Approved unanimously by the Board of Business Advisors, 10-18-12
Approved unanimously by the Student Advisory Board, 10-22-12
Approved unanimously by the School of Business Faculty, 10-23-12

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**Action Plan for Implementation**

*School of Business Strategic Plan*

*2012-2017*

*School of Business*
Goals

1. Provide academic programs that meet or exceed AACSB International standards, offered in a variety of delivery modes to serve the needs of our region and prepare students for successful business careers.

2. Develop and implement student recruitment and retention strategies that promote student success.

3. Foster partnerships, connections, and communication between the UNCP School of Business and other entities within the university community.

4. Foster partnerships, connections, and communication between the UNCP School of Business and the local, national, and international academic and business communities.

5. Contribute to the economic development of the region.

6. Attain additional non-state revenue for the School of Business.

For each goal, objectives are numbered below, and tentative action plans are provided for each strategic objective.

1. Academic Quality and Delivery

Provide academic programs that meet or exceed AACSB International standards, offered in a variety of delivery modes to serve the needs of our region and prepare students for successful business careers

1.1 Secure and maintain AACSB accreditation.

1.1.1 Form Task Forces to address the comments from IAC and PRT.
1.1.2 Dean and Director of Accreditation will review maintenance of AACSB standards annually.
Responsible parties:

- Dean, School of Business
- Task Force Chairs
- Director of Accreditation.

Required resources:

- Director of Accreditation will receive a stipend and a reduced course load.

1.2 **Provide a competitive environment for recruiting outstanding and diverse faculty**

1.2.1 Attend the job market events at national conferences when recruiting faculty.
1.2.2 Offer AACSB-competitive salaries (targeted at the 25 percentile for public accredited institutions).
1.2.3 Reduce the teaching load to AACSB-competitive levels for similar institutions.

Responsible parties:

- Dean, School of Business
- Department Chairs.

Required resources:

- Travel support to national conferences for faculty recruitment will be provided by the Office of Academic Affairs in addition of travel budget for professional development and conference presentations.
- Faculty salaries will continue to be aligned with the AACSB annual salary survey.

1.3 **Provide professional development activities for faculty that promote both pedagogical and professional excellence.**

1.3.1 Faculty will be required to attend professional and academic conferences as part of their AQ/PQ requirements.
1.3.2 Faculty with a special interest in advising will attend “advising seminars”.
1.3.3 Faculty who desire peer support and feedback will present their work-in-progress at the monthly School Research Seminars.
1.3.4 Faculty will attend in-house workshops organized by the Teaching and Learning Center (TLC)
1.3.5 Faculty will attend the in-house Writing in the Discipline (WD) and Writing Enhanced (WF) course workshops organized by Quality Enhancement Planning Committee.

1.3.6 Assign a faculty member as the School of Business teaching and learning coordinator.

Responsible parties:

- Dean, School of Business
- Department Chairs
- QEP Committee
- The Teaching and Learning Center (TLC).

Required resources:

- Travel support to conferences for professional development and conference presentations.
- Stipend for faculty who propose WD/WE courses for the QEP Writing Intensive Program and attend the required training workshops.

1.4 Promote scholarship and research activities among faculty members and students (both undergraduate and graduate)

1.4.1 Refer to 1.3.1 and 1.3.3, and 1.3.4.
1.4.2 Reduce course load for faculty members based on research productivity as stated on the School’s faculty Qualifications document.
1.4.3 Graduate research assistants will work with faculty on scholarship projects.
1.4.4 Business and Accounting students will participate in undergraduate research.
1.4.5 Undergraduate students will present their research findings at the annual Pembroke Undergraduate Research and Creativity (PURC) symposium.
1.4.6 Undergraduate and MBA Students will attend academic conferences to present co-authored research articles.

Responsible parties:

- Dean, School of Business
- Department Chairs
- MBA Director
- School of Business faculty,
- Pembroke Undergraduate Research and Creativity Center (PURC).
Required resources:

- Student travel support to national and regional conferences,
- Graduate assistantships.

