

UNC Tomorrow Initiative: Cameron School of Business

April 10, 2007

What regional and statewide challenges are campuses currently responding to?

1. What programs and curricula do you have that respond to specific needs?
 - a. Undergraduate.
 - i. B.S. in Business Administration and B.A. in Economics degrees respond to the specific need for business education of undergraduate students. Of particular note are majors in Entrepreneurship and Business Development and International Business.
 - ii. Transatlantic Business School Alliance (TABSA) is a dual-degree program with four European partner schools that creates opportunities for internationalizing our students and creating a more diverse classroom.
 - iii. Additional undergraduate study abroad opportunities ranging from two weeks to a year, include partner schools in Brazil, Ireland, Turkey and soon China.
 - b. Graduate.
 - i. MBA responds primarily to working managers and professionals. The class of 2007 has 32 different undergraduate institutions and 8 countries of birth represented.
 - ii. In the MBA/ Business of Marine Biotechnology option, candidates must have a Ph.D. in a biotechnology-related discipline and complete a business plan related to their research.
 - iii. International MBA, with five European partners, focuses on financial investments, a focus sector of the State of North Carolina.
 - iv. MS in Computer Science and Information Systems responds to the regional need for specialized cross-trained information managers and professionals.
 - v. The Master's of Science in Accountancy provides fifth-year specialization for accountants.
2. How are those programs and curricula delivered? All delivered in traditional mode.
3. What research and scholarship activities are employed to address specific needs?
 - a. Faculty engage in peer-reviewed research related to their teaching discipline.
 - b. Some faculty engage in competitive grant research work.
4. How are research and scholarship activities applied to address specific needs?
 - a. Selected Cameron faculty work one-on-one with MBA/ Business of Marine Biotechnology Option post-doctoral students to develop a business plan for science product or service.
 - b. Selected finance faculty will direct and coach BS-BA and IMBA students involved with the recently announced \$1 million BB&T Student Managed Investment Fund.
 - c. Several economics faculty members are heavily involved in economics analysis grants or work within the state that links back to the classroom.
 - d. Two entrepreneurship/strategy faculty members are heavily engaged in technology transfer applications activity that is linked back to the classroom.
 - e. Two Cameron faculty members have proposed a developmental entrepreneurship plan for the North Carolina Rural Center to be tied back to the classroom.
 - f. CSB is exploring "UNCW Entrepreneurship Pathway" for grad students, post-docs, and faculty to understand the process of spin-offs and commercialization and what UNCW resources are available to assist in this process.

5. What types of public service programs and activities currently exist, and what needs are they intended to address? The Cameron Center for Business and Economic Services has expanded its staffing to better fulfill its full “Capital C” mission that includes public service programs in support of business development in Southeastern North Carolina. Programs and activities include:
 - a. Consultation.
 - i. Center for Business and Economic Services maintains an extensive North Carolina economic database and performs economic impact studies of significant importance to the region.
 - ii. Small Business Technology Development Center provides specialized assistance and counsel to small businesses.
 - iii. SBTDC NC Boating Industry Services represents North Carolina in recruitment, retention and development of marine trades businesses.
 - iv. Individual faculty provide consulting or assistance to numerous regional organizations, including Hospice and New Hanover Health Network.
 - b. Professional development learning programs/courses.
 - i. Certified Financial Planning (CFP) course.
 - ii. Chartered Property Casualty Underwriter (CPCU) course (with PS&CS).
 - iii. Corporate and Entrepreneurship Innovation program (fall 2007).
 - iv. “Fast MBA” (fall 2007).
 - v. Project Management program.
 - vi. Customized training or programs on-site. We just completed an off-site MBA Program at aaiPharma with 17 graduates.
 - c. Scholarly Community Engagement.
 - i. MSA students perform Volunteer Income Tax Assistance (VITA) counseling on campus and in inner-city centers.
 - d. Youth Programs.
 - i. Youth Entrepreneurship Program focuses on K-12 students to learn about free enterprise, entrepreneurship and career possibilities.
 - ii. Computer literacy workshops, in conjunction with GE and New Hanover Schools, work to help economically disadvantaged youth become computer literate.
 - e. Events.
 - i. UNCW Annual Economic Outlook Conference. Addresses economic development issues within Southeastern North Carolina.
 - ii. Co-sponsor Annual Small Biz Annual Awards Breakfast. Recognizes leading entrepreneurs in Southeastern North Carolina.
 - iii. Annual globalization panel as part the UNCW Intercultural week.

