



UNC CHARLOTTE

Office of the Chancellor

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September 2, 2016

Junius Gonzales, Senior Vice President for Academic Affairs
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Junius:

Enclosed is UNC Charlotte's Request to Establish a M.S. in Management. The proposed program is designed to provide recent graduates of baccalaureate programs in a broad array of fields including the sciences, engineering, humanities and social sciences with a set of basic business principles. The program will operate as a full-time, one-year program designed to help students enter the workforce quickly with knowledge of fundamental business skills to complement their bachelor's degree.

Thank you for your consideration of this request. Provost Joan Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs
Steve Ott, Dean, Belk College of Business
Courtney Thornton, Associate Vice President for Research and Graduate
Education
Cody Thompson, Coordinator for Academic Planning



**UNIVERSITY OF NORTH CAROLINA
 REQUEST TO ESTABLISH
 A NEW DEGREE PROGRAM – ANY DELIVERY METHOD**

Date: 9/1/16

Constituent Institution: University of North Carolina at Charlotte

Is the proposed program a joint degree program? Yes ___ No X

Joint Partner campus _____

Title of Authorized Program: Management Degree Abbreviation: M.S.

CIP Code (6-digit): 52.0201 Level: B ___ M X I ___ D ___

CIP Code Title: Business Administration and Management, General

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes ___ No X

If yes, list suggested UNC Specialty Area Code(s) here _____

If master’s, is it a terminal master’s (i.e. not solely awarded en route to Ph.D.)? Yes X No ___

Proposed term to enroll first students in degree program: Term Fall Year 2018

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

As required by the Policy Statement on the Substantive Change for Accredited Institutions of the Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification prior to implementation for new degree programs. Notification of this new degree program will be provided to SACS after approval by the University of North Carolina Board of Governors and prior to implementation.

Identify the objective of this request (select one or more of the following)

- Launch new program on campus
- Launch new program online; Maximum percent offered online _____
 - Program will be listed in UNC Online
 - One or more online courses in the program will be listed in UNC Online
- Launch new site-based program (list new sites below; add lines as needed)
 - Instructor present (off-campus delivery)
 - Instructor remote (site-based distance education)

Site #1

320 E. 9th Street, Charlotte, NC 28203

100%

(address, city, county, state)

(max. percent offered at site)

Site #2

(address, city, county, state)

(max. percent offered at site)

Site #3

(address, city, county, state)

(max. percent offered at site)

Supply basic program information for UNC Academic Program Inventory (API) and UNC Online

Minimum credit hours required 30

Expected number of full-time terms to completion 2

Do the following sections of your previously submitted and approved Request to Plan document require any change or updated information? If yes, note the items and explain.

Review Status (Campus) Yes x No

Since the Request to Plan proposal was submitted, the MS in Management curriculum proposal has been reviewed by the Belk College graduate faculty and UNC Charlotte's Graduate Council. In each case, the reviewing unit determined the proposal should be approved and continue to move forward through the curriculum proposal process.

Description and Purpose Yes No x

Student Demand Yes x No

The UNC General Administration noted that the market study conducted by the Education Advisory Board indicates that similar existing programs are exceeding their enrollment targets and requested some additional context may help further ground the projection of 150 enrolled at steady state. Specifically, they suggested the chart on page 10 of the Request to Plan be augmented to include total undergraduate enrollment and/or MS Management enrollments as a percent of undergraduate population. This has been added to the Request to Establish and is discussed in Section IX.

Societal Demand Yes No x

Unnecessary Duplication Yes No x

Enrollment Yes No x

I. Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar degree programs regarded as high quality programs by the developers of the proposed program.

The following institutions have similar degree programs regarded as high quality programs:

Institution	Program
Arizona State University	Master of Science in Management
Duke University	Master of Management Studies
Elon University	Master of Science in Management
George Mason University	Master of Science in Management
Merrimack College	Master of Science in Management
Northwestern University	Master of Science in Management Studies
Stanford University	Master of Science in Management
University of Florida	Master of Science in Management
University of Michigan	Master of Management
University of Notre Dame	Master of Science in Management
University of South Florida	Master of Science in Management
University of Virginia	Master of Science in Commerce
Wake Forest University	Master of Arts in Management

2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

In examining similar Master of Management programs, we discovered UNC Chapel Hill has a MS in Management program. We consulted with UNC Kenan-Flagler Business School leadership and determined that their recently restored program only serves as a mechanism for awarding Master's degrees to students who have done a substantial amount of doctoral coursework but who are not able to complete the doctoral degree. Thus, we were able to determine that the proposed UNC Charlotte MS in Management degree will not be duplicative.

We secured the services of the Educational Advisory Board (EAB) to conduct a market research study to help identify demand for a MS in Management program at UNC Charlotte. As part of their study, EAB consulted with several of the programs listed above. Their findings indicate there is significant student demand, as existing programs are planning to expand their programs. A copy of the EAB market research study is attached in Appendix A.

In addition to a demand analysis, the EAB market study explored program components at other similar programs. The study identified recommendations such as to provide students with networking opportunities. The EAB study also emphasized the importance of marketing strategies to communicate that the

program is designed for pre-professional students without a business background and to conduct significant outreach when marketing the program. EAB suggestions regarding the curriculum were carefully weighed when planning the MS in Management program Request to Plan and Request to Establish. In addition, they were considered by the MS in Management Planning Committee, who developed the curriculum for the program.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

The minimum admission requirements for the MS in Management program at UNC Charlotte are:

- a. An earned bachelor's degree from a regionally accredited college or university in a non-business field;
- b. An overall undergraduate grade point average of at least a 3.0 (based on a 4.0 scale);
- c. A completed application submitted online through the Graduate School's application system;
- d. A statement of purpose (essay) submitted online as part of the application submission process;
- e. Letter of recommendation;
- f. Official transcript(s) of all academic work attempted beyond high school;
- g. Official GRE or GMAT scores;
- h. A resume; and
- i. A minimum TOEFL score of 220 (computer-based), 557 (paper-based), or 83 (internet-based) or a minimum IELTS band score of 6.5 required from any applicant whose native language is not English.

Students will be required to complete a college algebra course earning a grade of B or better or equivalent prior to enrolling in the program.

2. Documents to be submitted for admission (listing).

Documents to be submitted for admission to UNC Charlotte's MS in Management program include:

- a. A completed application submitted online through the Graduate School's application system;
- b. A statement of purpose (essay) submitted online as part of the application process;
- c. Letter of recommendation;
- d. Official transcripts of all academic work attempted beyond high school;
- e. Official GRE or GMAT scores;

- f. A resume; and
- g. A minimum TOEFL score of 220 (computer-based), 557 (paper-based), or 83 (internet-based) or a minimum IELTS band score of 6.5 required from any applicant whose native language is not English.

C. Degree requirements. List the following:

- 1. Total hours required. State requirements for Major, Minor, General Education, etc.

The MS in Management is a one-year, cohort-based program consisting of 10, three credit hour courses. The program requires a total of 30 credit hours. The following courses are required to earn a MS in Management degree:

MGMT 6100, Quantitative Business Analysis
MGMT 6110, Information Systems Management
MGMT 6120, Management and Organizational Behavior
MGMT 6130, Principles of Financial and Managerial Accounting
MGMT 6140, Marketing from a Management Perspective
MGMT 6150, Managing your Organization's Operations
MGMT 6160, Managing Talent for Strategic Advantage
MGMT 6170, Analysis for Financial Management
MGMT 6180, Economics for Managers
MGMT 6190, Managerial Ethics and Leadership

- 2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

There are no other requirements for the one-year MS in Management program.

For graduate programs only, please also answer the following:

- 3. Proportion of required program courses open only to graduate students

All coursework that will count toward the MS in Management will be at the 6000 level and unavailable to undergraduate students.

- 4. Grades required

A student is expected to earn an A or B in all courses included in the program and must maintain a minimum cumulative 3.0 GPA (on a 4.0 scale). An accumulation of more than two marginal (C) grades will result in suspension of the student's enrollment in the program. If a student earns a grade of a U in any course, their enrollment will be suspended and the student cannot take further coursework without being readmitted to the program.

5. Amount of transfer credit accepted

Typically, no more than six semester hours of transfer credit will be accepted.

6. Language and/or research requirements

No additional language or research requirements are required outside of the admissions and coursework requirements. Managerial Ethics and Leadership is designed as a culminating capstone experience required by all students to earn a MS in Management degree.

7. Any time limits for completion

Students are allowed a maximum of six calendar years from formal admission to the MS in Management program to complete the program successfully.

- D. For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

The proposed MS in Management program will follow UNC Charlotte's Academic Policy on Course Numbering. Master-level courses are numbered at the 6000 level. Credit hours are provided in parentheses. As the MS in Management will be offered to a new student population without a business background, the curriculum proposed includes all new courses:

New Courses

MGMT 6100 Quantitative Business Analysis (3):* This course will provide an introduction to the analytical foundations of business decision making. Students will learn to identify important issues to be considered when working with data to answer a question. They will also learn the basics of analyzing data and making decisions based on the analysis. Topics covered include basic statistics through regression analysis.

MGMT 6110 Information Systems Management (3):* Information Systems are an essential tool for conducting business and gaining a competitive edge in an increasingly global economy. This course will educate future managers on conceptual foundations underlying the management of information resources. Students will also be exposed to widely used business applications software.

MGMT 6120 Management and Organizational Behavior (3):* This course will examine individual, group, and organizational issues that affect and shape organizations. Topics will include individual differences, motivation,

communication, decision-making, leadership, power, organizational structure and design, and change.

MGMT 6130 Principles of Financial and Managerial Accounting (3):*

Accounting is the language of business. This course will teach students how to interpret financial statements to evaluate the performance and strength of a business. Student will also learn how organizations determines the cost of providing goods and services; uses accounting data for budgeting and profit planning; and identifies strategies for improving the quality of goods and services for customers while increasing efficiency, profitability, and sustainability of the organization.

MGMT 6140 Marketing from a Management Perspective (3):* Since all companies (i.e., both for-profit and non-profit), require some form of selling to be in business, it is incumbent upon managers to have an understanding of marketing processes. This course will educate future managers on the psychology and sociology associated with consumer behaviors. Upon completion students will have the skills needed to make informed and critical decisions required for the company's future profitability.

MGMT 6150 Managing your Organization's Operations (3):* The operations function is an integral part of every organization, and managers must be familiar with issues arising in this area. This course will educate future managers on understanding how to manage the provision of goods and services both effectively and efficiently, as well as understanding how to improve related processes.

MGMT 6160 Managing Talent for Strategic Advantage (3):* Human resource management plays an important role in creating and sustaining competitive advantage. This course will focus on the manager's role in attracting, developing, and retaining talent in organizations. Contemporary issues such as globalization, outsourcing, workforce diversity, mergers and acquisitions, downsizing, and occupational health, safety, and security will be explored in terms of their strategic value.

MGMT 6170 Analysis for Financial Management (3):* This course covers the theory and practice of financial management including financial instruments and markets, financial statement analysis, financial forecasting, cost of capital and capital budgeting, and evaluating investment opportunities. Students will learn the methods and techniques for assessing the financial health of a company, planning future financial performance, and creating value for shareholders.

MGMT 6180 Economics for Managers (3):* Economics for managers covers the micro and macroeconomic concepts required to understand the environment in which business firms operate. Topics covered include supply

and demand, the behavior of firms and consumers, business cycles, exchange rates, and the effects of monetary and fiscal policies.

*MGMT 6190 Managerial Ethics and Leadership (3)**: This class will involve an examination of the role and impact of management decisions on employees, customers, investors, and the environment. This capstone course focuses on management and decision making to facilitate ethical and sustainable organizations.

II. Faculty

- A. (For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. For master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

The table below highlights the Belk College faculty members who are qualified to teach in the proposed MS in Management program. At any given point in time, we anticipate only a small number of these faculty will actually be teaching in the program.

NAME (F, P)*	COURSES TAUGHT* Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Louis Amato (F)	<p>Fall 2015 ECON2101 Principles of Economics-Macro, 3 (UT) MBAD6112 Econ of Business Decisions, 3 (G)</p> <p>Spring 2016 BUSN4701 Business Honors Thesis (UT) ECON2102 Principles of Economics-Micro, 3 (UT) MBAD6112 Econ of Business Decisions, 3 (G)</p>	<p>PHD (Business Economics), University of SC-Columbia</p> <p>MA (Business Economics), UNC Greensboro</p> <p>BA (Business Economics), Lenoir-Rhyne College</p>	<ul style="list-style-type: none"> • 35+ years of economics teaching experience • Author or co-author of more than 25 peer reviewed journal articles
Denis Arnold (F)	<p>Fall 2015 MGMT 3282, Managerial Ethics, 3 (UT) MBAD 6192, Business Ethics and Corporate Responsibility, 3 (G)</p> <p>Spring 2016 MGMT3282 Managerial Ethics, 3 (UT)</p>	<p>PHD (Philosophy), University of MN-Minneapolis</p> <p>MA (Philosophy), University of MN-Minneapolis</p> <p>BS (Philosophy), Lewis & Clark College</p>	<ul style="list-style-type: none"> • Nearly 10 years of management teaching experience • Author or co-author of 15+ peer reviewed journal articles • Author or co-author of 6 books • Editor-In-Chief of <i>Business Ethics Quarterly</i> • Served as dissertation chair for 2 doctoral candidates

Request to Deliver
Last updated 1/12/16

<p>George Banks (F)</p>	<p>Fall 2015 MBAD 6161 Human Behavior Organizations, 3 (G) MGMT3241 Acquiring & Maintaining Talent, 3 (UT) Spring 2016 MGMT3241 Acquiring & Maintaining Talent, 3 (UT) OSCI8899 Org Sci Readings & Research, 3 (G)</p>	<p>PHD (Business and Management), Virginia Commonwealth Univ. MA (Industrial and Org Psychology), Univ of New Haven BA (Psychology), College of William & Mary-VA BA (Political Science and Govt), College of William & Mary-VA</p>	<ul style="list-style-type: none"> • 1 year of management teaching experience • Author or co-author of 20+ peer reviewed journal articles
<p>Joyce Beggs (F)</p>	<p>Fall 2015 MGMT 3277, Entrepreneurship, 3 (UT) MGMT 3280, Strategic Management, 3 (UT) Spring 2016 MGMT3277 Entrepreneurship, 3 (UT) MGMT3280 Strategic Management, 3 (UT)</p>	<p>PHD (Bus Mgmt and Administration), University of TN-Knoxville MBA (Business Administration), West Virginia State College MA (Business Economics), Marshall University BS (Business Administration), Concord College</p>	<ul style="list-style-type: none"> • 25+ years of management teaching experience • Author or co-author of 20+ peer reviewed journal articles
<p>Lloyd Blenman (F)</p>	<p>Fall 2015 FINN3226 Financial Theory & Practice, 3, (UT) Spring 2016 BPHD8650 Advanced Seminar in Finance, 3 (G) FINN3226 Financial Theory & Practice, 3 (UT)</p>	<p>PHD (Business Economics), Ohio State University MA (Business Economics), University of Western Ontario BS (Business Economics), University of Guyana</p>	<ul style="list-style-type: none"> • Nearly 30 years of finance teaching experience • Author or co-author of 30+ peer reviewed journal articles • Served as dissertation chair for 9 doctoral candidates

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Last updated 1/12/16

<p>Charles Bodkin (F)</p>	<p>Fall 2015 MKTG 3110, Marketing Concepts, 3 (UT) Spring 2016 MKTG 3110, Marketing Concepts, 3 (UT) MBAD 6275, Global Marketing Strategy, 3 (G)</p>	<p>PHD (Marketing), Virginia Tech MBA (Bus Mgmt and Administration), UNC Greensboro BBA (Marketing), Notre Dame, University Of</p>	<ul style="list-style-type: none"> • 25 years of marketing teaching experience • Author or co-author of 25 peer reviewed journal articles
<p>Hughlene Burton (F)</p>	<p>Fall 2015 ACCT6110 Tax Research and Planning, 3 (G) Spring 2016 ACCT5312 Intermediate Financial Reporting II, 3 (G) ACCT6130 Tax of Pass-Through Entities, 3 (G)</p>	<p>PHD (Accounting), University of Alabama BS (Accounting), Wake Forest University</p>	<ul style="list-style-type: none"> • 20 years of accounting teaching experience • Author or co-author of 60+ peer reviewed journal articles
<p>Richard Buttimer (F)</p>		<p>PHD (Bus Mgmt and Administration), University of GA-Athens BBA (Finance), University of GA-Athens</p>	<ul style="list-style-type: none"> • Nearly 15 years of real estate and finance teaching experience • Author or co-author of 20+ peer reviewed journal articles • Served as dissertation chair for 5 doctoral candidates
<p>Jack Cathey (F)</p>	<p>Fall 2015 ACCT5311 Intrmdiate Financial Reprtnng I, 3 (G) ACCT6260 Adv Financial Reporting, 3 (G) Spring 2016 ACCT6280 International Financial Reptng, 3 (G)</p>	<p>PHD (Accounting), Virginia Tech MACC (Accounting), Virginia Tech BS (Accounting), Wake Forest University</p>	<ul style="list-style-type: none"> • Nearly 30 years of accounting and tax teaching experience • Author or co-author of 8 peer reviewed journal articles