1.5  *Incorporate a greater focus on internationalization and differing cultures. (More relevant to academic quality or to student career success preparation?)*

1.5.1   Revise the curriculum and require students to take an additional course designated as one that contributes to enhancing the understanding of internationalization.
1.5.2   Establish an International Students club.
1.5.3   Establish closer ties with UNCP’s Office of International Programs
1.5.4   Establish the “Director of International Affairs” position within the School of Business to:

1.5.4.1 Recruit students for overseas exchange experiences
1.5.4.2 Attract international students to UNCP’s School of Business
1.5.4.3 Invite visiting international scholars for short campus visits
1.5.4.4 Secure additional funding and support for visiting scholars
1.5.4.5 Secure additional funding and support for School Faculty to travel overseas
1.5.4.6 Assist faculty in arranging faculty-led study abroad experiences
1.5.4.7 Increase research collaboration with international scholars

1.5.5  Promote international travel among faculty and students:

1.5.5.1 Solicit/raise funding for international travel of faculty and students
1.5.5.2 Solicit proposals for faculty-led study abroad activities.

Responsible parties:

- Dean, School of Business
- Department Chairs
- UNCP Office of International Programs
- School of Business Director of International Affairs.
Required resources:

- *Stipend and reduced course load for the Director of International Affairs*
- *Lodging for visiting international scholars.*

1.6 *Implement a quality assurance plan for instruction (assurance of learning), including online instruction.*

1.6.1 Implement the revisions to the Assurance of Learning Plan recommended by the AoL Task Force.

1.6.2 Assessment of Learning will include a combination of skills assessment and knowledge assessment.

1.6.3 Assessment of Learning will include measures taken at various stages of the curriculum (e.g. assessment of learning goals in sophomore, Junior and senior classes).

1.6.4 All School Leadership will attend the AACSB Assurance of Learning Seminar over the next two years.

1.6.5 Provide faculty development opportunities for faculty who teach online classes.

1.6.5.1 School of Business Quality Matters Team: train 15 faculty members in “using the QM rubric” and as “QM peer reviewers.”

1.6.5.2 Faculty will attend pedagogical conferences and workshops

1.6.6 Follow faculty handbook schedule for student evaluation of instruction AND propose alternative methods of evaluation of instruction in order to make the evaluation process both efficient and effective, and use as a “closing the loop” mechanism.

Responsible parties:

- *Dean, School of Business*
- *Director of Accreditation*
- *Assurance of Learning Standing Committee*
- *Department Chairs*
- *MBA Director.*

Required resources:

- *Funding to attend AACSB Assurance of Learning Seminar*
- *Funding for professional development of faculty.*
1.7  *Continue as a university leader in the development and implementation of online courses and programs as well as offering courses at remote sites.*

1.7.1 Establish the School of Business Quality Matters Task Team.
1.7.2 Provide training in “Applying the QM Rubric” and “QM Peer Reviewer” courses.
1.7.3 Provide a stipend for faculty who develop online courses (subject to the peer review and approval of the School’s QM Team).

Responsible parties:

- *Office of Distance and Online Education,*
- *School of Business QM Team.*

Required resources:

- *Funding for QM training;*
- *Funding for development of online courses.*

1.8  *Implement flexible program types and delivery methods that meet the needs of various constituents (e.g., weekend, summer, online, and hybrid cohort).*

1.8.1 Establish the newly created position of Executive-in-Residence for Community Outreach: Executive Programs, Non-degree & Certificate programs.
1.8.2 Establish closer ties with the UNCP Regional Center and cooperate in offering certificate programs in business and accounting related topics.
1.8.3 Broaden the reach of the Entrepreneurship Certificate program beyond UNCP students and offer it to the community at large.
1.8.4 Establish other certificate programs (e.g., crisis management).
1.8.5 Revise current minors in business for broader appeal to university students in other majors.
1.8.6 Engage the Board of Advisors to identify opportunities for executive education programs.

Responsible parties:

- *Dean, School of Business*
- *Executive-in-Residence for Community Outreach: Executive Programs, Non-degree & Certificate programs*
- *Director of Regional Center*
- *Board of Advisors*
- *Thomas Family Center for Entrepreneurship*
• School of Business faculty.

Required resources:

• Funding for QM training
• Funding for development of online courses
• Salary and benefits for the Executive-in-Residence.

2. Recruitment and Student Success

Develop and implement strategies to recruit new students as well as to foster successful academic experiences and career preparation for continuing students.

2.1 Encourage student academic and career success through changes in pedagogy, curricula, advising, and student support.

2.1.1 Identify “gateway” courses with low student success rates and implement new initiatives to increase student success in those courses.