6. How are those public service programs and activities organized and applied within the sectors or communities they are intended to benefit?
 - a. CBES is the outreach division for the CSB. Works closely with the Division for Public Service and Continuing Studies (PS&CS).
 - b. Cameron Executive Advisory Board has a CBES Committee, chaired by Bob Rippy.

7. How do you currently track and collect information about your campus' efforts in these areas? To what use do you put this information?
 - a. CBES is currently doing market analysis with PS&CS.

How do campuses currently identify regional and statewide challenges?

1. How do you currently identify needs of your region/the state that you are in a position to meet? (i.e., advisory committees, surveys, public forums, trustee input, research, etc.)
 - a. Cameron Executive Advisory Board, including CBES Committee.
 - b. Program advisory boards: Banking, Cameron Executive Network (CEN), Entrepreneurship, ISOM/CS and MSA.
 - c. Receive Input at-large from business community, including employers and alumni.
2. How and to what degree are identified needs prioritized within your academic and program planning processes?
 - a. Needs prioritized by Cameron Strategic Planning Committee.
 - b. Center for Business and Economic Services has school responsibility to identify regional needs and opportunities for business and economic development support.
3. How do you incorporate external input/communications into your internal planning processes?
 - a. Academic budget/planning matters go from CSB Strategic Planning Committee to CSB faculty (if major goal setting) then to the Division for Academic Affairs.
 - b. External non-credit program coordination occurs with PS&CS.
 - c. Program advisory board recommendations directly influence curriculum and program delivery techniques for applicable programs.
 - d. The Cameron Student Advisory Council, made up of the presidents of the 11 recognized student business organizations, meets with the dean twice a month to provide feedback and counsel.
4. To what extent do you conduct "proactive" research to identify long-range trends in anticipation of future needs that you can meet?
 - a. Strategy Committee is charged with overall CSB responsibility. Such research has resulted in new International MBA and the expectation of resurrecting a set of transportation/logistics courses to better link to the forthcoming North Carolina International Port.
 - b. CBES is working with PS&CS to assess needs for professional training in Southeastern North Carolina.
5. What barriers/disincentives do you see that prevent your campus from being more proactive in identifying and meeting needs (not just being reactive, but being proactive)?
 - a. Needs of the region need to be better defined, developed by collaborative process.
 - b. UNCW is evolving in collaborative efforts to address state and regional needs.
6. Who do you view as your "stakeholders"?
 - a. Internal include:
 - i. UNCW students, primarily Cameron but others by design.
 - ii. Other academic units, especially Center for Marine Science.
 - iii. PS&CS.
 - b. External include:
 - i. Cameron alumni.
 - ii. Other UNC business schools.
 - iii. Regional community colleges.
 - iv. Employers.
 - v. Professional employees and entrepreneurs.

Your "region"? Primarily but not limited to Southeastern North Carolina.

7. How do you communicate with your external stakeholders about resources available to them within your campus?
 - a. Generally, CSB directs them on a case-by-case basis.
 - b. Overview of potential available resources are sometimes integrated into Cameron Executive Advisory Board and program advisory board meetings.
 - c. Newsletters are used for the MBA and MSA Programs and are distributed to respective stakeholders.