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Last updated 1/12/16

<p>Victor Chen (F)</p>	<p>Fall 2015 MGMT3274 International Busn Proc & Prob, 3 (UT) Spring 2016 MBAD 6197, Managing the Multinational Enterprise, 3 (G)</p>	<p>PHD (Business Administration), Simon Fraser University MA (Economics, General), University of Ottawa BAD (Finance), Beijing Tech & Business Univ</p>	<ul style="list-style-type: none"> • 4 years of management and international business teaching experience • Author or co-author of 14 peer reviewed journal articles • Co-founder and associate editor of <i>Transitional Corporations Review</i>
<p>Calvin Chesson (F)</p>	<p>Fall 2015 BLAW3150 Business Law I, 3 (UT) MBAD5191 Legal Environment in Busn, 1 (G) Spring 2016 BLAW3150 Business Law I, 3 (UT) BLAW3250 Business Law II, 3 (UT) MBAD5191 Legal Environment in Busn, 1 (G)</p>	<p>JD (Law), UNC Chapel Hill BA (Business Education), East Carolina University</p>	<ul style="list-style-type: none"> • 10+ years of business law teaching experience • Experienced lawyer
<p>I-Hsuan Chiang (F)</p>	<p>Fall 2015 MBAD6152 Financial Management, 3 (G) Spring 2016 BPHD8210 Investments & Portfolio Theory, 3 (G) MBAD6152 Financial Management, 3 (G)</p>	<p>PHD (Finance), Boston College MBA (Finance), National Chengchi University BA (Economics, General), National Taiwan University</p>	<ul style="list-style-type: none"> • Nearly 10 years of finance teaching experience • Author or co-author of 3 peer reviewed journal articles

Request to Deliver
Last updated 1/12/16

<p>Steven Clark (F)</p>	<p>Fall 2015 BPHD8220 Financial Economic Theory II, 3 (G) FINN6203 Financial Economic Theory, 3 (G) Spring 2016 FINN6203 Financial Economic Theory, 3 (G) FINN6212 Advncd Financial Derivatives, 3 (G)</p>	<p>PHD (Applied Economics, Mathematical Sciences), Clemson University MA (Mathematics), University of GA-Athens BA (Philosophy, Mathematics), Valdosta State University</p>	<ul style="list-style-type: none"> • Nearly 15 years of finance and mathematical finance teaching experience • Author or co-author of nearly 15 peer reviewed journal articles • Served as dissertation chair for 4 doctoral candidates
<p>John Connaughton (F)</p>	<p>Fall 2015 ECON 3123 Intermediate Macroeconomics, 3 (UT) Spring 2016 ECON 2101 Principles of Economics-Macro, 3 (UT)</p>	<p>PHD (Business Economics), Northeastern University MA (Business Economics), Northeastern University BS (Business Economics), Boston State College</p>	<ul style="list-style-type: none"> • 30+ years of economics teaching experience • Author or co-author of 10+ peer reviewed journal articles • Led UNC Charlotte Economic Forecast for 30+ years
<p>Peter Davis (F)</p>	<p>Fall 2015 MGMT 3280, Strategic Management, 3 (UT) Spring 2016 MGMT 3280, Strategic Management, 3 (UT)</p>	<p>PHD (Business and Management), University of SC-Columbia</p>	<ul style="list-style-type: none"> • 25+ years of management teaching experience • Author or co-author of 30 peer reviewed journal articles, 3 books • Served as dissertation chair for 5 doctoral candidates • Associate editor of <i>International Business: Research, Teaching, and Practice</i>
<p>Craig Depken, II (F)</p>	<p>Fall 2015 ECON 3181 Sports Economics, 3 (UT) ECON 6113 Cross Section Time Series Econ, 3 (G) Spring 2016 ECON 6217 Advanced Microeconometrics, 3 (G)</p>	<p>PHD (Business Economics), University of GA-Athens BA (Business Economics), University of GA-Athens</p>	<ul style="list-style-type: none"> • 20+ years of economics teaching experience • Author or co-author of 30+ peer reviewed journal articles, 4 books

Request to Deliver
Last updated 1/12/16

<p>Sunil Erevelles (F)</p>	<p>Fall 2015 MBAD 6270, Marketing Management 3 (G) MBAD 6275M Global Marketing Strategy, 3 (G) Spring 2016 MBAD 6279 Design Thinking & Innovation, 3 (G) MKTG 3110 Marketing Concepts, 3, (UT)</p>	<p>PHD (Marketing), Ohio State University MA (Marketing), Ohio State University BT (Gen Liberal Arts and Sciences), Anna University</p>	<ul style="list-style-type: none"> • 20+ years of marketing teaching experience • Author or co-author of more than 20+ peer reviewed journal articles • Special issue editor for the <i>Journal of Business Research</i> and the <i>Journal of Personal Selling and Sales Management</i>
<p>Karen Ford-Eickhoff (F)</p>	<p>Fall 2015 MGMT 3280, Business Policy, 3 (UT) MGMT 3282, Managerial Ethics, 3 (UT) Spring 2016 MGMT 3280, Strategic Management, 3 (UT)</p>	<p>PHD (Business Administration), University of TN-Knoxville MBA (Business Administration), University of TN-Chattanooga BS (Secondary Education, General), University of TN-Chattanooga</p>	<ul style="list-style-type: none"> • Nearly 5 years of management teaching experience • Author or co-author of 2 peer reviewed journal articles
<p>Paul Gaggl (F)</p>	<p>Fall 2015 ECON 3115 Money and Banking, 3 (UT) ECON 6201 Adv Macroeconomics Theory, 3 (G) Spring 2016 ECON 3115 Money and Banking, 3, (UT)</p>	<p>PHD (Economics, General), University of CA-Davis MA (Economics, General), University of CA-Davis MA (Economics, General), University of Vienna</p>	<ul style="list-style-type: none"> • Nearly 5 years of economics teaching experience • Author or co-author of 4 peer reviewed journal articles
<p>John Gandar (F)</p>	<p>Fall 2015 ECON 6902 Research Methods for Econ II, 3 (G) FINN 3223 International Fin Management, 3 (UT)</p>	<p>PHD (Business Economics), University of MO-Columbia MA (Business Economics), Victoria University Wellington</p>	<ul style="list-style-type: none"> • 30+ years of economics teaching experience • Author or co-author of 20+ peer reviewed journal articles

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Last updated 1/12/16

<p>Howard Godfrey (F)</p>	<p>Fall 2015 ACCT 4220 Income Tax, 3 (UT) Spring 2016 ACCT 2122 Principles of ACCT II, 3 (UT) ACCT 6120 Taxation of Corp & Shareholders, 3 (G)</p>	<p>PHD (Business Administration), University of Alabama MACC (Accounting), University of Mississippi BS (Accounting), Mississippi College</p>	<ul style="list-style-type: none"> • 40 years of accounting teaching experience • Author or co-author of more than 15 peer reviewed journal articles
<p>Janaki Gooty (F)</p>	<p>Fall 2015 MBAD 6161 Human Behavior Organizations, 3 (G) OSCI 8611 Macro Org Science I, 3 (G) OSCI 8899 Org Sci Readings & Research, 1-3 (G) Spring 2016 MBAD 6161 Human Behavior Organizations, 3 (G)</p>	<p>PHD (Bus Mgmt and Administration), Oklahoma State University MBA (Bus Mgmt and Administration), Univ Centrl Oklahoma BS (Electrical and Electronics Egr), National Inst of Engineering</p>	<ul style="list-style-type: none"> • 7 years of management teaching experience • Author or co-author of 14 peer reviewed journal articles
<p>Yufeng Han (F)</p>	<p>New hire for AY 2016-17 Fall 2016 MBAD 6153 Investment Management, 3 (G)</p>	<p>PHD (Finance), Washington University MS (Finance), Washington University BS (Biological Sciences and Biotechnology), Tshinghua University</p>	<ul style="list-style-type: none"> • 10+ years of finance teaching experience • Author or co-author of 9 peer reviewed journal articles

Request to Deliver
Last updated 1/12/16

<p>Jared Hansen (F)</p>	<p>Fall 2015 MKTG 3224, Brand Building and New Product Strategy, 3 (UT) Spring 2016 DSBA 6100/ ITCS6100/ MBAD7090, Big Data Analytics for Competitive Advantage, 3 (G) MBAD 6273, Brand Building and New Product Strategy, 3 (G) MBAD 6275 Global Marketing Strategy, 3 (G)</p>	<p>PHD (Marketing), Texas Tech University MBA (Business & Management, Other), Brigham Young University BS (Civil, Const, Transportation Egr), Brigham Young University</p>	<ul style="list-style-type: none"> • Nearly 10 years marketing teaching experience • Author or co-author of 10+ peer reviewed journal articles
<p>Keejae Hong (F)</p>	<p>Fall 2015 ACCT 6291 Financial Statement Analysis, 3 (G) Spring 2016 ACCT 2121 Principles of ACCT, 3 (UT)</p>	<p>PHD (Accounting), University of IL-Urbana MS (Bus Mgmt and Administration), University of Maryland-Un BA (Accounting), Florida International Univ</p>	<ul style="list-style-type: none"> • 5 years of accounting teaching experience • Author or co-author of 4 peer reviewed journal articles
<p>Nima Jalali (F)</p>	<p>Fall 2015 DSBA 6277/ MBAD 6277 Social Media Marketing, 3 (G) MKTG 3230 Social Media Marketing, 3 (UT) Spring 2016 DSBA 6283 Mobile Marketing and Analytics, 3 (G)</p>	<p>PHD (Business Management Sciences), University of WI-Milwaukee MBA (Marketing), University of Tehran BS (Engineering), University of Tehran</p>	<ul style="list-style-type: none"> • 1 year of marketing teaching experience • Author or co-author of 2 peer reviewed journal articles

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Ed Jernigan (F)	<p>Fall 2015 MGMT 3140, Management and Organizational Behavior, 3 (UT)</p> <p>Spring 2016 MGMT 3140, Management and Organizational Behavior, 3 (UT)</p>	<p>DBA (Bus Mgmt and Administration), University of Memphis</p> <p>MBA (Business and Management), University of Memphis</p> <p>BS (History), Middle Tennessee St Univ</p>	<ul style="list-style-type: none"> • 25+ years of management teaching experience • Author or co-author of 20+ peer reviewed journal articles
Monica Johar (F)	<p>Fall 2015 MBAD/DSBA 6201, Business Intelligence and Analytics, 3 (G)</p>	<p>PHD (Management Science, Information Systems) University of Texas at Dallas</p> <p>MAS (Information Systems), University of Texas at Dallas</p> <p>BE (Electronics and Telecommunications), Pune University</p>	<ul style="list-style-type: none"> • 10 years of management information systems teaching experience • Author or co-author of 7 peer reviewed journal articles • Served as dissertation chair for 3 doctoral candidates
Linwood Kearney (F)	<p>New hire for AY 2016-17</p> <p>Fall 2016 ACCT 2121 Principles of ACCT I, 3 (UT)</p>	<p>PHD (Accounting), Florida State University</p> <p>MACC (Accounting), North Carolina State University</p> <p>MBA (Business Administration), East Carolina University</p> <p>BSBA (Management Science), East Carolina University</p>	<ul style="list-style-type: none"> • Nearly 20 years of accounting teaching experience • 4 years of industry experience • Author or co-author of 2 peer reviewed journal articles

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Last updated 1/12/16

<p>Franz Kellermanns (F)</p>	<p>Fall 2015 MGMT 3275, International Management, 3 (G) MBAD 6191, Entrepreneurship, 3 (G) MBAD 6194, Global Strategic Management, 3 (G)</p>	<p>PHD (Business Administration), University of CT MBA (Business Administration), Indiana University of PA</p>	<ul style="list-style-type: none"> • 10 years of management teaching experience • Nearly 10 years of consulting work • Author or co-author of more than 80+ peer reviewed journal articles, 2 books • Served as dissertation chair for 15 doctoral candidates
<p>David Kerr (F)</p>	<p>Fall 2015 ACCT 6220 Financial Statement Auditing, 3 (G) MBAD 6131 Management Accounting, 3 (G) Spring 2016 ACCT 6240 Business Envrnmnt, Gov, & Acct, 3 (G) MBAD 6131 Management Accounting, 3 (G)</p>	<p>PHD (Accounting), Michigan State University BS (Accounting), Utah State University</p>	<ul style="list-style-type: none"> • 10+ years of accounting teaching experience • Author or co-author of nearly 20 peer reviewed journal articles
<p>Moutaz Khouja (F)</p>	<p>Fall 2015 OPER 3201, Operations Planning and Control, 3 (UT) MBAD 6141, Operations Management, 3 (G) Spring 2016 OPER 3100, Operations Management, 3 (UT) OPER 3204, Management of Service Operations, 3 (UT)</p>	<p>PHD (Production/Operations Management), Kent State University MBA (Business Administration), University of Toledo BS (Mechanical Engineering), University of Toledo</p>	<ul style="list-style-type: none"> • 25 years of operations management teaching experience • Author or co-author of nearly 60 peer reviewed journal articles • Served as dissertation chair for 6 doctoral candidates

Request to Deliver
Last updated 1/12/16

Dolly King (F)	<p>Fall 2015 FINN 6211 Fxd Incm Secrties & Credit Rsk, 3 (G)</p>	<p>PHD (Business and Management), University of WI-Madison MBA (Finance), University of WI-Madison BBA (Industrial & Management Engr), National Cheng Kung University</p>	<ul style="list-style-type: none"> • 20 years of finance teaching experience • Author or co-author of more than 20 peer reviewed journal articles • Served as dissertation chair for 11 doctoral candidates
Chris Kirby (F)	<p>Fall 2015 BPHD 8140 Econometrics III, 3 (G) FINN 6219 Financial Econometrics, 3 (G) Spring 2016 ECON 6219/ FINN 6219 Financial Econometrics, 3 (G)</p>	<p>PHD (Bus Mgmt and Administration), Duke University MBA (Bus Mgmt and Administration), Duke University BS (Chemical Engineering), Clemson University</p>	<ul style="list-style-type: none"> • 20+ years of finance teaching experience • Author or co-author of 17 peer reviewed journal articles, 1 book • Served as dissertation chair for 1 doctoral candidate

<p>Gary Kohut (F)</p>	<p>Fall 2015 MBAD 5191 Legal Environment in Busn, 1 (G) MBAD 6100, Leadership, Ethics and Business Environment Seminar, 1 (G) MBAD 6131M Management Accounting, 3 (G) MBAD 6191 Entrepreneurship, 3 (G) MBAD 6194 Global Strategic Management, 3 (G) MBAD 6270M Marketing Management, 3 (G) MBAD 6275M Global Marketing Strategy, 3 (G) MGMT 3287, Managerial Leadership, 3 (UT) MBAD 6164, Executive Communication, 3 (G) Spring 2016 MBAD 5191M Legal Environment in Busn, 1 (G) MBAD 6141M Operations Management, 3 (G) MBAD 6155M Multinational Fin Mgmt, 3 (G) MBAD 6275M Global Marketing Strategy, 3 (G) MBAD 6890 Directed Individual Study, 3 (G) MGMT 3287, Managerial Leadership, 3 (UT) MBAD 6100, Leadership, Ethics and Business Environment Seminar, 1 (G) MBAD 6165, Negotiation and Conflict Management, 3 (G)</p>	<p>PHD (Communication), Southern IL Univ-Carbondale MBA (Business and Management), Youngstown State University BSBA (Marketing), Youngstown State University</p>	<ul style="list-style-type: none"> • 30+ years of management teaching experience • Author or co-author of more than 10 peer reviewed journal articles
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Request to Deliver
Last updated 1/12/16

<p>Ram Kumar (F)</p>	<p>Fall 2015 INFO 3130, Management Information Systems, 3 (UT) INFO 3234, Bus Info Sys Analysis & Design, 3 (UT) Spring 2016 INFO 3234, Bus Info Sys Analysis & Design, 3 (UT) MBAD 6207, Business Project Management, 3 (G)</p>	<p>PHD (Information Systems and Management Science), University of Maryland MBA, Indian Institute of Management Btech (Mechanical Engineering), Indian Institute of Management</p>	<ul style="list-style-type: none"> • 20+ years of management information systems teaching experience • Author or co-author of nearly 25+ peer reviewed journal articles • Served as dissertation chair for 9 doctoral candidates • Associate editor for <i>Decision Support Systems</i> and <i>Journal of Database Management</i> • Co-recipient of \$486,300 NIST grant
<p>Hwan Lin (F)</p>	<p>Fall 2015 ECON 3171 International Busn Economics, 3, (UT) MATH 6204/ MATH 8204 Num Methods for Fin Der, 3 (G) Spring 2016 ECON 3171 International Busn Economics, 3 (UT) ECON 6257 Applied Computational Econ, 3 (G)</p>	<p>PHD (Economics, General), University of IL-Urbana MS (Economics, General), University of IL-Urbana BA (Bus Mgmt and Administration), National Chung Hsing Univ</p>	<ul style="list-style-type: none"> • 20+ years of economics teaching experience • Author or co-author of 15 peer reviewed journal articles
<p>Greg Martin (F)</p>	<p>Fall 2015 ACCT 6260 Adv Financial Reporting, 3 (G) Spring 2016 ACCT 3312 Intermediate Financial ACCT II, 3 (UT)</p>	<p>PHD (Business Administration), University of CO-Boulder MBA (Business Administration), Notre Dame, University Of BS (History), US Air Force Academy</p>	<ul style="list-style-type: none"> • 5+ years of accounting teaching experience • Author or co-author of 4 peer reviewed journal articles