2.1.1.1 Form a Task Force to address the low passing rate among students in these Accounting 2270 and Accounting 2280.

2.1.1.2 Provide peer-to-peer supplementary instruction for challenging courses.

2.1.1.2.1 The SASR-School of Business Partnership: SASR’s Center for Academic Excellence will provide a program through which tutors are linked to a specific section of business and accounting courses. The tutor will attend all meetings of these classes and will then provide supplementary instructions to students enrolled in that same course.

2.1.2 Educate students in the use of technologies that will enable them to be more competitive in today’s workplace.

2.1.2.1 Incorporate teaching with technology in selected courses.

2.1.2.2 Design new technology-based classes and update existing courses (e.g. Technologically-Enhanced Decision Making, Spreadsheet and Database).

2.1.2.3 Provide technology-enhanced classrooms.
Responsible parties:

- Department Chairs
- MBA Director
- School of Business faculty
- The Teaching and Learning Center (TLC)
- Department of Information Technology (DoIT).

Required resources:

- Course development grants, equipment, software.

2.1.3 Enable students to make a successful transition from school to work through seminars on job seeking, assistance with job placement, and opportunities to learn from employers about realistic expectations and experiences of employees.

2.1.3.1 Strengthen ties with the University Career Center.
2.1.3.2 Establish and implement the Assurance of learning Passport Program.
2.1.3.3 Establish a Business Speaker Series and encourage/require students to attend.
2.1.3.4 Increase opportunities to participate in Internships.
   2.1.3.4.1 Inform students of the newly created position of “Executive-in-Residence for Community Outreach.” This individual is the main contact for Internships, Student Clubs & Student Activities.
2.1.3.5 The School’s Thomas Family Center will engage Business and Accounting students when meeting with clients.
2.1.3.6 A partnership with the Small Business Technology and Development Center (SBTDC) in Fayetteville will be established to encourage student internships and interaction with area businesses and government organizations.

Responsible parties:

- Director of Accreditation
- Assurance of Learning Standing Committee
- Executive-in-Residence for Community Outreach: Internships, Student Clubs & Student Activities
- Thomas Family Center for Entrepreneurship.
Required resources:

- *Salary and benefits for the Executive-in-Residence for Community Outreach*
- *Salary and benefits for the Executive Director of the School’s Thomas Family Center for Entrepreneurship.*

2.1.4 Create a standardized list of topics covered in all Common Body of Knowledge (CBK) and specialized major courses to ensure consistent coverage among different sections, across different professors and at various instructional sites.

2.1.5 Ensure course syllabi completeness and consistency through random audit of syllabi by department chairs and comparing to university syllabus checklist.

2.1.6 Create a more structured approach to academic advising and the course registration process.

2.1.6.1 Form a partnership with Student Academic Support and Retention (SASR).

2.1.6.2 Create a structured approach to registration

2.1.6.2.1 Revise concentration checklists annually to incorporate curriculum changes.

2.1.6.2.2 Consider designating several faculty members as “advising specialists”.

2.1.6.2.3 Provide advising workshops for faculty and especially for the advising specialists.

2.1.6.2.4 Devise a method to provide summer advising coverage.

2.1.6.2.5 Require new or newly declared majors to attend a pre-advisement session & to meet with their advisors.

2.1.7 Address student financial needs

2.1.7.1 Work with the Advancement Office to raise both restricted and unrestricted funds for student scholarships.

2.1.7.2 Charge the School of Business Scholarship Committee with creating an action plan to raise “emergency” funds to help students at risk of being dropped from the University due to small shortfalls in financial aid.

2.1.7.3 Effectively communicate student scholarship opportunities in a variety of ways to both faculty and students.

2.1.7.4 Encourage and entice faculty to write grants to support student scholarships and financial aid.

2.1.7.5 Utilize the Hawk Assistantship to create work-study opportunities for Business students.

2.1.7.6 Find ways to minimize costs for learning materials that students are typically required to purchase (e.g.,
encouraging the use of e-books, post material on Blackboard and request that students access them online rather than requiring printout versions).

2.1.7.7 Utilize scholarships as recruitment tools.
2.1.7.8 Offer scholarships geared toward target audiences in underserved communities.
2.1.8 Identify and make use of resources available within the university (e.g. library, career center, SARS, CAE) and resources within the surrounding community, e.g. internship opportunities, scholarships, work study).