What processes/portals are available on campus for external stakeholders to utilize in accessing internal resources? CSB, like UNCW overall, does not provide good processes/portals:

- d. CBES is now assuming "external door" role for CSB.
 - e. CSB, and UNCW, Web page is so heavily student-focused that CSB/CBES opportunities are not obvious.
8. How do you assess your "impact" on your region/the state as a whole?
 - a. The CSB has been instrumental in the business growth of Southeastern North Carolina.
 - i. CSB graduates at least 550 undergrad and 100 graduate students per year.
 - ii. Economic development studies by the CBES and/or CSB faculty in conjunction with UNCW have been critical to the attraction, development and retention of businesses in Southeast North Carolina.
 - iii. UNCW SBTDC is primary resource for growing small businesses.
 - iv. SBTDC NC Boating Industry Services, in conjunction with North Carolina Southeast and/or Wilmington Industrial Development, has brought hundreds of jobs to Southeast North Carolina, especially to poorer, more rural communities.

How do you categorize it and quantify it? Not well.

How do you communicate it? Not well.

General questions:

What are you currently doing to encourage creativity, interdisciplinary collaboration, and innovation on your campuses?

- a. Creative and/or innovative program matters include:
 - i. Cameron Executive Network, consisting of nearly 120 mostly more recently retired senior executives who mentor students and provide program support.
 - ii. Receipt of two FIPSE grants promoting international business education partnerships: Europe ("TABSA Program") and Brazil.
 - iii. Forthcoming \$1million BB&T Student Managed Investment Fund (SMIF).
 - iv. New Entrepreneurship and Business Development major to meet student demand and link to entrepreneurial activities of the region.
 - v. New International MBA (with financial investments focus) linked to new financial markets room and the \$1 million BB&T student-managed investment fund.
- b. Interdisciplinary and/or collaborative program matters include:
 - i. TABSA: BS-BA dual degree program with four European partners.
 - ii. MS in Computer Science and Information Systems responds to the regional need for specialized cross-trained information managers/professionals.

- iii. MBA/ Business of Marine Biotechnology option (candidates must have a Ph.D. in a biotechnology-related area and complete a business plan related to research). Also linked to UNCW SBTDC.
 - iv. International MBA, with five European partners, focuses on financial investments, a focus sector of the state of North Carolina.
 - c. Collaborative program matters include:
 - i. Courses offered/taught in support of other UNCW academic programs, including Environmental Studies, MPA, Nursing and the forthcoming Ed.D. in Educational Leadership and Administration, among others.
 - ii. Current consideration is a new undergraduate concentration in support of the North Carolina International Port.
 - iii. Just completed in-house MBA program offered at aaiPharma.
2. Are there barriers to your achieving greater success in these areas that you would like to see addressed?
- a. Faculty resources/compensation are not competitive with the marketplace.
 - i. Faculty/student ratio for the CSB is far above campus average.
 - ii. UNC faculty benefits/pension is a threat to the recruitment and retention of faculty.
 - iii. Faculty compensation, while improved, still lags the competitive marketplace.
 - b. Direct program support is inadequate to support innovation, collaboration, development and offering of programs in demand by students and employers.
 - i. Need for greater base funding to support programs (new CSB program matters have mostly been initiated and sustained with cobbled, uncertain continuing funds).
 - ii. Need for continuing resources in support of international learning (for both faculty and students).
 - iii. Need for continuing budget to hire a CSB Internship Director to support the needs and demands of students and regional employers.
 - c. Indirect program support is inadequate to meet needs:
 - i. Need for adequate marketing and public relations support/budget to effectively “tell our stories.”
 - ii. Need for better UNCW coordination/development of external professional (nonacademic) programs (CSB working on this need with PS&CS).
 - d. Space. Even with the CSB sharing the new CIS Building, office space is already at near capacity and needed specialized learning spaces do not exist. Planning should begin now for a larger, more appropriate CSB facility under one roof.
 - e. UNC business schools, unlike education and nursing, have never been brought together by the UNC System to help better focus on the state’s business and economic development needs. The UNC System should become proactive in linking the resources of the UNC business schools to:
 - i. Develop and offer a UNC System undergraduate business degree program on-line, possibly in conjunction with program at East Carolina University.
 - ii. Provide greater support of business and economic development, including developing an array of professional executive education programs.
3. How do you approach teaching or developing "soft skills" among your students (such as critical and creative thinking, communications, complex problem solving, innovation, teamwork and collaboration, leadership, etc.)?
- a. Overall -- not well. Average class size in CSB is inconsistent with the UNCW goal and a barrier to teaching and developing “soft skills” among business students.
 - b. All CSB students must take MGT 455, the capstone strategy course, which emphasizes critical thinking, team work and communication skills.