Request to Deliver
Last updated 1/12/16

David Mauer (F)	<p>Fall 2015 BPHD 8230 Theory of Corporate Finance, 3 (G)</p> <p>Spring 2016 BPHD 8240/ FINN 6210 Derivatives/ Financial Elements Derivatives, 3 (G)</p>	<p>PHD (Business and Management), Purdue Univ-West Lafayette</p> <p>BBA (Finance), University of IA</p>	<ul style="list-style-type: none"> • 30 years of finance teaching experience • Author or co-author of 30+ peer reviewed journal articles
Thomas Mayock III (F)	<p>New hire for AY 2016-17</p> <p>Fall 2016 ECON 3112 Econometrics, 3 (UT)</p>	<p>PHD (Economics), Florida State University</p> <p>BS (Economics), The Pennsylvania State University</p>	<ul style="list-style-type: none"> • 7 years of economics teaching experience • 8 years of industry experience • Author or co-author of nearly 15 peer reviewed journal articles
Rob Roy McGregor (F)	<p>Fall 2015 BPHD 8120/ PPOL 8000 Econometrics I, 3 (G)</p> <p>ECON 2101 Principles of Economics-Macro, 3, (UT)</p> <p>Spring 2016 ECON 4112 Econometrics II, 3 (UT)</p> <p>ECON 4117 Busn & Econ Forecasting, 3 (UT)</p>	<p>PHD (Business Economics), University of SC-Columbia</p> <p>MA (Business Economics), Clemson University</p> <p>BA (Business Economics), Clemson University</p>	<ul style="list-style-type: none"> • 25 years of economics teaching experience • Author or co-author of nearly 15 peer reviewed journal articles, 1 book
Alyson Metcalfe (F)	<p>Fall 2015 MBAD 6159/ MSRE 6159 Real Estate Development, 3 (G)</p> <p>MSRE 6101 Real Estate Seminar, 1 (G)</p> <p>MSRE 6130 Site Plan, Bld Dsgn, Cnst Fund, 3 (G)</p> <p>MSRE 6999 Real Estate Capstone, 3 (G)</p> <p>Spring 2016 MSRE 6101 Real Estate Seminar, 1 (G)</p>	<p>MS (Real Estate Finance & Dev), UNC Charlotte</p> <p>MS (Natural Resources Management), University of GA-Athens</p> <p>BS (Biology, General). UNC Chapel Hill</p>	<ul style="list-style-type: none"> • 10 years of industry experience • 2 years of real estate teaching experience

Request to Deliver
Last updated 1/12/16

<p>Matt Metzgar (F)</p>	<p>Fall 2015 ECON 3125 Managerial Economics, 3 (UT) MBAD 6112 Econ of Business Decisions, 3 (G) Spring 2016 ECON 3125 Managerial Economics, 3 (UT) MBAD 5110 Foundations of Economics, 3 (G)</p>	<p>PHD (Business Economics), University of TN-Knoxville MBA (Bus Mgmt and Administration), Wheeling Jesuit College BS (Secondary Education, General), West Virginia University</p>	<ul style="list-style-type: none"> • 10+ years of economics teaching experience • Author or co-author of 8 peer reviewed journal articles
<p>Sangkil Moon (F)</p>	<p>Fall 2015 MKTG 3228, Marketing Analytics, 3 (UT) DSBA 6276/ MBAD 6276, Consumer Analytics, 3 (G) Spring 2016 DSBA 6278, Innovation Analytics, 3 (G) MBAD 6278, Innovation Analytics, 3 (G)</p>	<p>PHD (Business Administration), University of IA MBA (Marketing), Seoul National University BBA (Business Administration), Seoul National University</p>	<ul style="list-style-type: none"> • 10+ years of marketing and analytics teaching experience • Author or co-author of 18 peer reviewed journal articles
<p>Patricia Mynatt (F)</p>		<p>PHD (Bus Mgmt and Administration), UNC Chapel Hill BSBA (Accounting), Auburn University</p>	<ul style="list-style-type: none"> • 10+ years of accounting teaching experience • Author or co-author of 7 peer reviewed journal articles
<p>Faith Neale (F)</p>	<p>Fall 2015 FINN 3273 Property and Casualty, 3 (UT) FINN 3275 Adv Risk Management, 3 (UT) Spring 2016 ECON 3090/FINN 3000 Topics in Economics and Finance,3, (UT) FINN 3273 Property and Casualty, 3, (UT) FINN 6215 Risk Mgmt. in Insurance Companies, 3 (G)</p>	<p>PHD (Risk Management and Insurance), Florida State University MS (Business and Management), Georgia Southwestern State Univ BS (Bus Mgmt and Administration), University of FL</p>	<ul style="list-style-type: none"> • 10+ years of insurance and finance teaching experience • Author or co-author of 8 peer reviewed journal articles

Request to Deliver
Last updated 1/12/16

Steven Ott (F)		<p>PHD (Business and Management), University of WI-Madison</p> <p>MS (Finance), University of WI-Madison</p> <p>BBA (Accounting), University of WI-Whitewater</p>	<ul style="list-style-type: none"> Nearly 25 years of finance and real estate teaching experience Author or co-author of 25 peer reviewed journal articles
Tony Plath (F)	<p>Fall 2015 FINN 3120 Financial Management, 3 (UT) FINN 3221 Fin Institutions & Markets, 3 (UT)</p> <p>Spring 2016 FINN 3120 Financial Management, 3 (UT) FINN 3225 Commercial Bank Management, 3 (UT) MBAD 6156 Commercial Bank Mgmt, 3 (G)</p>	<p>DBA (Finance), Kent State Univ-Kent</p> <p>MBA (Finance), Kent State Univ-Kent</p> <p>BA (Business Economics), Kent State Univ-Kent</p> <p>BA (History), Kent State Univ-Kent</p>	<ul style="list-style-type: none"> Nearly 30 years of finance teaching experience Author or co-author of 7 peer reviewed journal articles
Steven Rogelberg (F)	<p>Spring 2016 OSCI 8477, Org Science Practicum, 4 (G)</p>	<p>PHD (Industrial/Organizational Psychology), University of Connecticut</p> <p>MA (Industrial/Organizational Psychology), University of Connecticut</p> <p>BS (Psychology), Tufts University</p>	<ul style="list-style-type: none"> 20 years of organizational science teaching and consulting experience Author or co-author of nearly 80 peer reviewed journal articles, 4 edited textbooks Editor of <i>Journal of Business and Psychology</i> and the <u>Talent Management Essentials</u> book series
Amanda Roland (F)	<p>Fall 2015 ACCT 2121 Principles of ACCT I, 3 (UT)</p> <p>Spring 2016 ACCT 6299 Topics in Fin Acct & Auditing, 1-4 (G)</p>	<p>PHD (Business Administration), University of CO-Boulder</p> <p>BS (Accounting), CSU-Long Beach</p>	<ul style="list-style-type: none"> 3 years of accounting teaching experience Author or co-author of 1 peer reviewed journal article

Request to Deliver
Last updated 1/12/16

<p>Judson Russell (F)</p>	<p>Fall 2015 FINN 3222 Investments, 3 (UT) FINN 4158/ MBAD 5158 Student Managed Invest Fund I, 3 (UT) MBAD 6153 Investment Management, 3 (G) MBAD 6157 Advanced Corporate Finance, 3 (G) Spring 2016 FINN 3222 Investments, 3 (UT) FINN 3226 Financial Theory & Practice, 3 (UT) FINN 4159/ MBAD 5159 Student Managed Invest Fund II, 3 (UT) MBAD 6155M Multinational Fin Mgmt, 3 (G)</p>	<p>PHD (Finance), University of Alabama MA (Finance), University of Alabama MBA (Business and Management), University of Southern MS BSBA (Business Economics), University of Southern MS</p>	<ul style="list-style-type: none"> • 10+ years of finance teaching experience • Author or co-author of 6 peer reviewed journal articles
<p>Ben Russo (F)</p>	<p>Fall 2015 ECON 6256 Public Economics, 3 (G) Spring 2016 ECON6201 Adv Macroeconomics Theory, 3 (G)</p>	<p>PHD (Business Economics), University of IA BA (Philosophy), SUNY-Stony Brook</p>	<ul style="list-style-type: none"> • 30+ years of economics teaching experience • Author or co-author of 9 peer reviewed journal articles
<p>Cem Saydam (F)</p>	<p>Fall 2015 OPER 3203, Decision Modeling & Analysis, 3 (UT) MBAD/DSBA 6122, Decision Modeling and Analysis via Spreadsheets, 3 (G) Spring 2016 OPER 3203, Decision Modeling & Analysis, 3 (UT) MBAD/DSBA 6122, Decision Modeling and Analysis via Spreadsheets, 3 (G)</p>	<p>PHD (Engineering Management), Clemson University BS (Industrial Engineering), Bogazici University</p>	<ul style="list-style-type: none"> • 30 years of engineering and operations management teaching experiences • Author or co-author of 30+ peer reviewed journal articles, 1 book • Served as dissertation chair for 5 doctoral candidates • Associate editor of <i>Information Technology and Management</i>

Request to Deliver
Last updated 1/12/16

<p>Lisa Schulkind (F)</p>	<p>Fall 2015 DSBA 6112/ ECON 6112 Graduate Econometrics, 3 (G) ECON 6260/ HSRD 8004 Economics of Health & Health Care, 3 (G) Spring 2016 DSBA 6112/ ECON 6112 Econometrics, 3 (G)</p>	<p>PHD (Economics, General), University of CA-Davis MA (Economics, General), University of CA-Davis BA (Economics, General), Union College NY</p>	<ul style="list-style-type: none"> • 4 years of economics teaching experience • Author or co-author of 2 peer reviewed journal articles
<p>Peter Schwarz (F)</p>	<p>Fall 2015 ECON 4200 Senior Seminar, 3 (UT) PPOL 8640 Economic Analysis of PPOL I, 3 (G) Spring 2016 ECON 4181/ ECON 5181 Energy & Environmental Economics, 3 (UT) MBAD 6962/ INES 8090/ SEGR 4962 Energy Markets, 3 (G) MBAD 6962 Energy Markets, 3 (G)</p>	<p>PHD (Economics, General), Ohio State University MA (Economics, General), Ohio State University BS (Mathematics), CUNY City College of New York</p>	<ul style="list-style-type: none"> • 35+ years of economics teaching experience • Author or co-author of 10+ peer reviewed journal articles, 4 books • Served as dissertation chair for 4 doctoral candidates
<p>Suzanne Sevin (F)</p>	<p>Fall 2015 ACCT 2121 Principles of ACCT I, 3 (UT) ACCT 6270 Acct Bus Combos, Govt, Not Pro, 3 (G) Spring 2016 ACCT 3312 Intermediate Financial ACCT II, 3 (UT)</p>	<p>PHD (Bus Mgmt and Administration), University of GA-Athens MBA (Bus Mgmt and Administration), University of New Orleans BS (Accounting), Southeastern Louisiana Univ</p>	<ul style="list-style-type: none"> • 15 years of accounting teaching experience • Author or co-author of 7 peer reviewed journal articles

Request to Deliver
Last updated 1/12/16

<p>Ellen Sewell (F)</p>	<p>Fall 2015 ECON 2102 Principles of Economics-Micro, 3 (UT) ECON 3122 Intermediate Microeconomics, 3 (UT) Spring 2016 ECON 2102 Principles of Economics-Micro, 3 (UT) ECON 3122 Intermediate Microeconomics, 3 (UT)</p>	<p>PHD (Business Economics), University of FL BS (Bus Mgmt and Administration), Boston University</p>	<ul style="list-style-type: none"> • 30+ years of economics teaching experience • Author or co-author of 8 peer reviewed journal articles
<p>Dmitry Shapiro (F)</p>	<p>Fall 2015 BPHD 8100 Microeconomic Theory I, 3 (G) ECON 6202 Adv Microeconomic Theory, 3 (G) Spring 2016 BPHD 8110 Microeconomic Theory II, 3 (G) ECON 6202 Adv Microeconomic Theory, 3 (G)</p>	<p>PHD (Business Economics), Yale University MPHL (Business Economics), Yale University MS (Business Economics), Yale University BS (Mathematics), Moscow State University</p>	<ul style="list-style-type: none"> • 10 years of economics teaching experience • Author or co-author of 10+ peer reviewed journal articles, 1 book
<p>Laura Stanley (F)</p>	<p>Fall 2015 MGMT 3242 Developing & Retaining Talent, 3, (UT) Spring 2016 MGMT 3140 Mgmt & Org Behavior, 3 (UT) MGMT 3242 Developing & Retaining Talent, 3, (UT)</p>	<p>PHD (Business Administration), University of GA-Athens MED (Education), University of GA-Athens MAC (Accounting), UNC Chapel Hill BSBA (Business Administration), UNC Chapel Hill</p>	<ul style="list-style-type: none"> • 5+ years of finance teaching experience • Author or co-author of 10+ peer reviewed journal articles

Request to Deliver
Last updated 1/12/16

<p>Carol Stivender (F)</p>	<p>Fall 2015 ECON 2101 Principles of Economics-Macro, 3 (UT) ECON 3112 Econometrics, 3 (UT) Spring 2016 ECON 2101 Principles of Economics-Macro, 3 (UT) ECON 3090 Topics in Economics, 3 (UT) ECON 3112 Econometrics, 3 (UT)</p>	<p>PHD (Public Policy), UNC Charlotte MS (Economics), UNC Charlotte BA (Business Economics), Lenoir-Rhyne College</p>	<ul style="list-style-type: none"> • 10+ years of economics teaching experience • Author or co-author of 1 peer reviewed journal article, 1 book
<p>Jennifer Ames Stuart (F)</p>	<p>Fall 2015 MBAD 6272 Mkt Analysis & Decision Making, 3 (G) MKTG 3222 Mktg Analysis & Decision Mktg, 3 (UT) Spring 2016 MKTG 3000 Topics in Marketing, 3 (UT) MKTG 3222 Mktg Analysis & Decision Mktg, 3 (UT)</p>	<p>PHD (Business and Management), Columbia University MPHL (Business and Management), Columbia University MBA (Business and Management), University of Pitt-Pittsburgh MS Management Info Systems), University of Pitt-Pittsburgh BA (Business and Management, Economics), University of Pitt-Pittsburgh</p>	<ul style="list-style-type: none"> • 10+ years of marketing and brand management corporate experience • 3 years of marketing teaching experience • Author or co-author of 3 peer reviewed journal articles
<p>Antonis Stylianou (F)</p>	<p>Fall 2015 INFO 3233, Data and Information Management, 3 (UT) Spring 2016 INFO 3233, Data and Information Management, 3 (UT)</p>	<p>PHD (Management Information Systems), Kent State University MBA, Kent State University BBA (Public Accounting, Economics), Kent State University</p>	<ul style="list-style-type: none"> • 30 years of management information systems teaching experience • Author or co-author of 35+ peer reviewed journal articles • Served as dissertation chair for 20 doctoral candidates • Editor of <i>Data Base for Advances in Information Systems</i> • Co-recipient of \$486,300 NIST grant

Request to Deliver
Last updated 1/12/16

<p>Chandra Subramaniam (F)</p>	<p>Fall 2015 INFO 3236, Business Analytics, 3 (UT) MBAD 7090/DSBA 6100, Big Data Analytics for Competitive Advantage, 3 (G)</p> <p>Spring 2016 INFO 3236, Business Analytics, 3 (UT) INFO 3240, E-Business Systems, 3 (UT) INFO 3401, Management Information Systems Internship, 6 (UT)</p>	<p>PHD (Business Administration, Information Systems), University of Illinois at Urbana-Champaign</p> <p>MBA, Indian Institute of Management</p> <p>BE (Mechanical Engineering), Regional Engineering College</p>	<ul style="list-style-type: none"> • 10+ years of management information systems teaching experience • Author or co-author of 15 peer reviewed journal articles • Served as dissertation chair for 3 doctoral candidates
<p>Carol Swartz (F)</p>	<p>Fall 2015 ECON 2101 Principles of Economics-Macro, 3 (UT)</p> <p>Spring 2016 ECON 2102 Principles of Economics-Micro, 3 (UT) ECON 4200 Senior Seminar, 3 (UT)</p>	<p>PHD (Business Economics), Duke University</p> <p>MA (Business Economics), Duke University</p> <p>BS (Mathematics), SUNY-Fredonia</p>	<ul style="list-style-type: none"> • 15+ years of economics teaching experience • 15 years of industry experience • Author or co-author of 5 peer reviewed journal articles
<p>Linda Swayne (F)</p>	<p>Fall 2015 MKTG 3250, Marketing Strategy Consultancy, 3 (UT)</p> <p>Spring 2016 MKTG 3250, Marketing Strategy Consultancy, 3 (UT) MBAD 6270, Marketing Management, 3 (G)</p>	<p>PHD (Marketing), University of North TX</p> <p>MBA (Business Administration), Stetson University</p> <p>BBA (Marketing), Stetson University</p>	<ul style="list-style-type: none"> • 35+ years of marketing teaching experience • Author or co-author of 20+ peer reviewed journal articles, 13 books, edited 1 encyclopedia • Editor of <i>Case Research Journal</i>
<p>Paul Tanyi (F)</p>	<p>Fall 2015 ACCT 3311 Intermediate Financial ACCT I, 3 (UT)</p>	<p>PHD (Business Administration), Florida International Univ</p> <p>MBA (Accounting), Illinois State University</p> <p>MS (Accounting), Illinois State University</p>	<ul style="list-style-type: none"> • 1 year of accounting teaching experience • Author or co-author of 4 peer reviewed journal articles