2.2 **Develop and implement strategies to ensure that students complete their degrees in an effective and efficient manner.**

2.2.1 Address student concerns relative to course scheduling and availability.
   2.2.1.1 Create and publicize a four-year master schedule.
   2.2.1.2 Encourage students to take required courses when offered and have faculty decrease the number of exemptions and substitutions.
   2.2.1.3 Create and publicize degree pathways.
   2.2.1.4 Standardize summer course start and end times.
   2.2.1.5 Ensure that popular courses are included in the Braveweb “wait list” system.

2.3 **With assistance from Undergraduate Admissions, Graduate Studies, Distance Education, and International Programs, develop recruitment strategies aimed at specific populations of potential students.**

2.3.1 Establish the position of Executive in Residence: Student Recruitment and Retention.
2.3.2 Engage high schools & high school programs in the region.
2.3.3 Bring high school students to campus to entice them to major in Business and Accounting at UNCP’s School of Business.
2.3.4 Work through Undergraduate Admissions Office to provide guest lectures in community college classes.

2.4 **Develop and implement strategies to recruit current UNCP students who have not yet declared a business major or minor.**

2.4.1 Utilize Freshman seminar as an avenue to promote the School of Business to “undecided” students.
2.4.2 Participate in the Student Academic Support and Retention Services’ recruitment efforts, such as “Rush Your Major” for undecided undergraduate majors.
2.5 Increase student engagement within the School of Business and the University as a means to improve student retention.

2.5.1 Engage student leaders through the Undergraduate- and MBA Student Advisory Boards.
2.5.2 Engage online students (through, for example, a virtual student organization).
2.5.3 Develop strategies to engage off-site students at SCC, RCC, and Fort Bragg (e.g. inclusion in student advisory board, off-campus student organizations).
2.5.4 Create new student clubs (e.g. International Students Association) and enhance activities of existing student organizations such as Accounting Students Associations.
2.5.5 Create new chapters of national student organizations (e.g. SAM) and enhance activities of existing student organizations, such as SIFE and SHRM).
2.5.6 Utilize web-based applications and social media to maximize student/faculty and student/student engagement.
2.5.7 Create an expanded lounge area to allow students and faculty to bond and engage in informal learning experiences.

Host events that will foster student engagement(for example, regular “Lunch and Chat” sessions with the Assistant Dean).

Responsible parties:

- Dean, School of Business
- Assistant Dean, School of Business
- Department Chairs
- School of Business Faculty.

Required resources:

- Funds for Marketing and Promotion of the Business programs.

2.6 Develop specializations in the MBA program (e.g.; military focused; Executive MBA; Health Care Management and Finance; Financial Services; Real Estate Management) and identify new methods of delivering the program (e.g. online, weekend, executive, hybrid).

2.6.1 Form a task force to study potential modifications to the MBA curriculum, format, and modes of delivery.

Responsible parties:

- Dean, School of Business
• MBA Director
• Director of Accreditation
• MBA curriculum and delivery Task Force.

Required resources:

• Stipend and reassigned time for Director of Accreditation
• Stipend and reassigned time for MBA Director
• Funds for marketing and promotion of the MBA program.

3 and 4. Partnerships and Connections

Foster partnerships, connections, and communication between the UNCP School of Business and other entities within the university community (3)

and

Foster partnerships, connections, and communication between the UNCP School of Business and the local, national, and international academic and business communities (4)

3.1 As a way to connect students to businesses, encourage stronger student connections with the Small Business Technology and Development Center (SBTDC) and with the School of Business’ Thomas Family Center for Entrepreneurship.

3.1.1 The school’s Thomas Family Center will engage Business and Accounting students when meeting with clients.
3.1.2 A partnership with SBTDC will be established to encourage student internships and interaction with area businesses and government organizations.
3.1.3 Utilize the Board of Advisors to provide and/or promote internship opportunities for students.
3.1.4 Develop additional Service Learning Business Courses.

Responsible parties:

• Executive-in-Residence for Community Outreach: Internships, Student Clubs & Student Activities
• Executive Director of the School’s Thomas Family Center for Entrepreneurship
• Thomas Family Endowed Chair
• Faculty.
Required resources:

- Salary and benefits for the Executive-in-Residence
- Salary and benefits for the Executive Director of the Thomas Family Center for Entrepreneurship
- Stipend for development of Service Learning courses.

