business. The primary change is that we will have to be much more systematic in documenting all of our practices. The AACSB process will also dictate, for example, the assessment of student learning outcomes that UNCP is addressing campus-wide. It will mean ensuring that all newly recruited faculty are "academically qualified" by AACSB standards and that some current faculty change how they are spending their time in order to become academically qualified. The AACSB process will force some changes in the type of faculty member we allow to serve in an adjunct capacity. It will likely require us to search nationally for faculty to teach online courses, since there is a lack of doctorally-qualified faculty within driving distance of Pembroke.

- **Increase number of faculty "academically qualified" by AACSB**

Of the 22 full-time faculty devoted to the School of Business, perhaps eight would be classified as "academically qualified" by AACSB standards. The AACSB requirement is for 90% of the faculty to be either academically or professionally qualified. This gap is not as large as it first appears. Since we have at least five years before final evaluation, several things can happen if we are disciplined about making them happen. Firstly, any new full-time faculty brought into the School must be academically qualified. Based on the hiring and retirement for 2004-05 alone, we will move to 11 qualified out of 23 (from 36% to 48% of the faculty academically qualified). Secondly, we have three faculty members currently in doctoral programs and two others who will soon enter doctoral programs. We will encourage and support as much as possible the pursuit of doctorates by faculty who do not have a terminal degree. Finally, some faculty can become academically qualified by modestly increasing the time they spend on scholarship. These changes should allow us to reach the goal by the time AACSB completes their review. Measure: number of faculty academically qualified. Also, see Appendix I for evaluation of the faculty according to Delaware Study criteria.

- **Launch a formal process for assessment of student learning outcomes**

Compared with other parts of campus, we are, perhaps, fortunate that our accrediting body provides clear and specific guidance for how to assess student learning. AACSB has teamed with EBI (Educational Benchmarks, Inc.) who has developed an assessment instrument which

addresses the learning objectives required by AACSB. We have only to add a few other assessments in our curriculum, such as assessing presentation ability in one of our courses. The associate dean who will begin in the 2004-05 school year will have primary responsibility for launching and maintaining this process. Measure: Use of the EBI instrument and development of other assessments.

- **Increase salary levels of faculty with a goal of achieving the 25th percentile among AACSB universities.**

Attracting and retaining academically qualified faculty is critical to the success of the school. Part of our ability to do this will mean being somewhat competitive in terms of compensation. At the moment, we would be near the bottom of AACSB schools and behind “basket” universities such as Fayetteville State University. Measure: Increasing faculty salaries to the level of the 25th percentile of AACSB should be the long-term goal.

- **Increase adjunct pay to be competitive outside the region for attracting online faculty who are “academically qualified.”**

UNCP has approved and is advertising the business undergraduate degrees as being available fully online. The shortage of part-time faculty in the area who are doctorally-qualified and the requirements of AACSB mean that we need to be recruiting faculty from outside the region, and must be somewhat competitive in compensation. Measure: Increasing adjunct pay to at least \$3,000 in the short-term and \$4,000 in the long-term.

- **Increase School of Business fund raising to support a variety of activities such as the facultyship**

There is no history of fund raising at UNCP on a school basis. Measure: Raise at least \$10,000 per year through School of Business efforts.

- **Increase the pursuit of grants**

Grant writing has not been a consistent activity within the School. Measure: Per year, write at least two grants of at least \$50,000.

- **Establish a student advisory panel**

In 2003-04 there is no active student advisory panel. Measure: Launch one during the 2004-05 academic year and sustain it henceforth.

- **Develop a culture in which students see the importance of enhancing their education through opportunities outside of class, such as attending a distinguished executive speech.**

In 2003-04 there are no routine opportunities sponsored by the School for students to enhance their education outside the classroom. Measure: Launch and maintain at least one activity per semester, such as a distinguished speaking series.

- **Establish a business advisory panel**

In 2003-04 there is no active business advisory panel. Measure: Establish a panel in 2004 and sustain its active participation.

- **Develop additional opportunities for international interactions**

In 2003-04 we have international students who are business school majors. We also have a summer trip scheduled to Monterey, Mexico. We have an agreement with Woosong University for their students to complete the final two years of the degree at UNCP, beginning in 2006. We should sustain these activities. Measure: We should establish one ongoing program which enriches our faculty and students through exposure internationally. This program could be one which brings students to UNCP, one which is a joint degree program, or one which we offer in an international location.

- **Develop a track in international business**

The school faculty have voted to launch a track in international business in Fall 2004. Measure: Having the track and coursework in place on time, and sustain it.

- **Develop a track in information technology**

We are planning to offer this track beginning in the fall of 2005. We are currently recruiting a professor in this area who will play a key role in developing the track so that it can be created and sustained. Measure: Creating and sustaining the track.

- **Explore the possibility of a minor in entrepreneurship**

We are presently exploring the possibility of a minor in entrepreneurship, similar to what Monterrey Tec offers. We have submitted a grant which could help provide funding for such a minor. Measure: Complete exploration and make decision.