- c. Many CSB classes include case problems, many actual business cases, where students work in teams to analyze, solve and present solutions.
 - d. Cameron Executive Network members provide resume assistance, mentoring and other support to help students gain confidence and better link personal goals to career.
4. How do you determine the skills students need to be successful in today's economic and social environment? The CSB determines skills through:
- a. Assessment (“assurance of learning”), including stakeholder surveys.
 - b. Direct input from school and program advisory boards.
 - c. Research and identification of “best practices” by other schools of business.

What skills have you identified? We integrated our findings into learning goals for all BSBA majors that require students to:

- 1. Be able to integrate discipline-specific knowledge across functional areas and utilize leadership and team skills to accomplish group tasks.
- 2. Demonstrate critical thinking and problem-solving skills through problem identification, analysis and synthesis of data, evaluation of alternatives, and defense of a solution.
- 3. Conceptualize a complex issue into a coherent written statement and oral presentation, demonstrated with the effective use of technology.
- 4. Understand the importance of social responsibility, diversity, ethics and legal issues.
- 5. Demonstrate an understanding of global business practices that embraces the opportunities of multicultural, diverse environments, as they relate to local, national and global operations.

What programs / curricula do you have in place to foster development of those skills?

- d. The development of identified skills/learning goals is dispersed across a common core of 13 business courses, including a capstone strategy course.
 - e. Cameron Executive Network helps students develop better skills to obtain a meaningful internship or career employment opportunity.
5. What is your current enrollment growth potential, both on-campus and off (i.e., distance learning, etc.)?
- a. On-campus. Limited.
 - i. Already at or above ideal enrollment limits for undergrad (1,800 target), MBA (80) and MSA (50).
 - ii. Recently-launched IMBA (24) and CSIS (45) degree programs are not yet at ideal enrollment limits.
 - b. Off-campus. Limited. Due to inadequate resources to offer a full online degree program, CSB now offers limited number of distance learning classes in an ad hoc manner.
6. What limitations do you face in your growth potential?
- a. On-campus.
 - i. Staffing. Combined undergrad/grad footprint continues to expand to meet demand but mostly from cobbled funds, without solving fundamental problem of too high a faculty/student ratio in the CSB.
 - Current CSB business core classes have gotten too large and are taught too frequently by adjunct faculty to be able to assure proper development of critical skills by business majors.
 - Demand for MSA program is for two cohorts per year, not one.
 - New International MBA is being offered on an overload basis as insufficient faculty resources exist currently to do in-load.

- ii. Space. Even with sharing new CIS Building, CSB will be at nearly full capacity for office and classroom space after fall 2007 hires arrive. Continue to need the seven student team study rooms lost when the CIS Building was downsized.
 - b. Distance learning.
 - i. Staffing. Distance learning classes should be taught ideally in classes of 25 or fewer students, generally half the size of current CSB principle courses. On-campus students would see their class sizes significantly increase, further aggravating CSB faculty/student ratio to UNCW averages.
 - ii. Support. The CSB does not have the staff support necessary to assist faculty in developing, offering and continuously improving a Web-based undergraduate or graduate degree program.
- 7. What methods of delivery of programs and curricula are you considering in anticipation of significant increases in enrollment growth projections?
 - a. On-campus.
 - i. The CSB expects to further expand its traditional programs and curricula in sync with future UNCW growth in enrollment.
 - ii. The CSB will likely establish a logistics/transportation concentration (“major”) in support of the NC International Port.
 - iii. CSB is considering the expansion of internship opportunities to meet the increased needs of employers and students.
 - b. Off-campus.
 - i. Without additional faculty and staff augmentation, the CSB is unable to seriously consider different means of delivery of programs and curricula.
 - ii. CSB would be willing to consider joining a UNC consortium and/or collaborate with ECU to help to offer a Web-based BS-BA degree.