3.2  *Foster an understanding of the University structure, resources, and opportunities among Business faculty and Business students, and increase participation in University affairs by both groups.*

3.2.1 Business faculty will increase participation in university events.
3.2.2 Dean and Department Chairs will emphasize the importance of “University Citizenship” among faculty members.
   3.2.2.1 Business faculty will increase involvement in the shared governance of the university.
   3.2.2.1.1 Encourage Business faculty membership in various university committees.
   3.2.2.1.2 Encourage Business faculty membership on the Faculty Senate.
   3.2.2.1.3 Faculty’s committee memberships will be assessed during annual performance review, based on the faculty evaluation model.
   3.2.2.1.4 Business faculty will participate in commencement ceremony, athletic events, and other non-curricular activities.

3.2.3 Encourage Business students’ engagement in student governance.

Responsible parties:

- Dean, School of Business
- Department Chairs
- School of Business Faculty.

3.3  *Partner with other departments at the university to propose joint courses or programs*

3.3.1 Establish new minors and review and revise the existing minors to address the needs of non-business students.
3.3.2 Establish joint graduate degrees with other departments.
3.3.3 Increase enrolment in the Entrepreneurship certificate program currently available to UNCP undergraduates.
3.3.4 Establish an entrepreneurship certificate available to graduate students.
3.3.5 Establish other certificate programs (undergraduate and graduate) to address specific needs of other departments/schools/colleges.

Responsible parties:

- **Dean, School of Business**
- **Department Chairs**
- **Thomas Family Endowed Chair**
- Executive-in-Residence for Community Outreach:
  - Executive Programs, Non-degree & Certificate programs
- **Director of the MBA program.**

3.4 *In cooperation with the Division of Information Technology (DOIT), develop a plan for the purchase, support, and maintenance of technological hardware and software.*

3.4.1 Identify software specifically and/or exclusively used by Business faculty (e.g. SchoolVue, Quicken, Quickbook).

3.4.2 Identify hardware to serve the teaching and scholarship needs of the faculty in the School of Business (e.g. team-based learning setup, lecture capture equipment, streaming devices such as Apple TV or Roku, Smartboards)

Responsible parties:

- **Dean, School of Business**
- **Assistant Dean, School of Business**
- **Department Chairs**
- **Division of Information Technology.**

Required resources:

- Funding for purchase of hardware and software.

4.1 *Encourage stronger faculty connections with the Regional Center, the Small Business Technology and Development Center, and with the School of Business’ Thomas Family Center for Entrepreneurship (TFCE) as a way to connect faculty to businesses.*

4.1.1 The School’s TFCE will engage Business faculty when meeting with clients.

4.1.2 A partnership with the SBTDC in Pembroke and Fayetteville will be established to encourage faculty consulting opportunities and interaction with area businesses and government organizations.
4.1.3 School of Business faculty will be involved in offering continuing education programs through the Regional Center.

4.1.4 The Dean, Executives in Residence, and Professionally Qualified faculty will participate in Chamber of Commerce events in the University’s service area.

4.1.5 Develop more Service Learning Business Courses.

Responsible parties:

- Dean, School of Business
- Executive-in-Residence for Community Outreach: Executive Programs, Non-degree & Certificate programs
- Executive-in-Residence for Community Outreach: Internships, Student Clubs & Student Activities
- Executive in Residence, Thomas Family Center for Entrepreneurship.

Required resources:

- Salary and benefits for the Executives in Residence
- Salary and benefits for the TFCE Executive Residence
- Stipend for Service learning course development.

4.2 Connect students with successful business professionals, especially alumni, through a guest speaker series and through emphasizing alumni success stories on the school’s webpage.

4.2.1 Encourage students to attend the Dean’s Business Speakers Series.

4.2.2 Include items in the Assurance of Learning Passport Program which contribute to connecting students to business people.

4.2.3 Stress professionalism among Business students, including verbal and written communication, proper business attire, and business etiquette. The main vehicle for accomplishing this goal will be the AoL Passport Program.