Request to Deliver
Last updated 1/12/16

Weidong Tian (F)	<p>Fall 2015 BPHD 8200 Financial Economic Theory I, 3 (G) FINN 6210 Financial Elements Derivatives, 3 (G)</p>	PHD (Mathematics), McGill University	<ul style="list-style-type: none"> • 15+ years of finance teaching experience • Author or co-author of 20+ peer reviewed journal articles • Served as dissertation chair for 2 doctoral candidates
Jennifer Troyer (F)		<p>PHD (Economics, General), Florida State University MS (Economics, General), Florida State University BBA (Economics, General), University of Memphis</p>	<ul style="list-style-type: none"> • 15+ years of economics teaching experience • Author or co-author of 25+ peer reviewed journal articles • Served as dissertation chair for 7 doctoral candidates
Hui-Kuan Tseng (F)	<p>Fall 2015 ECON 2102 Principles of Economics-Micro, 3 (UT) ECON 4172/ ECON 5172 Econ of International Finance, 3 (UT) Spring 2016 ECON 2102 Principles of Economics-Micro, 3 (UT) ECON 4100 Mathematical Economics, 3 (UT)</p>	<p>PHD (Business Economics), University of IL-Urbana MA (Business Economics), Southern IL Univ-Carbondale BA (Business Economics), National Taiwan University</p>	<ul style="list-style-type: none"> • 25+ years of economics teaching experience • Author or co-author of 13 peer reviewed journal articles
Kelly Vosters (F)	<p>New hire for AY 2016-17 Fall 2016 ECON 3112 Econometrics, 3 (UT)</p>	<p>PHD (Economics), Michigan State University MA (Applied Economics), Johns Hopkins University BA (Economics), University of Michigan</p>	<ul style="list-style-type: none"> • 5 years of economics teaching experience • 7 years of industry experience • Author or co-author of 3 peer reviewed journal articles

Request to Deliver
Last updated 1/12/16

<p>Marcia Watson (F)</p>	<p>Fall 2015 ACCT 3340 ACCT Information Systems, 3 (UT) Spring 2016 ACCT 6240 Business Envrnmnt, Gov, & Acct</p>	<p>PHD (Accounting), University of TX-Austin MBA (Business Administration), University of TX-Austin BBA (Accounting), College of William & Mary-VA</p>	<ul style="list-style-type: none"> • 15+ years of accounting teaching experience • Author or co-author of 20+ peer reviewed journal articles
<p>Justin Webb (F)</p>	<p>Fall 2015 MGMT 3277, Entrepreneurship, 3 (UT) MBAD 6194, Global Strategic Management, 3 (G) Spring 2016 MBAD 6194, Global Strategic Management, 3 (G) OSCI 8621 Macro Org Science II, 3 (G) OSCI 8899 Org Sci Readings & Research, 1-3 (G)</p>	<p>PHD (Business and Management), Texas A&M Univ-Coll Station MBA (Business Administration), University of Richmond BS (Chemical Engineering), Virginia Commonwealth Univ.</p>	<ul style="list-style-type: none"> • 5+ years of management and innovation teaching experience • Author or co-author of nearly 30 peer reviewed journal articles
<p>Casper Wiggins (F)</p>	<p>Fall 2015 ACCT 4220 Income Tax, 3 (UT) ACCT 5220 Income Tax, 3 (G) Spring 2016 ACCT 4220 Income Tax, 3 (UT)</p>	<p>DBA (Accounting), University of TN-Knoxville MS (Systems Engineering), Clemson University MBA (Accounting), University of GA-Athens BA (Business Economics), Wofford College</p>	<ul style="list-style-type: none"> • 30+ years of accounting teaching experience • Author or co-author of 10+ peer reviewed journal articles

Request to Deliver
Last updated 1/12/16

David Woehr (F)	<p>Fall 2015</p> <p>OSCI 8620 Micro Org Science II, 3 (G)</p> <p>OSCI 8899 Org Sci Readings & Research, 1-3 (G)</p> <p>Spring 2016</p> <p>OSCI 8899 Org Sci Readings & Research, 1-3 (G)</p>	<p>PHD (Psychology), Georgia Institute of Tech</p> <p>MS (Psychology), Georgia Institute of Tech</p>	<ul style="list-style-type: none"> • 25+ years of management teaching experience • Author or co-author of more than 60 peer reviewed journal articles, 1 book • Served as dissertation chair for 21 doctoral candidates • Associate editor of <i>Human Performance</i> • Co-Principle Investigator on \$1.7M NSF grant
Kip Womack (F)	<p>Fall 2015</p> <p>MBAD 6158/ MSRE 6158 Real Estate Fin and Invest, 3 (G)</p> <p>Spring 2016</p> <p>MBAD 6160/ MSRE 6160 Real Estate Capital Markets, 3 (G)</p> <p>MSRE 6220 Real Estate Investments, 3 (G)</p>	<p>PHD (Business Administration), University of GA-Athens</p> <p>MBA (Business Administration), University of AL-Birmingham</p> <p>BS (Finance), Auburn University</p>	<ul style="list-style-type: none"> • 3 years of real estate teaching experience • Author or co-author of 4 peer reviewed journal articles
Lin Yang (F)	<p>Fall 2015</p> <p>MKTG 3221, Consumer Behavior and Strategy, 3 (UT)</p> <p>MBAD 6271, Consumer Behavior and Strategy, 3 (G)</p> <p>Spring 2016</p> <p>MKTG 3221, Consumer Behavior and Strategy, 3 (UT)</p>	<p>PHD (Bus Mgmt and Administration), Duke University</p> <p>BS (Biopsychology), University of Michigan-An</p> <p>BS (Cognitive Science), University of Michigan-An</p>	<ul style="list-style-type: none"> • 5+ years of marketing teaching experience • Author or co-author of 3 peer reviewed journal articles

Request to Deliver
Last updated 1/12/16

Yilei Zhang (F)	<p>Fall 2015 FINN3 222 Investments, 3 (UT) MBAD 6152/ MSRE 6152 Financial Management, 3 (G)</p> <p>Spring 2016 MBAD 6152 Financial Management, 3 (G)</p>	<p>PHD (Business Administration), University of IA</p> <p>MA (Business Economics), Fudan University</p> <p>BA (Business and Management), Peking University</p>	<ul style="list-style-type: none"> • Nearly 10 years of finance teaching experience • Author or co-author of 10+ peer reviewed journal articles
Kexin Zhao (F)	<p>Fall 2015 DSBA 6211/ MBAD 6211 Advanced Business Analytics, 3 (G) INFO 3230 Enterprise Systems, 3 (UT)</p> <p>Spring 2016 DSBA 6211/ MBAD 6211, Advanced Business Analytics, 3 (G)</p>	<p>PHD (Bus Mgmt and Administration), University of IL-Urbana</p> <p>BA (Bus Mgmt and Administration), Tsinghua University</p>	<ul style="list-style-type: none"> • Nearly 10 years of management information systems teaching experience • Author or co-author of more than 10 peer reviewed journal articles • Served as dissertation chair for 2 doctoral candidates
Jing Zhou (F)		<p>PHD (Business and Management), Texas At Dallas,U of</p> <p>MS (Bus Mgmt and Administration), Texas At Dallas,U of</p> <p>BS (Operations Research), Fudan University</p>	<ul style="list-style-type: none"> • More than 5 years of operations management teaching experience • 5 years of industry experience • Author or co-author of nearly 10 peer reviewed journal articles
Arthur Zillante (F)	<p>Fall 2015 ECON 6902 Research Methods for Econ II, 3 (G)</p> <p>Spring 2016 ECON 3895 Directed Individual Study, 1-3, (UT) ECON 6901 Research Methods for Econ I, 3 (G)</p>	<p>PHD (Business Economics), Florida State University</p> <p>MS (Business Economics), Florida State University</p> <p>BS (Business Economics), Florida State University</p>	<ul style="list-style-type: none"> • 10+ years of economics teaching experience • Author or co-author of 10+ peer reviewed journal articles

* F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

- B. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.
- C. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

Current faculty in the Belk College have the expertise needed to teach the courses in the proposed MS in Management program, but additional faculty will be needed to either teach the new courses or replace faculty in courses that they are teaching in current programs. The program will utilize faculty members in all of the College's departments (Accounting, Business Information Systems/Operations Management, Economics, Finance, Management, and Marketing).

In addition to current Belk College faculty, the College anticipates requesting four new clinical faculty positions from Academic Affairs through the budget process in various disciplines to support the MS in Management program. These faculty teach eight course sections per year. When we reach 150 students, we will be offering 30 course sections per year. We anticipate requiring \$420,000 in salaries plus fringe benefits for these faculty, where the funds for the new faculty will come from enrollment increase funds.

- D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

The MS in Management program will be taught by both existing Belk College faculty and by newly hired clinical faculty members. We anticipate that with the addition of faculty, this program will not affect current faculty activity, including course loads, public service, and scholarly research. As course loads for existing faculty will not change, we do not anticipate the MS in Management program to negatively affect their scholarly research or public service activity. We do acknowledge that faculty will spend more time preparing to teach a new course than they might spend teaching a course that they have taught before, which may detract modestly from other activities.

- III. Delivery Considerations. Provide assurances of the following (not to exceed 250 words per lettered item):

- A. *Access* (online, site-based distance education, and off-campus programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

N/A. The proposed MS in Management program will be offered using a traditional in-person classroom setting model. Students will have access to academic support services provided to all graduate students in the Belk College of Business at the Center City campus.

- B. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students.

N/A. The proposed MS in Management program will be offered using a traditional in-person classroom setting model.

- C. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

N/A. The proposed MS in Management program will be offered using a traditional in-person classroom setting model.

- D. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

N/A. The proposed MS in Management program will be offered using a traditional in-person classroom setting model.

IV. Library

- A. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

A consultation on library holdings is provided in Appendix B.

- B. If applicable, state how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

The budget includes \$1,000 per year to increase library holdings for the MS in Management program. We expect the ongoing needs for expansion in holdings to be relatively modest given the robust set of holdings already available.

- C. Discuss the use of other institutional libraries.

Holdings of other major libraries in the North Carolina system and beyond are accessible to faculty and students free of charge through online and interlibrary loan options, but we do not anticipate extensive use of other institutional libraries.

V. Facilities and Equipment

- A. Describe facilities available for the proposed program.

The MS in Management program will utilize UNC Charlotte's Center City campus in uptown Charlotte. The Center City campus currently has ample classroom space during daytime hours to accommodate this program.

- B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

The existing facilities and laboratories in the Belk College of Business as well as the classrooms and computer labs at the UNC Charlotte Center City campus will be adequate to support the new MS in Management program. The new program will not negatively affect existing program space as classes for the MS in Management program will meet at the Center City campus during the day where there is ample classroom space available, though a commitment from UNC Charlotte to have priority use of the space for class scheduling on an ongoing basis will be required. However, additional office space at the Center City campus will be needed to house the dedicated MS in Management program staff. We anticipate that renovations to provide office space at the Center City campus will cost \$70,000 and will request the funds for these renovations from Academic Affairs.

- C. Describe information technology and services available for the proposed program.

The Information and Technology Services (ITS) at UNC Charlotte, under the leadership of the Vice Chancellor and Chief Information Officer, is responsible for providing campus wide technology support and services for all of the colleges. The ITS systems and organization are designed to support the University's goals and programs, including the proposed MS in Management program. A common architecture serves as an enabler for excellent and cost effective services. Specifically, ITS:

- Promotes the use of information systems for enhancing teaching, learning, and research;
- Provides access to secure, quality, and timely information and online services;
- Provides excellent support for campus-wide systems and technologies;

- Evaluates and recommends new technologies as to their capability to promote the University's mission and goals; and
- Uses all campus information technology resources effectively to provide agreed on services and solutions.

On the Center City campus, ITS has installed a new wireless architecture based on the classroom sizes around each access point. The Center City campus has been fully provisioned to provide a robust 802.11.ac wireless infrastructure capable of handling the wireless connection needs of every student, even with many students using multiple devices.

A component of ITS, the Center for Teaching and Learning provides support for instructional technology. These combined capabilities will be adequate to support the anticipated information technology needs for the new MS in Management program.

- D. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

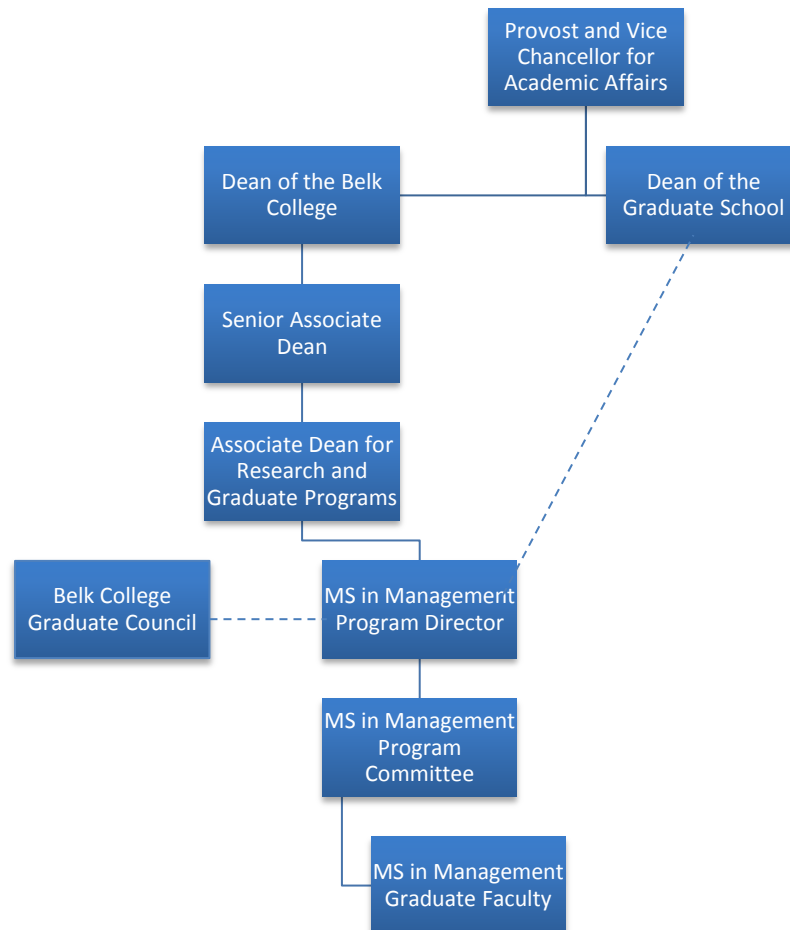
Computers and related technology will be supported through the Education and Technology fees the MS in Management program will generate, enabling adequate support for technology and services both at the commencement of the program and over the course of the next decade. In addition, funding for specialized data and software used by students in the program will be partially funded out of the tuition increment.

VI. Administration

- A. Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The administrative structure of the planned MS in Management program is illustrated in Figure I. The program will be operated and centrally administered in the Belk College of Business. The program will be led by a program director.

Figure I. Organizational Chart for the MS in Management Program.



The following describes a proposed governance structure and processes for the MS in Management program:

- *Graduate School:* The Graduate School is responsible for setting policy regarding the operation of all graduate programs of the University of North Carolina at Charlotte. These policies cover minimum admission standards and performance requirements for successful completion of graduate degree programs. The MS in Management program will be subject to the rules and policies of the Graduate School. The Graduate School is responsible for collecting the material for applicants to the program and forwarding completed application packets to the MS in Management Program Director.
- *Dean of the Graduate School:* At UNC Charlotte, the Dean of the Graduate school is the administrative officer with primary responsibility for the supervision of graduate programs. The Dean is responsible for the executive and administrative

affairs of the Graduate School in accordance with policies determined by the UNC Charlotte Graduate Council, the Graduate Faculty, and the Faculty Council. It is anticipated that the Dean of the Graduate School will communicate with the Dean of the Belk College on important programmatic issues. The Graduate Dean's primary duties include the following:

- Final admission of students,
 - Approval of programs of study, and
 - Admission of students to candidacy.
- *Dean of the Belk College of Business:* The Dean of the Belk College has the administrative responsibility for supervision of all departments and programs housed within the College, and the Dean of the Belk College delegates responsibility for internal academic operations in the Belk College to the Senior Associate Dean.
 - *Associate Dean for Research and Graduate Programs:* The Associate Dean for Research and Graduate Programs is appointed by the Dean of the Belk College of Business and has primary administrative responsibility for the MS in Management program.
 - *MS in Management Program Director:* The Program Director is appointed by the Dean of the Belk College of Business. The Program Director is a faculty member in the Belk College who oversees the curriculum and operations of the MS in Management program. Responsibilities for the Program Director will include:
 - Chairing meetings of the MS in Management Program Committee;
 - Communicating assessment of the program and personnel to the chairs of participating departments and the Associate Dean for Research and Graduate Programs and the Deans of Business and the Graduate School;
 - Overseeing recruitment efforts for the program;
 - Coordinating the scheduling of courses;
 - Assuring proper maintenance of graduate student records; and
 - Representing the program to external constituencies.
 - *MS in Management Program Committee:* The Program Committee will be composed of six graduate faculty members from the Belk College, one from each department participating in the program. The committee members are nominated by the Department Chairs in the Belk College and approved by the Dean of the College. The MS in Management Program Director will have ex officio membership on the Program Committee and will serve as a chairperson for the Committee. Membership on the committee will be for a 2-year, renewable term. The Program Committee works with the Program Director to set policies and curriculum, recommend students for admission to the program, and evaluate the program.