- **Establish a daytime MBA program and increase the size of the evening program**

We have decided to launch a daytime MBA program beginning in the fall 2004. Measure: Launch with at least 10 students and grow to at least 30 by 2009. Increase the evening program to 75 students by 2009.

- **Establish a professional coach network to assist students in the transition to the professional world of work**

Measure: Begin the program in 2004 with at least 10 retired professionals. Sustain the program and increase the number of retirees, as student demand necessitates.

- **Acquire office space consistent with current university standards for faculty**

Current state guidelines for new construction provide for a minimum office size of 140 sq ft for faculty offices. Presently, some of our faculty are in offices measuring 76 sq ft. Measure: When the new building is available and other departments in the BA building move out, increase the minimum office size to 91 sq ft.

- **Acquire a faculty/student commons room to foster faculty/student interaction**

Even 91 sq ft is a small space for a faculty member to meet with a team of students. Our mission stipulates that we sustain close faculty-student interactions. Measure: When other departments move out of the BA building, devote a suitable space to faculty/student interaction.

- **Increase online course offerings so that students can acquire the business major from a distance**

As noted above, our degree is being promoted as being fully available online. We have not been offering enough online courses in order for students reasonably to be able to achieve our degree. In 2003-04 we offered 13 online sections. Measure: Increase the number of online sections to at least 25, and more if there is demand. As noted above, this has implications for part-time faculty use and compensation.

- **Increase interactions with the community such as internships, student projects for organizations, etc.**

In 2003-04, we will have a level of activity that is approximately a couple of internships, a couple of student projects, 40 SIFE enrollments, participation in Challenge competitions, and so forth. Measure: At least double the number of internships and student projects in organizations. Sustain the SIFE and Challenge participation and seek other similar opportunities.

- **Develop a niche/mission for the School of Business in which we can be seen as a center of excellence**

The university and School have typically been promoted for small class size, low cost, and geography. These are all desirable characteristics which should be maintained. At the same time, the School needs to develop a niche which will allow it to be a center of excellence in at least one particular area. Such an area might be accounting, entrepreneurship, interdisciplinary programs, practitioner orientation, or ethics. Measure: By 2006, identify at least one niche for the School and begin developing that niche.

Areas that we should/may have to DECREASE

- **Alignment with AACSB and UNCP's commitment to relatively small classes not taught by graduate students may mean that a limited number of classes may need to increase in size**

Small class size is a desirable feature of the UNCP experience. At the same time, the combination of AACSB requirements for academic qualification, UNCP's commitment to using only faculty to teach courses, and resources available to increase the size of the full-time faculty may mean that we need to identify a handful of sections which can be effectively taught in a larger class size. Such classes could possibly be supplemented with graduate teaching assistants since the daytime MBA program will mean that such assistants will be available.

APPENDIX I - Delaware Study Criteria

Calendar year 2003

[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]
Ashraf, Mohammad	7	0	1	0	0	0	0	3
Bell, Sharon	0	0	0	0	0	0	0	1
Bishop, Ollie	0	0	0	0	0	0	0	0
Bukowy, Stephen	0	1	0	1	5	1	0	1
Calabrese, Carmen	0	0	0	0	0	0	0	0
Crandall, Rick	3	0	1	0	5	0	0	0
Dalen, Mark	0	0	0	0	0	0	0	0
Dent, Eric	4	0	1	4	4	1	2	2
Frederick, James	0	0	0	0	0	0	0	0
Fricke, David	0	1	0	0	2	0	0	2
Guffey, Robert W.	0	0	0	0	0	0	0	0
Hunt, Cammie	0	0	0	0	0	0	0	0
Kassens, Alice	0	0	0	0	0	0	0	1
Lakatos, Joseph	1	0	2	2	1	1	1	1
Ling, Howard	1	0	1	0	3	3	0	1
Maysami, Ramin	4	0	4	3	0	2	0	6
Parnell, John	9	1	0	17	12	0	2	5
Powers, Edward	0	0	0	0	0	0	0	0
Schell, Douglas	0	0	0	0	0	0	0	0
Soucy, Donald	0	0	0	0	0	0	0	0
Thomas, William	0	0	0	0	0	0	0	2
Zacarro, Michael	0	0	0	0	0	0	0	0

Notes:

Column [1]: Names of faculty members.

Column [2]: Number of papers published in a refereed journal or in conference proceedings during calendar year 2003.

Column [3]: Number of books or related material published during calendar year 2003.

Column [4]: Number of papers presented at a conference during calendar year 2003.

Column [5]: Number of papers refereed for a journal during calendar year 2003.

Column [6]: Number of papers refereed for a conference during calendar year 2003.

Column [7]: Number of papers discussed in a conference during calendar year 2003.

Column [8]: Number of papers accepted during calendar year 2003 but not yet in print.

Column [9]: Number of papers under review.

“-“ indicates unavailability of data.