Responsible parties:

- Dean, School of Business
- Assistant Dean, School of Business
- Assurance of Learning Committee and the designated “Passport Agent.”
4.3 *Develop and promote a more robust internship program.*

4.3.2 Establish the newly created position of Executive-in-Residence for Community Outreach: Internships, Student Clubs & Student Activities.

4.3.1 Establish a partnership with SBTDC to encourage student internships and interaction with area businesses and government organizations.

4.3.3 Engage the Student Advisory Board to promote the benefits of internships among their peers.

4.3.4 Engage the Board of Advisors to identify internship opportunities.

4.3.5 Review the Business and Accounting curricula for possible inclusion of an internship component.

Responsible parties:

- Dean, School of Business
- Executive-in-Residence for Community Outreach: Internships, Student Clubs & Student Activities
- School of Business Faculty.

Required resources:

- Salary and benefits for the Executive in Residence.

4.4 *Invite a greater number of national and international firms to recruit at UNCP.*

4.4.1 Engage the Career Services Center for more on-campus recruitment.

Responsible parties:

- Assistant Dean, School of Business
- Executive-in-Residence for Community Outreach: Internships, Student Clubs & Student Activities
- UNCP Career Services Center.
Required resources:

- Salary and benefits for the Executive-in-Residence.

4.5 Foster an understanding and appreciation of community service among faculty and students.

4.5.1 Establish closer ties with UNCP’s Office of Service Learning.
4.5.2 Encourage faculty to develop more service learning courses.
4.5.3 Encourage students to enrol in service learning section of Business courses.

Responsible parties:

- Office of Service Learning
- Department Chairs
- School of Business Faculty.

4.6 Seek opportunities to partner with local community colleges on grant proposals that would benefit area students or on programs that would transition students from the community college to the university.

Responsible parties:

- School of Business Faculty
- Office of Sponsored Research
- Office of Distance Education.

Required resources:

- Grant Writing workshops (in-house, regional, or national).

4.7 Establish School of Business Student Clubs (e.g. Accounting Students Association, Finance and Investment Club) and chapters of national student organizations (SHRM, SIFE).

Responsible parties:

- Executive-in-Residence for Community Outreach: Internships, Student Clubs & Student Activities
- Faculty serving as club advisors.
5. Economic Development

Contribute to the economic development of the region

5.1 Enlist students to aid in local economic development by providing services to area small businesses, perhaps as part of course projects or internships.

5.1.1 Establish closer ties with UNCP’s Office of Service Learning.
5.1.2 Encourage faculty to develop more service learning courses
5.1.3 Encourage students to enroll in service learning section of Business courses.
5.1.4 The School’s TFCE will engage Business faculty when meeting with clients.
5.1.5 A partnership with SBTDC will be established to encourage student involvement in community service through internships and engagement with area small businesses.
5.1.6 Engage the Board of Advisors to identify both internship community services opportunities for students.

Responsible parties:

- Office of Service Learning
- School of Business Faculty
- School of Business Board of Advisors.

Required resources:

- Stipend to develop Service Learning Courses.

5.2 Provide faculty and student resources, upon request, to assist in revitalizing the town of Pembroke

Responsible parties:

- Administration
- Faculty

5.3 The Dean, Executive-in-Residence, and other faculty will participate in Chamber of Commerce events in the University’s service area.
6. Financial Strategies

Attain additional non-state revenue for the School of Business.

6.1 Secure scholarship donations to assist students with unmet financial needs.

6.2 Work with local businesses to obtain mutually beneficial grants.
   6.2.1 Provide in-house or off-campus grant writing programs for faculty.
   6.2.2 Acknowledge and reward success in grant-writing in faculty annual evaluation.
   6.2.3 Include the final grant report, if published, as an intellectual contribution among the AACSB Faculty Qualifications criteria as prescribed in the Faculty Qualifications document.

6.3 Develop fee-based certificate programs (e.g., Six Sigma, SAS, crisis management).

6.4 Develop fee-based executive education programs (on campus, in-house, or online).

6.5 Foster a close relationship with the Regional Center to develop continuing education courses.

6.6 Foster a close relationship with the UNCP Office of Advancement to actively seek unrestricted external funds (e.g. faculty development, equipment, databases, etc).

Responsible parties:

   Dean, School of Business
   Executive-in-Residence for Executive Programs, Non-degree & Certificate programs.
   UNCP Office of Advancement.

Required resources:

   • Salary and benefits for the Executive in Residence.