- *Belk College Graduate Council:* The Belk College Graduate Council (BCGC) is composed of a representative from each Department in the Belk College. BCGC reviews and approves all course proposals and major curriculum changes to graduate programs in the Belk College. The Associate Dean for Research and Graduate Programs serves as an ex officio member of the committee.

MS in Management Graduate Faculty: The MS in Management Graduate Faculty will be composed of those members of the Graduate Faculty in the Belk College of Business who will participate in the MS in Management program as course instructors.

- B. For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners:
1. Admission process
 2. Registration and enrollment process for students
 3. Committee process for graduate students
 4. Plan for charging and distributing tuition and fees
 5. Management of transcripts and permanent records
 6. Participation in graduation
 7. Design of diploma

VII. Accreditation and Licensure

- A. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

The Belk College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, the premier accrediting agency for degree programs in business administration and accounting. Every five years in an on-site review, the Belk College must demonstrate its continued commitment to the 15 quality standards relating to strategic management and innovation, participants, learning and teaching, and academic and professional engagement, as well as a commitment to continuous improvement and achievement of learning goals in degree programs. The MS in Management program will be included in future Belk College AACSB continuous improvement reviews.

The MS in Management program does not include any required practica, internships, or supervised clinical experiences and therefore there is no impact on licensure or professional accreditation standards in this regard.

- B. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

UNC Charlotte is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) to award baccalaureate, master's, and doctoral degrees.

The Belk College of Business is accredited by AACSB International and the MS in Management program will be included in the College's accreditation scope.

- C. If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?

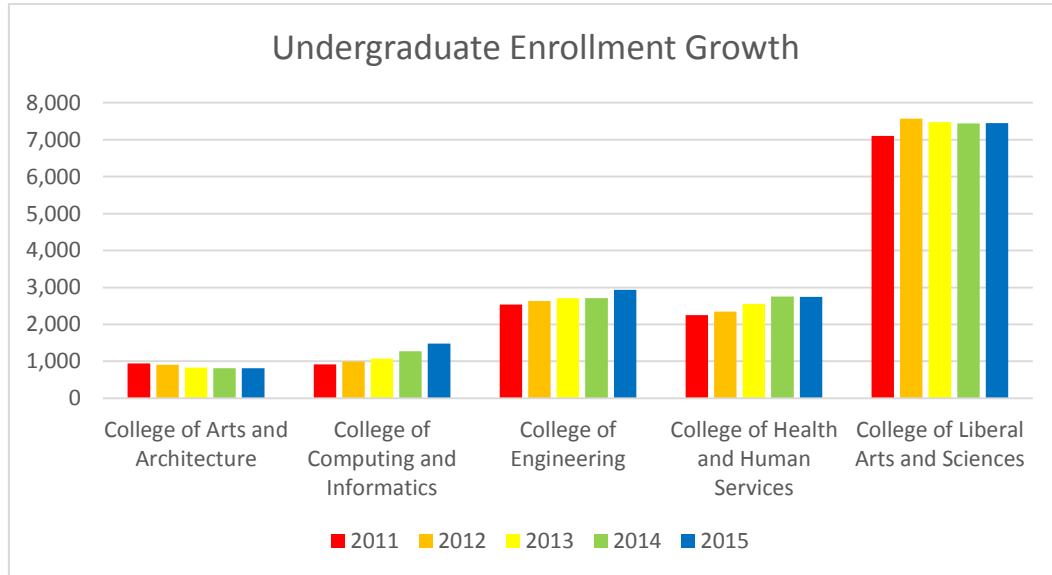
The Belk College of Business will draft a substantive change prospectus per SACS requirements. The draft will be submitted to the Office of Assessment and Accreditation, who will work with the Provost and Chancellors Offices to submit the prospectus by February 2018, at least six months prior to the start of the MS in Management program.

- D. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to "sit" for the licensure exam.

No licensure to practice is required.

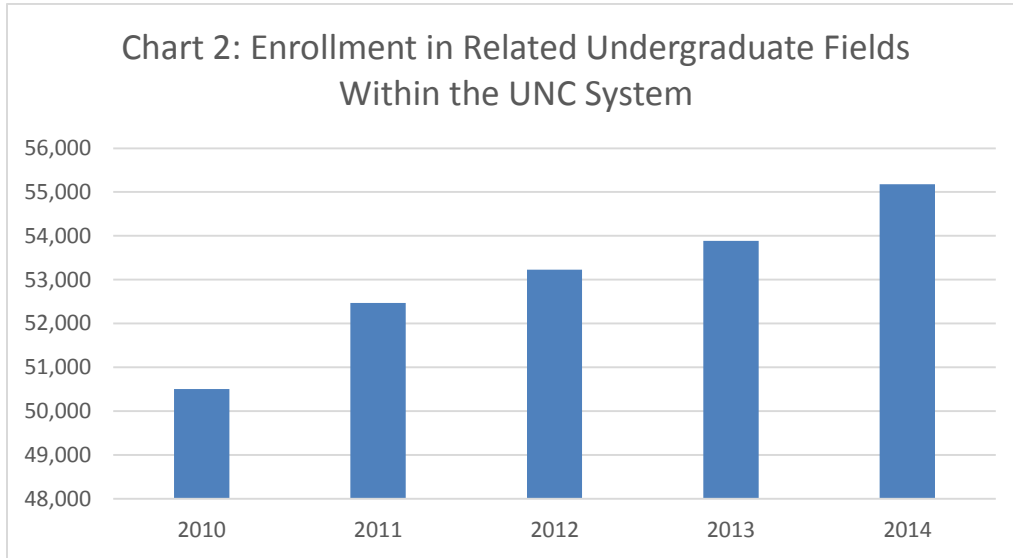
- VIII. Supporting Fields. Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

The proposed MS in Management program will draw students from a wide variety of non-business disciplines at UNC Charlotte. There are numerous high quality undergraduate programs at UNC Charlotte outside of the Belk College of Business, including programs in the College of Liberal Arts and Sciences, the College of Computing and Informatics, the College of Arts and Architecture, the College of Health and Human Services, and the Williams States Lee College of Engineering. Each of these Colleges have experienced growth in demand over the past five years, with total undergraduate enrollment among these Colleges growing by 12% in this time (see *Chart 1*). These high quality programs are extremely valuable to the MS in Management program as the proposed program is designed to provide recent graduates of bachelors programs in the sciences, engineering, humanities, and social sciences with a set of basic business skills.



Similar high quality undergraduate programs exist at other UNC campuses as well as at local private liberal arts colleges such as Davidson College, Belmont Abbey College, Johnson C. Smith University, and Queens University. As is the case at UNC Charlotte, undergraduate growth in comparable areas has been strong across the state. Within the UNC System, undergraduate enrollment in the liberal arts, sciences, technologies, and humanities has increased by 8% over the last five years (see *Chart 2*).¹ The success of the proposed MS in Management program does not hinge on expansion of these fields.

¹ Source: UNC Data Dashboard. This includes the following broad areas of major: agriculture, agriculture operations, and related sciences; area, ethnic, cultural, gender, and group studies; biological and biomedical sciences; communication, journalism, and related programs; computer and information sciences and support services; engineering; engineering technologies and engineering-related fields; English language and literature/letters; family and consumer sciences/human sciences; foreign languages, literatures, and linguistics; history; legal professions and studies; liberal arts and sciences, general studies, and humanities; library science; multi-interdisciplinary studies; natural resources and conservation; parks, recreation, leisure, and fitness studies; philosophy and religious studies; physical sciences; psychology; public administration and social service professions; science technologies/technicians; social sciences; transportation and materials moving; and visual and performing arts.



IX. Additional Information. Include any additional information deemed pertinent to the review of this new degree program proposal.

In the review of the Request to Plan, the UNC General Administration noted that the market study conducted by the Education Advisory Board indicates that similar existing programs are exceeding their enrollment targets and requested some additional context to further ground the projection of 150 enrolled at steady state. Table 2 includes total undergraduate enrollment and Master of Management enrollments as a percent of undergraduate population for comparable schools listed in Table 1.

Table 2: Enrollment at Comparable Programs

School	Program	Master of Management Enrollment	Total Undergraduate Enrollment	Master of Management Enrollment as a Percent of Undergraduate Enrollment
Arizona State University	Master of Science in Management	43	67,507	0.06%
Duke University (NC)	Master of Management Studies	110	6,485	1.69%
Elon University (NC)	Master of Science in Management	18	5,903	0.30%
George Mason University (VA)	Master of Science in Management	30	22,304	0.13%
Merrimack College (MA)	Master of Science in Management	55	3,051	1.80%
Northwestern University (IL)	Master of Science in Management Studies	Not available	8,819	Not available
Stanford University (CA)	Master of Science in Management	90	6,994	1.29%
University of Florida	Master of Science in Management	138	32,008	0.43%
University of Michigan	Master of Management	52	28,312	0.18%
University of Notre Dame (IN)	Master of Science in Management	48	8,551	0.56%
University of South Florida	Master of Science in Management	Not available	30,374	Not available
University of Virginia	Master of Science in Commerce	110-120	15,669	0.70%-0.77%
Wake Forest University (NC)	Master of Arts in Management	159	4,846	3.28%

UNC Charlotte's MS in Management program is estimated to enroll 50 full-time students in the first year of the program. It is expected to reach an enrollment of 150 students within four years. For comparison, UNC Charlotte has 22,732 undergraduate students, bringing the anticipated MS in Management enrollment as a percent of undergraduate population to roughly 0.66% by year four, which is in line with enrollment percentages at these institutions with comparable programs.

X. Budget

- A. Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

The four year operating budget is presented in Appendix C.

It is estimated that in the first year, faculty and staff stipends, salaries, and fringe benefits will cost \$297,665. Supplies and materials, including computers for the new staff, are estimated to cost \$32,000. First year renovation expenses for new staff offices at the Center City campus are expected to cost \$70,000. Additional expenses totaling \$76,000 include travel related to recruitment of prospective students, communications, printing of program brochures and advising materials, advertising related to promotion of the new program to prospective students, and library expenses. We anticipate setting aside 15% of the tuition differential each year for scholarships. There are no expected expenses related to graduate assistantship stipends. It is anticipated that the total costs for the first year of the MS in Management program will be \$475,665.

As enrollment grows from 50 to 150 by year four, the program budget will increase in the second, third, and fourth years, primarily as a result of hiring additional clinical faculty members and increased need for student services. It is estimated that in the second year, program expenses will nearly double to \$781,736. The increase in expenses includes two additional clinical faculty members and associate fringe benefits and an increase in student services as more students are expected to require career and employment services. In addition, the year two budget includes reimbursement of up-front renovation costs to Academic Affairs and reimbursement of up-front advertising costs incurred by the College in year one.

In year three, program expenses will grow to \$1,056,930. The increase in expenses from year two includes one additional clinical faculty member and associate fringe benefits, one additional staff member to provide career and employment counseling, and an increase in supplies/materials to accommodate the growth in the number of students. In year three, it is also anticipated that there will be a reimbursement to the College for year one Clinical faculty costs. In year four, program expenses are expected to decrease to \$925,904, as no new faculty are expected, all year one expenditures would have been recouped, and the program will be at a steady state level of students.

- B. Based on the campus' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc.), will the campus:

1. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

The MS in Management program will require enrollment growth funding to assist in the hiring of four Clinical faculty members by the third year of the program. The

campus cannot implement and sustain the program should enrollment growth funding be unavailable.

2. Require differential tuition supplements or program-specific fees? If so, please elaborate.
 - a. State the amount of tuition differential or program-specific fees that will be requested.

The tuition differential is consistent with all other Belk College graduate programs: \$750 for students enrolling in up to two credit hours, \$1,500 for students enrolling in three to five credit hours, \$2,250 for students enrolling in six to eight credit hours, and \$3,000 for students enrolling in nine or more credit hours.

Based on Summer 2016 and Fall 2016 tuition rates, it is anticipated that tuition for full-time in-state students will cost \$17,786.25 and tuition for full-time out-of-state tuition will cost \$33,387.52 to complete the MS in Management program. This cost is comparable to similar programs. Table 2 below shows the tuition at comparable one-year graduate programs in management in 2015-2016.

Table 2: Tuition at Comparable Programs (2015-2016)

School	Program	Program Credits	Tuition Resident	Tuition Non-Resident
University of South Florida	MS in Management	30	\$14,020.20	\$27,392.40
University of Florida	MS in Management	32	\$16,983.00	\$40,174.00
UNC Charlotte	MS in Management	30	\$17,540.25	\$32,641.25
Arizona State University	MS in Management	36	\$24,600.00	\$40,800.00
Merrimack College	MS in Management	32	\$26,400.00	\$26,400.00
Elon University	MS in Management	33	\$28,116.00	\$28,116.00
George Mason University	MS in Management	36	\$32,976.00	\$59,877.00
University of Virginia	MS in Commerce	40	\$41,810.00	\$47,376.00
University of Michigan	Master of Management	30.75	\$44,510.00	\$49,510.00
Wake Forest University	MA in Management	5 modules	\$45,460.00	\$45,460.00
Northwestern University	MS in Management Studies	36	\$48,000.00	\$48,000.00
Duke University	Master of Management Studies	43	\$48,900.00	\$48,900.00
University of Notre Dame	MS in Management	38	\$74,485.00	\$74,485.00
Stanford University	MS in Management		\$121,040.00	\$121,040.00

b. Describe specifically how the campus will spend the revenues generated.

Revenue generated through the tuition differential will be used to enhance academic excellence in the MS in Management program and enhancement of the overall student experience through funding for:

- Partial funding of Clinical and part-time faculty salaries
- Student services, including career development staff and services, orientation programming, networking events, and additional support staff
- Attracting top caliber and diverse students
- Information technology
- Faculty development and salary supplements for program faculty

Student Services

All of the proposed tuition adjustment will be used to benefit students. Necessary student services are likely to include, but are not limited to the following:

Career Development Staff and Services

A portion of the tuition increment funds will be used to support the professional and career development needs of the MS in Management students. The College will offer opportunities to develop professional and networking skills through Individual Consultation, Professional Development Seminars, and various programs like Personal Branding, Self-Assessment and 360 Feedback. We will also offer one-on-one career counseling opportunities for the career seeker to clarify his/her career direction and goals and provide many resources to enhance the job-search process. In addition, the College will need to facilitate connections between employers and students and provide active support for student placement.

Orientation Program

Before the Belk College of Business received the tuition increment for the specialized master's level degree programs, student orientation for those programs was accomplished primarily on an informal basis. Since the tuition increment is now collected, students in all of the College's current master's level degree programs receive a formal orientation at which individuals are introduced to the program, the student services staff in Graduate Programs, and each other. We feel that formal orientation programs are critical to setting the tone and expectations for the programs and to creating esprit de corps among students in each of the programs.

Networking Events

A majority of Belk College alumni from our graduate programs work within the greater Charlotte region. Hence, ample opportunities exist for networking between students and alumni. Thus, a portion of the proposed tuition adjustment may be used to sponsor networking events in uptown Charlotte. The format of these events and the time of day may vary as these events will be designed to give students an opportunity to meet and learn from successful alumni and supporters. These networking events also provide excellent opportunities for students to learn about job opportunities.

Additional Support Staff

A portion of the tuition adjustment will be used to fund staff support for the MS in Management program. This will enhance the ability of program to meet student needs in the areas of advising and administrative support.

Attract Top-Caliber Students and Promote Diversity

An important aspect of any successful academic program is the quality of its students. To continue to attract top students, in addition to having a high quality program, it is essential to inform prospective students about the

program's quality. A portion of the proposed tuition adjustment will be used to attract excellent students to the MS in Management program through aggressive marketing of our programs to students from North Carolina and other geographic areas. We will utilize traditional advertising outlets and online advertising. We will also host information sessions and hold other recruitment events, and we will develop promotional materials for distribution to alumni, supporters, employers, and prospective students. As recommended in the EAB report, we will develop messaging and marketing materials that target non-business students.

We plan to provide funding for MS in Management students in the form of scholarships. The amount of funding available for scholarships annually is anticipated to be 15% of the projected differential tuition. For year one, we anticipate that \$45,000 in scholarships will be awarded; for year two, we anticipate that \$90,000 in scholarships will be awarded; and for years three and four, we anticipate that \$135,000 in scholarships will be awarded.

The Belk College is committed to maintaining a diverse student population. By having a broad array of students from different socio-economic groups, countries, and ethnic backgrounds, the learning environment will undoubtedly be enriched. The proposed tuition adjustment will enable the College to expand its effort to support diversity in the MS in Management program.

Information Technology

Graduate students need a high level of technological interaction, and they expect faculty to use technology in the classroom. The Belk College has made every effort to retrofit classrooms with state-of-the-art technology and strives to bring all of the graduate classrooms up to the level of our peer institutions. A portion of the requested funds will be used to enhance our classroom technology and to expand the computer resources available to students. This will include, but is not limited to, expansion of our wireless environment, acquisition of state of the art presentation equipment, licensing of key financial and statistical databases, and improvements in online platforms and videoconference equipment.

Faculty Development and Salary Supplements

Faculty Development

It is crucial that Belk College faculty continue to grow their teaching skills and their knowledge base, continue to conduct basic and applied research, and constantly revise and update their curricula. To assist the faculty in these endeavors, a portion of the tuition funds will be used to provide competitive faculty development grants for graduate faculty.

These grants will support faculty activities such as curriculum development, research projects relevant to the respective discipline, travel to attend conferences to maintain and enhance their specialty area expertise, travel to attend conferences to enhance pedagogical skills, and travel to appropriate AACSB conferences on accreditation and assessment. These activities will enhance faculty development and growth which will in turn enrich the graduate learning experience for students.

Faculty Supplements

In order to offer a sufficient number of courses, a portion of these funds may be used to pay overloads to current Belk College faculty or to hire additional adjunct faculty at reasonable rates consistent with their qualifications. In addition, the Program Director will receive an annual stipend.

- i. Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

The program cannot be sustained without a tuition differential.

- c. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

Yes. We request that the tuition differential be approved in the 2016-2017 cycle. Doing so will allow the university to promote the program with the officially approved tuition differential included. This will provide prospective students with a clear message regarding of the cost of the program in advance of the application process. In addition, given that the program will not be offered if the tuition differential is not approved, earlier approval will allow the College certainty with respect to whether investments should be made in advertising, recruitment, etc.

- C. If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

No, the MS in Management program with the proposed enrollment cannot be implemented and sustained without enrollment increase funding and the differential tuition. See Appendix D for a letter of support from UNC Charlotte's Provost.

XI. Evaluations Plans.

- A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

The MS in Management proposed student learning outcomes are:

1. Students will demonstrate knowledge of the fundamentals of business.
2. Students will demonstrate the ability to analyze business data and make decisions based on the analysis.
3. Students will be prepared for employment in business and management disciplines.

See Appendix E for more details.

Other external criteria used to evaluate the program will include, but are not limited to:

- Quality of applicants and entering students
- Progress toward degree
- Number of students that meet student learning outcomes
- Number of graduates from the program
- Successful placement of graduates in positions in business and management fields

- B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

The MS in Management program is estimated to enroll 50 full-time students in the first year of the program. It is expected to reach an enrollment of 150 students within four years. The program will be deemed successful if graduates complete the program in one year and receive entry-level management positions or other relevant job opportunities. The Student Learning Outcomes Assessment Plan will be used to evaluate student learning.

- C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

Annual evaluations prior to the fourth year will consist of a review of achievements related to student recruitment, admissions, and retention. In addition, we will consider student course evaluations and data on employment post-graduation. Periodic surveys of alumni will complement the data that will be collected and used to refine and improve the program. The MS in Management Program Committee will regularly consider changes to the curriculum based on changes in the fields or industry needs.

- XII. Attachments. Attach the final approved Request to Plan as the first attachment following this document.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: Philip Dubon Date: 9/2/16

Chancellor (Joint Partner Campus): _____ Date: _____

Appendix A: Request to Plan



UNC CHARLOTTE

Office of the Chancellor

9201 University City Boulevard, Charlotte, NC 28223-0001
t/ 704.687.5700 f/ 704.687.1700 www.uncc.edu

May 16, 2016

Dr. Junius Gonzales, Senior Vice President for Academic Affairs
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Junius:

Enclosed is UNC Charlotte's Request to Plan an M.S. in Management. The proposed program will provide recent graduates of bachelor's programs in the sciences, engineering, humanities and social sciences with a set of basic business principles. It will be a full-time, one-year program designed to complement students' undergraduate degrees and to enable them enter the workforce quickly with knowledge of fundamental business skills.

Thank you for your consideration of this request. Provost Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs
Steve Ott, Dean, Belk College of Business
Courtney Thornton, Associate Vice President for Research and Graduate
Education
Cody Thompson, Coordinator for Academic Planning





Office of Academic Affairs

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.5717 f/ 704.687.1457 www.uncc.edu

May 12, 2016

Junius Gonzales, Senior Vice President for Academic Affairs
University of North Carolina
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear Junius,

Enclosed is UNC Charlotte's Request for Authorization to Plan a M.S. in Management. The proposal provides a summary budget which includes enrollment increase funding. UNC Charlotte is committed to funding the expenses for the degree as described by reallocating funds, if needed.

Thank you for your consideration of this request.

Sincerely,

Joan F. Lorden
Provost and Vice Chancellor for Academic Affairs

cc: Courtney Thornton, Associate Vice President for Research
and Graduate Education
Cody Thompson, Coordinator for Academic Planning



UNIVERSITY OF NORTH CAROLINA

REQUEST TO PLAN

A NEW DEGREE PROGRAM – ANY DELIVERY METHOD

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity described below do not guarantee that authorization to establish will be granted.

Date: April 15, 2016

Constituent Institution: University of North Carolina at Charlotte

Is the proposed program a joint degree program? Yes ___ No X

Joint Partner campus _____

Title of Authorized Program: Management Degree Abbreviation: M.S.

CIP Code (6-digit): 52.0201 Level: B ___ M X I ___ D ___

CIP Code Title: Business Administration and Management, General

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes ___ No X
If yes, list suggested UNC Specialty Area Code(s) here _____

If master's, is it a terminal master's (i.e. not solely awarded en route to Ph.D.)? Yes X No ___

Proposed term to enroll first students in degree program: Term Fall Year 2018

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

As required by the Policy Statement on the Substantive Change for Accredited Institutions of the Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification prior to implementation for new degree programs. Notification of this new degree program will be provided to SACS after approval by the University of North Carolina Board of Governors and prior to implementation.

Identify the objective of this request (select one or more of the following)

- Launch new program on campus
- Launch new program online; Maximum percent offered online _____
 - Program will be listed in UNC Online
 - One or more online courses in the program will be listed in UNC Online
- Launch new site-based program (list new sites below; add lines as needed)

- Instructor present (off-campus delivery)
- Instructor remote (site-based distance education)

Site #1: UNC Charlotte

320 E. 9th Street, Charlotte, NC 28202

100%

(address, city, county, state)

(max. percent offered at site)

Site #2

(address, city, county, state)

(max. percent offered at site)

Site #3

(address, city, county, state)

(max. percent offered at site)

Supply basic program information for UNC Academic Program Inventory (API) and UNC Online

Minimum credit hours required

___30___

Expected number of full-time terms to completion

___2___

1. Review Status.

- a. List the campus bodies that reviewed and commented on this request to Plan proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.

The *Request to Plan for a Master of Science in Management* degree has been reviewed by each of units listed below:

- Belk College MS in Management planning committee
- Belk College Dean's Office
- UNC Charlotte Graduate School Dean's Office
- Provost's Office

In each case the reviewing unit determined that the proposal should be approved.

- b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

There has been no opposition raised through the campus review process.

The Associate Provost and Dean of UNC Charlotte's Graduate School did raise three issues that we addressed in the proposal. First, he strongly suggested we reach out to UNC Chapel Hill to determine the status of their MS in Management program and whether the proposed UNC Charlotte program would be duplicative. In March 2016, we

consulted with UNC Chapel Hill and determined that their recently restored program solely serves as a mechanism for awarding a Master's degree to students who have done a substantial amount of doctoral coursework but who are not able to complete the doctoral degree. This is not the purpose of the proposed UNC Charlotte degree and the two programs will not be duplicative.

The Associate Provost and Dean very much liked the idea of offering the MS in Management program at the Center City Building and acknowledged that the uptown campus is great for working professionals, but voiced concern that getting students to the building might be a challenge and that these students may lose some of the amenities and support opportunities being away from main campus. The MS in Management planning committee has taken this into consideration throughout the planning phase, and notes that we are hoping to expose the graduate students to the business community, and as such, Center City is a great way to do so. Further, the planning committee notes that by the time the program begins operations in the fall semester of 2018, a light rail line will connect the main campus with the Center City Building. This will make it possible for students to live on the main campus and fully utilize campus facilities and services, while still attending classes in Center City.

The final comment from the Associate Provost and Dean of the Graduate School was a question as to whether the planning committee has thought about Early Entry or Accelerated Entry into the master's program as a way to recruit undergraduates into the MS in Management program. The planning committee notes that we are not planning for Early Entry or Accelerated Entry into this program as it will be a one-year cohort-based lock-step curriculum that runs from Fall through the first Summer session.

2. Description and Purpose

- a. Provide a 250-word or less description of the proposed program, including target audience, delivery method, hours required, program core and concentrations (if applicable), post-graduate outcomes for which graduates will be prepared, and other special features. For programs with an online component, describe whether the delivery is synchronous with an on-campus course, partially synchronous, asynchronous, or other.

The Master of Science (MS) in Management is designed to provide recent graduates of bachelors programs in the sciences, engineering, humanities, and social sciences with a set of basic business skills. The emphasis of the program is to develop in these students marketable business skills that complement their undergraduate degrees. Specifically students will be exposed to the major functional areas of business including accounting, finance, marketing, and management. They will study quantitative business analysis, talent management, information resources, and business operations. They will develop an understanding of individual and group dynamics that affect and shape organizations. Further, they will develop an understanding of the role and effect that management decisions have on employees, customers, investors, and the environment.

Students in the program will:

- Learn the fundamentals of business by gaining knowledge in all areas through a core business curriculum.
- Strengthen transferrable skills to allow for employment in business and management disciplines.
- Be prepared to solve business problems, evaluate and sell ideas, and lead teams across a wide variety of functions and industries.

The MS in Management will be a full-time, one-year, 30-credit hour program, delivered in-person. This program will be a cohort-based program with no electives or concentrations.

- b. How does the proposed program align with system, institutional and unit missions and strategic plans?

The proposed degree program aligns well with the UNC system's mission and strategic plan. In particular, it aligns well with the system's goals as outlined in the *UNC Compact with North Carolina* to provide educational programs that advance the state's economy, that develop students with the knowledge, skills, and integrity needed to become engaged citizens, and that improves graduate student education in high-growth specialties.

The MS in Management closely aligns with the mission and strategic plan of UNC Charlotte. As North Carolina's urban research university, the University's strategic plan states a goal "to educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century". Students in the MS in Management program will gain practical, universal business knowledge and skills, and graduates will be prepared achieve success in the workplace. Furthermore, the strategic plan states a goal "to expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines of research, creative activities, and graduate education". The MS in Management program will expand the University's graduate education offerings, will bridge multiple disciplines, and will serve students from the sciences, engineering, humanities, and social sciences who are interested in gaining marketable business skills.

The mission statement for the Belk College is, in part, to "...educate our students to become leaders who are critical thinkers, ethically informed, and globally aware." The College also has a mission to provide educational programs that support the economic development of both the Charlotte region and North Carolina. The proposed MS in Management directly addresses these missions. As evidenced from the letters of support from businesses that are included in Appendix B, employers see value in hiring graduates of programs in the humanities, the sciences, the social sciences, and engineering. These graduates tend to be well-rounded and to bring a perspective to business that is useful. A challenge is that these students frequently lack an

understanding of the role and structure of businesses and this impedes their ability to quickly contribute to the organization. By providing a “fifth-year” degree option for students in the humanities, sciences, social sciences, and engineering, the MS in Management program will enhance these student’s employment prospects while also providing a better pool of talent for employers in the Charlotte region. This is directly aligned with the Belk College’s mission.

- c. What student-level educational objectives will be met by the proposed program?

The over-arching student-level objective for the program is to help the students develop basic business skills to complement the skills they learned in their undergraduate degree. These skills will make the students even more employable than they otherwise would have been.

The following specific student learning outcomes and effectiveness measures will be met by the MS in Management program:

1. Students will demonstrate knowledge of the fundamentals of business.
 - a. Students will demonstrate knowledge of the marketing process.
 - b. Students will demonstrate knowledge of the management of information resources.
 - c. Students will demonstrate knowledge of talent management in business.
 - d. Students will demonstrate knowledge of financial strategies in business.
 - e. Students will demonstrate knowledge of micro and macroeconomic concepts used in business.
 2. Students will demonstrate the ability to analyze business data and will make decisions based on the analysis.
 - a. Students will demonstrate the ability to analyze business situations, to identify challenges and opportunities, and to formulate appropriate strategies and tactics in response.
 - b. Students will demonstrate the ability to make informed and critical decisions required for the company’s future profitability.
 - c. Students will demonstrate the ability to interpret financial statements to evaluate the performance of a business.
 - d. Students will demonstrate the ability to make ethical decisions.
 3. Students will be prepared for employment in business and management disciplines.
 - a. Students will demonstrate the ability to solve business problems.
 - b. Students will demonstrate the ability to evaluate and sell ideas.
 - c. Students will demonstrate the ability to lead teams.
3. Student Demand. Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution.

We secured the services of the Education Advisory Board (EAB) to conduct a market research study to help identify demand for a MS in Management program at UNC Charlotte (see Appendix A for the complete report). EAB found there is significant

student demand, as existing programs are planning to expand their programs. The study notes the University of Virginia received more than 350 applications for 110 spots in 2015-2016, George Mason increased their capacity by seven students a year after beginning their program in Fall 2014 and may continue to expand, and Boston University, who launched their program in Fall 2015 expected 30 students but enrolled 39 due to demand.¹

In addition, we have obtained letters from Belk College Advisory Board members (see Appendix B) that indicate both the need for the skill building that is done in an MS in Management program and an interest in hiring future employees from this type of program.

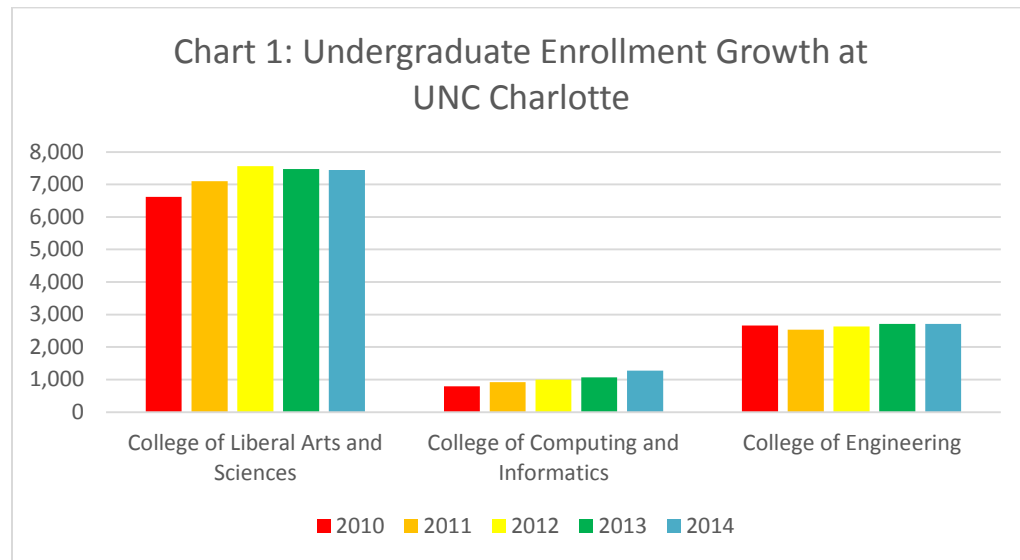
There are no existing minors, concentrations, or certificate programs offered at UNC Charlotte similar to the MS in Management. The degree will complement the Belk College's existing MBA program. While the MBA program does frequently admit students that have non-business undergraduate degrees, that program is specifically designed for working professionals that have significant work experience. The typical Belk College MBA student attends part-time while continuing to work, has seven years work experience, is no longer in an "entry level" position, and usually has some managerial responsibility. Student work experience and knowledge obtained while on the job play an important role in shaping the curriculum delivered and the learning environment. In contrast, the MS in Management will be a full-time program designed for students with little to no work experience. It will provide students with a broad overview of different areas of business, equipping them with the knowledge and skills they need to immediately succeed in entry-level business and management job opportunities.

We do not expect the MS in Management to directly affect the growth of the MBA program. The two programs will have very different curricula, and they will likely be taught by different faculty members. The curriculum of the MS in Management program bridges students' undergraduate work with its application in a business context by providing fundamental business knowledge and skills, whereas the curriculum of the MBA program goes beyond teaching basic business concepts and instead offers depth, breadth, and focused concentration options. In fact, we anticipate that some graduates of the MS in Management program will, in five to ten years, elect to return for an MBA.

The Belk College plans to recruit undergraduate students from other UNC Charlotte Colleges, particularly from the College of Liberal Arts and Sciences, College of Computing and Informatics, and the Williams States Lee College of Engineering, who have recently earned bachelor's degrees in the sciences, engineering, humanities, and social sciences disciplines. Each of these Colleges has experienced growth in demand over the past five

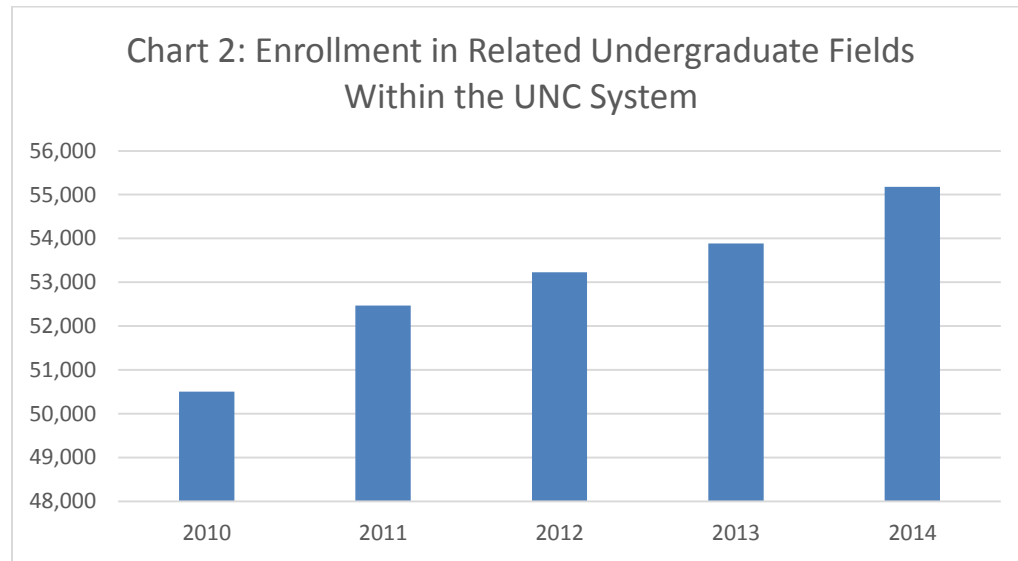
¹ Market Research Brief: Market Demand for Master of Science in Management Programs (March, 2016).
Education Advisory Board.

years, with total undergraduate enrollment growth among these Colleges growing by 13% in this time (see *Chart 1*). Businesses value the breadth of knowledge and communication skills provided by liberal arts education and the scientific training and technical writing skills provided by the sciences and engineering. However, the strongest candidates for entry-level positions in business and management also have a foundation in business principles.



We anticipate recruiting graduating students from other UNC campuses as well as from private liberal arts colleges such as Davidson College, Belmont Abbey College, Johnson C. Smith University, and Queens University. As is the case at UNC Charlotte, undergraduate growth in comparable areas has been strong across the state. Within the UNC System, undergraduate enrollment in the liberal arts, sciences, technologies, and humanities has increased by 8% over the last five years (see *Chart 2*).²

² Source: UNC Data Dashboard. This includes the following broad areas of major: agriculture, agriculture operations, and related sciences; area, ethnic, cultural, gender, and group studies; biological and biomedical sciences; communication, journalism, and related programs; computer and information sciences and support services; engineering; engineering technologies and engineering-related fields; English language and literature/letters; family and consumer sciences/human sciences; foreign languages, literatures, and linguistics; history; legal professions and studies; liberal arts and sciences, general studies, and humanities; library science; multi-interdisciplinary studies; natural resources and conservation; parks, recreation, leisure, and fitness studies; philosophy and religious studies; physical sciences; psychology; public administration and social service professions; science technologies/technicians; social sciences; transportation and materials moving; and visual and performing arts.



While many students studying in these disciplines are prepared to enter the workforce upon graduation, the MS in Management program will broaden their career prospects by equipping them with basic business skills.

In the University of North Carolina System, the only university that currently offers a MS in Management degree is the University of North Carolina Chapel Hill; however their recently restored program serves as a mechanism for awarding a Master's degree to students who have done a substantial amount of work in the College's PhD program but are not able to complete the doctoral program, which is fundamentally different than the MS in Management program UNC Charlotte would like to implement. Within the state of North Carolina, three similar degrees exist: a Master of Management Studies at Duke University, a Master of Science in Management at Elon University, and a Master of Arts in Management at Wake Forest University. Additionally, Appalachian State University offers a one-year MBA degree. That program, although aimed at recent graduates from all disciplines, including business, allows specialization through concentration areas, providing a different focus than the proposed MS in Management program where curriculum is designed solely for the needs of non-business majors.

According to Duke University's web site, the typical Master of Management Studies class enrollment is 110.³ In its inaugural Fall 2015 class, Elon University enrolled 18 students in the MS in Management program.⁴ According to Wake Forest University's web site, in Fall 2015, 159 students were enrolled in the MA in Management.⁵ Historical data is not available from the respective university web sites.

³ <http://www.fuqua.duke.edu/mms-foundations-of-business/>

⁴ <http://www.elon.edu/e-net/Article/118327>

⁵ <https://business.wfu.edu/ma-management/class-profile/>

Master of Management programs are becoming increasingly common. The Graduate Management Admission Council 2014 Application Trends Survey Report analyzed application data for more than 200 specialized business master’s (non-MBA) programs for the 2014-2015 academic year. Table 1 below shows the competitive nature of Master of Management programs, with 33 programs and a median number of applications of 275 per program.

Table 1: Application Summary Data for Specialized Business Master’s Programs, 2014⁶

	Master in Management	Master of Accounting	Master of Finance	Master in Marketing and Communications	Master in Information Technology	PhD/DBA
Number of Programs	33	65	51	21	12	20
Median number of applications	275	112	286	131	64	55
2014-2015 estimated class size (median)	60	55	60	60	35	8
2013-2014 actual class size (median)	58	38	55	41	17	8
Median applications per seat	4.3	2.7	5.1	3.2	1.9	8.2
Median estimated acceptance rate	40%	67%	35%	56%	68%	16%
Median estimated enrollment rate	59%	65%	49%	50%	50%	79%

Through a Fall 2015 analysis of similar programs, we found approximately 40 Management master’s programs across the country. Of these, 14 take more than one year to complete. Excluding the programs that take more than one year to complete, the remaining programs vary in location, focus, and size. Based on this analysis, we determined there are similar, one-year programs designed for recent, non-business graduates at the following institutions: Arizona State University, Duke University, Elon University, George Mason University, Merrimack College, Northwestern University, Stanford University, University of Florida, University of Michigan, University of Notre Dame, University of South Florida, University of Virginia, and Wake Forest University. Table 2 captures enrollment data for these comparable programs.

⁶ Graduate Management Admission Council 2014 Application Trends Survey Report

Table 2: Enrollment at Comparable Programs

School	Program	Enrollment
Arizona State University	Master of Science in Management	43
Duke University (NC)	Master of Management Studies	110
Elon University (NC)	Master of Science in Management	18
George Mason University (VA)	Master of Science in Management	30
Merrimack College (MA)	Master of Science in Management	55
Northwestern University (IL)	Master of Science in Management Studies	
Stanford University (CA)	Master of Science in Management	90
University of Florida	Master of Science in Management	138
University of Michigan	Master of Management	
University of Notre Dame (IN)	Master of Science in Management	48
University of South Florida	Master of Science in Management	
University of Virginia	Master of Science in Commerce	110-120
Wake Forest University (NC)	Master of Arts in Management	159

4. Societal demand. Provide evidence of societal demand and employability of graduates from each of the following source types.
 - a. Labor market information (projections, job posting analyses, and wages)
 - i. specific to North Carolina (such as ncworks.gov, nctower.com, outside vendors such as Burning Glass)
 - ii. available from national occupational and industry projections (such as BLS).

Mecklenburg County and the Charlotte region continue to be areas with ample employment opportunities. According to research conducted in October 2015 via NCWorks Online⁷, Mecklenburg County had the most job openings of any county in the state of North Carolina. Among these job openings, the top ten necessary advertised job skills include customer service, problem solving, interpersonal skills, decision making, being a team player, customer service skills, time management, flexibility, mentoring, and risk management. Of these job openings from NCWorks, nearly half (47%) require a bachelor's or master's degree. However, the education level of available candidates does not match this profile. The minimum education level of available candidates holding a bachelor's degree or master's degree is only 31% in Mecklenburg County, representing a gap in qualified candidates. The MS in Management program can help close this gap.

UNC Charlotte's MS in Management program will teach fundamental business skills, preparing graduates to immediately enter the workforce. Within the MS in Management curriculum, students will learn how to use accounting and financial information to make decisions; the micro and macroeconomic concepts required to

⁷

<https://www.ncworks.gov/vosnet/lmi/area/areasummary.aspx?enc=SgfiA5gOXyjI8J88h1RJLRe5LXK5Ded8KbIESz8f6xx46ZX4a4qh/IJIf6kRHdiYQCKxRZk22dU+PPVXENgY/NhMOpSoj3CdaMVqqgvw0=>

understand the environment in which businesses operate; the impact of information systems on management decision-making activities; the psychology and sociology associated with consumer behaviors and how to make informed and critical decisions for profitability; how to understand the behavioral and administrative theories and concepts needed to succeed in contemporary organizations such as motivation, leadership, managing teams, and teamwork; the role of management in creating and sustaining competitive advantage as well as the role of management in leading, planning, and decision-making to facilitate ethical and sustainable organizations; how to manage the provision of goods and services both effectively and efficiently, and how to improve related processes; and how to analyze data and make decisions based on the analysis.

b. Projections from professional associations or industry reports

According to the U.S. Bureau of Labor Statistics, 20,063,000 people were employed in management, business, and financial occupations in January 2005 compared to 23,447,000 in January 2015⁸, a 14% growth in the past decade. Additionally, the U.S. Bureau of Labor Statistics reports that third month employment for the state of North Carolina in private, professional and business services rose 9.3% from 2012 to 2015 across establishments of all sizes. From the same 2012 to 2015 time period, total quarterly wages for private, professional and business services rose by 18.8%.⁹ This is similar across the United States, where third month employment in private, professional and business services for all establishment sizes rose at a rate of 9.2% from 2012 to 2015 and total quarterly wages rose by 18.2%.¹⁰ These data demonstrate a need for business service professionals.

Future demand and wages for business professionals in both North Carolina and across the nation is expected to be high. According to the U.S. Bureau of Labor Statistics, employment for management occupations is expected to grow 7.2% between 2012 and 2022; business and financial operations employment is expected to grow 12.5% during the same period. *Occupation Outlook Quarterly* highlighted careers with options in its Spring 2014 issue. The report notes median annual wages in May 2013 for many management occupations were three times higher than the median for all occupations, though these jobs typically require further education and work experience.¹¹

⁸ http://www.bls.gov/opub/ee/2015/cps/tablea19_201501.pdf;
http://www.bls.gov/news.release/archives/empsit_02032006.pdf

⁹

http://www.bls.gov/cew/apps/table_maker/v4/table_maker.htm#type=19&from=2012&to=2015&qtr=1&hlind=1024&st=37&size=0&supp=1

¹⁰

http://www.bls.gov/cew/apps/table_maker/v4/table_maker.htm#type=20&from=2012&to=2015&qtr=1&ind=1024&size=0&supp=1

¹¹ <http://www.bls.gov/careeroutlook/2014/spring/art02.pdf>

Specialized master's programs are on the rise among business schools as more schools look to how they can best meet the need of both prospective students and the business community. The Belk College of Business is accredited by the Association to Advance College Schools of Business (AACSB) International. A 2013 study conducted using data from the annual Business School Questionnaire, a questionnaire that AACSB-accredited schools complete annually, found that from 2008-2009 to 2012-2013, within North America, MBA enrollment fell by 3% whereas Specialized Masters enrollment grew by 38%.¹²

Furthermore, according to the Graduate Management Admission Council 2014 Application Trends Survey Report, 58% of Master in Management programs report increased application volume compared with the previous year. In looking at the last five years, Master of Management programs have reported increased application volume each year. The 2014 Application Trends Survey Report also highlights that compared to MBA programs, more specialized business master's program candidates are reporting no work experience, as was the case for 59% of Master in Management applicants. Business schools across the nation are developing specialized masters programs designed to give those without work experience the skills they need to enter the workforce.

c. Other (alumni surveys, insights from existing programs, etc.)

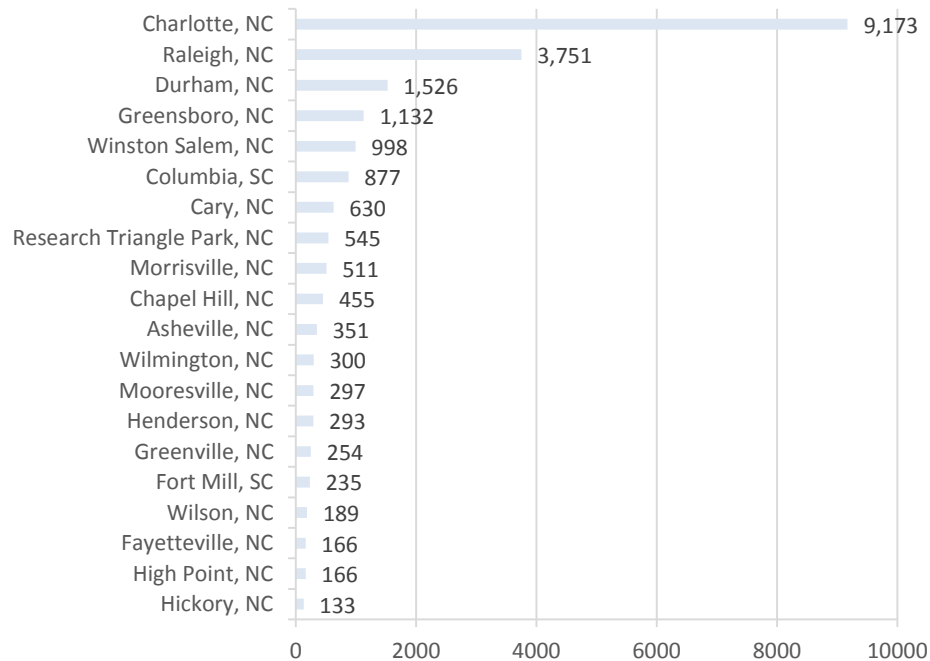
The Educational Advisory Board (EAB) market research study (see Appendix A) highlights Charlotte as the top city in North and South Carolina for master's-level management professionals, based on employer data. Job postings indicate employers in Charlotte post the greatest number of job openings for management professionals and represent over 35% of all regional and local postings. The chart below highlights the master's-level management professional's job demand.¹³

¹² <http://aacsbblogs.typepad.com/dataandresearch/2013/12/significant-strides-in-specialized-masters-enrollment-.html>

¹³ Market Research Brief: Market Demand for Master of Science in Management Programs (March, 2016).
Education Advisory Board.

Top Cities for Master's-Level Management Professionals Regional and Local Data, February 2015-January 2016

n=25,756 job postings, 1,075 unspecified



As part of their study, EAB observed that in the last two years, employers demonstrated rapid growth in demand for master's-level management professionals. The EAB market research study found regional job postings for master's-level management professionals increased by 66% between the first half of 2014 and the second half of 2015 and local job postings increased by over 100% during the same time period. According to the EAB study, Business Analyst, Marketing Manager, and Financial Analyst were the top three job titles for regional and master's-level management professionals.¹⁴

Additionally, the EAB market study found job postings data suggests master's-level management professionals could earn annual salaries ranging from \$58,380 to \$123,450. George Mason University reported graduates of their program earn an annual starting salary between \$46,000 and \$65,000 and the University of Virginia reported graduates earn annual salaries ranging from \$63,450 to \$87,417.¹⁵ While data from

¹⁴ Market Research Brief: Market Demand for Master of Science in Management Programs (March, 2016). Education Advisory Board.

¹⁵ Market Research Brief: Market Demand for Master of Science in Management Programs (March, 2016). Education Advisory Board.

graduates of existing master of management programs is slightly lower than the job postings, the potential starting annual salaries for students with a master of management is very promising.

Data collected in the 2015 University of North Carolina Alumni Survey does not provide specific evidence concerning employment and wages for alumni of graduate management programs. However, the EAB market study found strong evidence that graduates of master of management programs have success in finding employment. The University of Virginia and Wake Forest University report that 95% and 91% of graduates, respectively, find employment within three months of graduation.¹⁶

5. Unnecessary duplication.

a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

In the University of North Carolina system, only UNC Chapel Hill offers an MS in Management; that program, however, is not similar to the program proposed here. In March 2016, we consulted with UNC Chapel Hill and they noted that their MS in Management is used solely as a mechanism for awarding a Master's degree to students who have done a substantial amount of work in the College's PhD program but are not able to complete the doctoral program. Only one graduate student was enrolled in this program in Fall 2015.¹⁷

Appalachian State University offers an on-campus MBA program taught in a compressed time frame allowing students to complete the program in one year by going full time, year round and taking summer classes and/or internships. While the MBA program allows for specialization through concentration areas making it fundamentally different from the MS in Management degree, the Appalachian State University MBA program accepts students with undergraduate majors in any area without previous work experience and only 43% of students have full-time work experience.¹⁸

Within the state of North Carolina, three similar degrees exist: a Master of Management Studies at Duke University, a MS in Management at Elon University, and a MA in

¹⁶ Market Research Brief: Market Demand for Master of Science in Management Programs (March, 2016).
Education Advisory Board.

¹⁷ <http://oira.unc.edu/facts-and-figures/student-data/enrollment-and-student-characteristics/>

¹⁸ <http://mba.appstate.edu/>

Management at Wake Forest University. Each of these programs are one-year, full-time programs, where the delivery mode is primarily face-to-face.

Institution: Appalachian State University

Program Title: Master of Business Administration

	2015	2014	2013	2012	2011
Enrollment	92	97	83	83	73
Degrees-awarded	n/a	63	48	53	64

We did not consult with Appalachian State University as the proposed MS in Management is fundamentally different from the MBA degree, particularly with respect to the depth of knowledge that concentration areas in the MBA provide. However, we included their enrollment and graduation data given that some of the same students interested in the ASU MBA program may also be interested in the proposed MS in Management program. Nonetheless, the Belk College plans to differentiate the MS in Management program, highlighting the differences in this program compared to a typical MBA program.

b. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

Given there are not any similar active programs within the UNC system, few opportunities for collaboration exists.

c. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provide similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

Establishment of the MS in Management will not create unnecessary program duplication. As discussed above, this program is very different in nature from our existing MBA program and there are no other similar programs at UNC Charlotte. The MBA Program Director has expressed support for the proposed MS in Management program (see Appendix B).

The Williams States Lee College of Engineering at UNC Charlotte also offers a MS in Engineering Management (MSEM). The MSEM has a curriculum focused on systems management and analytics, and all courses are geared toward engineering students. MSEM students complete a concentration in energy systems, systems engineering, lean six sigma, or logistics and supply chains and have an option to complete a research-

based thesis. Engineering undergraduates interested in a curriculum with a broader management focus that provides exposure to a wide range of business issues are likely to be drawn to the proposed MS in Management degree.

6. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site – add lines as needed):

Delivery Mode Campus *Full-Time* 50 *Part-Time* 0

Estimate the total number of students that would be enrolled in the program during the fourth year of operation and in each delivery mode (campus, online, site – add lines as needed):

Delivery Mode Campus *Full-Time* 150 *Part-Time* 0

7. Resources. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.)

a. New Faculty: Yes X No

Through the budget process, we plan to request four new clinical faculty positions from Academic Affairs in various disciplines to support the MS in Management program. These faculty teach 8 course sections per year. When we reach 150 students, we will be offering 30 course sections per year. We anticipate requiring \$530,000 in salaries plus fringe benefits for these faculty, where the funds for the new faculty will partially come from the tuition increment and partially come from enrollment increase funds.

The College's current faculty unofficial demographics for Fall 2015 include:

- 70 tenure-track faculty and 23 non-tenure-track faculty
- 43 administrative support positions, including 9 graduate programs support staff
- 3,732 undergraduate students
- 587 graduate students

b. Faculty Program Coordination: Yes X No

The MS in Management program will require a program director. A Belk College faculty member will serve as the MS in Management Program Director, overseeing the program, and will receive a stipend for their work of \$12,500 per year. We anticipate the College's tuition increment will cover the MS in Management Program Director stipend.

c. Additional Library Resources: Yes _____ No X

d. Additional Facilities and Equipment: Yes X No _____

The MS in Management program will be taught during the day at the University's Center City Building in uptown Charlotte. There is ample daytime classroom space at the Center City Building. Moreover, faculty and staff will need additional office space at the Center City Building to house the dedicated MS in Management program staff. We anticipate that renovations to provide office space at the Center City Building will cost \$70,000 and will request the funds for these renovations from Academic Affairs.

e. Additional Other Program Support: Yes X No _____
(for example, additional administrative staff, new Master's program graduate student assistantships, etc.)

In addition to a program director, the MS in Management program will require three administrative staff members and graduate scholarships. Three full-time administrative staff members will assist with program recruitment, day-to-day operations, and career development support for students. We will request the funds for these staff positions from Academic Affairs through the normal budgeting process, but we expect the funding for them to come from the tuition increment. Graduate scholarships will be awarded to recruit top prospective students. Those will be funded out of the tuition increment funds. In addition, approximately \$50,000 per year in funding will be needed to market the program to prospective students; that funding will come from the tuition increment funds.

8. Curriculum leverage. Will the proposed program require development of any new courses? If yes, briefly explain.

The MS in Management will require the development of ten new courses. The proposed course titles and brief descriptions are below:

Quantitative Business Analysis

This course will provide an introduction to the analytical foundations of business decision making. Students will learn to identify important issues to be considered when working with data to answer a question. They will also learn the basics of analyzing data and making decisions based on the analysis. Topics covered include basic statistics through regression analysis.

Marketing from a Management Perspective

Since all companies (i.e., both for-profit and non-profit), require some form of selling to be in business, it is incumbent upon managers to have an understanding of marketing processes. This course will educate future managers on the psychology and sociology associated with consumer behaviors. Upon completion students will have the skills

needed to make informed and critical decisions required for the company's future profitability.

Managing your Organization's Operations

The operations function is an integral part of every organization, and managers must be familiar with issues arising in this area. This course will educate future managers on understanding how to manage the provision of goods and services both effectively and efficiently, as well as understanding how to improve related processes.

Information Systems Management

Information Systems are an essential tool for conducting business and gaining a competitive edge in an increasingly global economy. This course will educate future managers on conceptual foundations underlying the management of information resources. Students will also be exposed to widely used business applications software.

Management and Organizational Behavior

This course will examine individual, group, and organizational issues that affect and shape organizations. Topics will include individual differences, motivation, communication, decision-making, leadership, power, organizational structure and design, and change.

Managing Talent for Strategic Advantage

Human resource management plays an important role in creating and sustaining competitive advantage. This course will focus on the manager's role in attracting, developing, and retaining talent in organizations. Contemporary issues such as globalization, outsourcing, workforce diversity, mergers and acquisitions, downsizing, and occupational health, safety, and security will be explored in terms of their strategic value.

Managerial Ethics and Leadership

This class will involve an examination of the role and impact of management decisions on employees, customers, investors, and the environment. This capstone course focuses on management and decision making to facilitate ethical and sustainable organizations.

Analysis for Financial Management

This course covers the theory and practice of financial management including financial instruments and markets, financial statement analysis, financial forecasting, cost of capital and capital budgeting, and evaluating investment opportunities. Students will learn the methods and techniques for assessing the financial health of a company, planning future financial performance, and creating value for shareholders.

Principles of Financial and Managerial Accounting

Accounting is the language of business. This course will teach students how to interpret financial statements to evaluate the performance and strength of a business. Student will also learn how organizations determines the cost of providing goods and services;

uses accounting data for budgeting and profit planning; and identifies strategies for improving the quality of goods and services for customers while increasing efficiency, profitability, and sustainability of the organization.

Economics for Managers

Economics for managers covers the micro and macroeconomic concepts required to understand the environment in which business firms operate. Topics covered include supply and demand, the behavior of firms and consumers, business cycles, exchange rates, and the effects of monetary and fiscal policies.

9. Funding Sources. Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

The program will require enrollment growth funding to assist in the hiring of four Clinical faculty members by the third year of the program. The campus cannot implement and sustain the program should enrollment growth funding be unavailable.

- 9a. For graduate programs only:

Does the program require a tuition differential or program specific fee in order to be implemented and sustained?

Yes

- i. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.

The tuition differential being considered is consistent with all other Belk College graduate programs: \$750 for students enrolling in up to two credit hours, \$1,500 for students enrolling in three to five credit hours, \$2,250 for students enrolling in six to eight credit hours, and \$3,000 for students enrolling in nine or more credit hours.

It is anticipated that that tuition for a full-time in-state student will cost \$17,540.25 to complete the MS in Management program. This cost is comparable to similar programs. The table below shows the tuition at comparable one-year graduate programs in management.

Table 3: Tuition at Comparable Programs

School	Program	Program Credits	Tuition Resident	Tuition Non-Resident
University of South Florida	MS in Management	30	\$14,020.20	\$27,392.40
University of Florida	MS in Management	32	\$16,983.00	\$40,174.00
UNC Charlotte	MS in Management	30	\$17,540.25	\$32,641.25
Arizona State University	MS in Management	36	\$24,600.00	\$40,800.00
Merrimack College	MS in Management	32	\$26,400.00	\$26,400.00
Elon University	MS in Management	33	\$28,116.00	\$28,116.00
George Mason University	MS in Management	36	\$32,976.00	\$59,877.00
University of Virginia	MS in Commerce	40	\$41,810.00	\$47,376.00
University of Michigan	Master of Management	30.75	\$44,510.00	\$49,510.00
Wake Forest University	MA in Management	5 modules	\$45,460.00	\$45,460.00
Northwestern University	MS in Management Studies	36	\$48,000.00	\$48,000.00
Duke University	Master of Management Studies	43	\$48,900.00	\$48,900.00
University of Notre Dame	MS in Management	38	\$74,485.00	\$74,485.00
Stanford University	MS in Management		\$121,040.00	\$121,040.00

New tuition dollars will be utilized to provide student services, strengthen student recruitment, enhance information technology, provide career and professional development support and resources, increase diversity, enhance faculty development, and supplement wages of faculty.

The MS in Management program is estimated to enroll 50 full-time students in the first year of the program. Through aggressive recruitment efforts, it is expected that the student base will increase by 50 students per year in years two and three, with an anticipated enrollment of 150 full-time students by year four.

Student Services

While all of the proposed tuition adjustment will be used to benefit student services, there are numerous activities that are not directly related to students. Necessary services may include, but not limited to:

Additional Support Staff

A portion of the tuition adjustment may be used to fund staff support for the MS in Management program. This will enhance the ability of program to meet student needs.

Orientation Program

Before the Belk College of Business received the tuition increment for the specialized master's level degree programs, student orientation for those programs was accomplished primarily on an informal basis. Since the tuition increment is now collected, students in all of the College's current master's level degree programs receive a formal orientation at which individuals are introduced to the program, the student services staff in Graduate Programs, and each other. We feel that formal orientation programs are critical to setting the tone and expectations for the programs and to creating esprit de corps among students in each of the programs.

Career Development Services

A portion of the tuition increment funds will be used to support the professional and career development needs of the MS in Management students. The College will offer opportunities to develop professional and networking skills through Individual Consultation, Professional Development Seminars, and various programs like Personal Branding, Self-Assessment and 360 Feedback. We will also offer one-on-one career counseling opportunities for the career seeker to clarify his/her career direction and goals and provide many resources to enhance the job-search process.

Networking Events

A majority of Belk College alumni from our graduate programs work within the greater Charlotte region. Hence, ample opportunities exist for networking between students and alumni. Thus, a portion of the proposed tuition adjustment may be used to sponsor networking events in uptown Charlotte. The format of these events and the time of day may vary as these events will be designed to give students an opportunity to meet and learn from successful alumni. These networking events also provide excellent opportunities for students to learn about job opportunities.

Attract Top-Caliber Students and Promote Diversity

An important aspect of any successful academic program is the quality of its students. To continue to attract top students, in addition to having quality programs it is essential to inform prospective students about the programs' quality. A portion of the proposed tuition adjustment will be used to attract excellent students to the MS in Management program.

The ability to provide financial support in the form of graduate assistantships and scholarships is an essential factor in attracting the best available graduate students. Assistantships offer an invaluable learning opportunity for graduate assistants and enable faculty members to better leverage their teaching and research efforts. A portion of the tuition funds will be used to fund assistantships in the Belk College. In addition, some of the tuition adjustment funds may be used for other forms of financial aid such as scholarships to attract excellent prospective students.

The Belk College is committed to maintaining a diverse student population. By having a broad array of students from different socio-economic groups, countries, and ethnic backgrounds, the learning environment will undoubtedly be enriched. The proposed tuition adjustment will enable the College to expand its effort to support diversity in the MS in Management program.

Information Technology

Graduate students need a high level of technological interaction, and they expect faculty to use technology in the classroom. The Belk College has made every effort to retrofit classrooms with state-of-the-art technology and strives to bring all of the graduate classrooms up to the level of our peer institutions. A portion of the requested funds will be used to enhance our classroom technology and to expand the computer resources available to students. This will include, but is not limited to, expansion of our wireless environment, acquisition of state of the art presentation equipment, licensing of key financial and statistical databases, and improvements in online platforms and videoconference equipment.

Faculty Development and Supplement

Faculty Development

It is crucial that Belk College faculty maintain their knowledge base and skill set for the classroom, continue to conduct basic and applied research, and constantly revise and update their curricula. To assist the faculty in these endeavors, a portion of the tuition funds will be used to provide competitive faculty development grants for graduate faculty.

These grants will support faculty activities such as curriculum development, research projects relevant to the respective discipline, travel to attend conferences to maintain and enhance their specialty area expertise, travel to attend conferences to enhance pedagogical skill, and travel to appropriate AACSB conferences on accreditation and assessment. These faculty development activities will enhance faculty development and growth which will in turn enrich the graduate learning experience for students.

Faculty Supplement

In order to offer a sufficient number of courses, a portion of these funds may be used to pay overloads to current Belk College faculty or to hire additional adjunct faculty at reasonable rates consistent with their qualifications.

- ii. Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

The lack of a tuition differential would change the character of the program which is designed to provide significant career development services for students and to create opportunities for students to interact with business leaders.

10. For doctoral programs only:

- a. Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.
- b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.
- c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

11. Contact. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Dr. Jennifer Troyer, Associate Dean for Research and Graduate Programs
Belk College of Business
Email: jtroyer@uncc.edu
Phone: 704-687-7599

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: Philip Dubon Date: 9/2/16

Chancellor (Joint Partner Campus): _____ Date: _____

Appendix A: EAB Market Demand for Master of Science in Management Programs



MARKET RESEARCH BRIEF

Market Demand for Master of Science in Management Programs

Analysis of Market Demand for Fifth-Year Master of Science in Management Programs in North Carolina and South Carolina

COE Forum

Audrey Benton
Market Research Associate

Laura Catalani
Market Research Manager

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Table of Contents

1) Research Methodology.....	4
Project Challenge	4
Methodology and Definitions	4
Burning Glass Labor/Insight™	5
Project Sources	6
Profiled Institutions.....	6
2) Executive Overview	7
Key Observations	7
3) Employer Demand Analysis.....	8
Demand over Time	8
Top Employers and Industries	9
Top Locations.....	10
3) Program Characteristics and Development.....	11
Trends in Enrollment.....	11
Program Design.....	12
Marketing Strategies.....	15
5) Student Characteristics and Employment Outcomes.....	17
Student Characteristics	17
Employment Outcomes	18
Top Occupations and Salaries.....	20
Appendix A: Institution Profiles	21

1) Research Methodology

Project Challenge Leadership at the University of North Carolina- Charlotte approached the Forum as they considered launching a new fifth-year master's. Through a combination of qualitative interviews with administrators of competitor programs and quantitative data analytics, the Forum sought to assess the market viability of Master of Science in Management program.

EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight™ tool (description below). Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics data to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.

Methodology and Definitions

Methodology: Unless stated otherwise, this report includes data from online job postings from February 2015 to January 2016.

Definitions: "Local area" and "local data" will refer to the Charlotte-Gastonia-Rock Hill, North Carolina and Columbia, South Carolina Metropolitan Statistical Areas (MSAs). The "regional area" or "regional data" will refer to the state of North Carolina.

Annual growth in job postings is measured in the change between January 2011 and December 2015 by six-month halves (i.e., 2012 H2 is July 2012 to December 2012). 2012 H2-2013 H1 represents year one and 2013 H2-2014 H1 represents year two, which gives the most recent two complete years of data.

The forum employed the following filters to assess job postings data:

- Graduate or professional degree (specified)
- Skills conferred through a 'Business Administration and Management (general)' program of study
- Skills in the following topics:
 - 'Business'
 - 'Finance'
 - 'Marketing'

EAB's Partner for Real-Time Labor Market Data

This report includes data made available through EAB's partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass's proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job postings "unspecified" for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A more complete description of the tool is available at <http://www.burning-glass.com/products/laborinsight-market-analysis/>.

For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at bdenious@burning-glass.com or 301-525-6596.

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (eab.com)
- Bureau of Labor Statistics (<http://bls.gov>)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- Charlotte Chamber of Commerce (<http://charlottechamber.com/>)

Profiled Institutions

The Forum interviewed program directors or profiled programs via secondary research at the following institutions:

A Guide to Institutions Profiled in this Brief¹

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Boston University	North	18,000 / 32,000	Research Universities (very high research activity)
Elon University	South	5,500 / 6,500	Master's Colleges and Universities (smaller programs)
George Mason University	South	22,500 / 34,000	Research Universities (high research activity)
Rochester Institute of Technology	North	13,500 / 16,500	Master's Colleges and Universities (larger programs)
University of Florida	South	33,000 / 49,500	Research Universities (very high research activity)
University of Notre Dame	Midwest	8,500 / 12,000	Research Universities (very high research activity)
University of Virginia	South	16,500 / 24,000	Research Universities (very high research activity)
Wake Forest University	South	5,000 / 8,000	Research Universities (high research activity)

1) National Center for Education Statistics.

2) Executive Overview

Key Observations

Demand for master’s-level management professionals increased drastically between H1 2014 and H2 2015. Job posting data indicates that the demand for master’s-level management professionals increased by 50 percent regionally, 70 percent locally between H2 2014 and H2 2015. The city of Charlotte, North Carolina, and the associated metropolitan statistical area contain employers with the highest demand for management professionals. Top employers include consulting firms Accenture and Deloitte, as well as software publisher, Oracle.

Design a ten month program with international study requirements to differentiate from regional competitor programs. The majority of profiled programs offer a full-time, ten month program schedule with summer start dates. Summer start dates give students a break from academics and the ability to recommence coursework on a schedule that mimics an undergraduate schedule. Regional competitor programs follow the ten month schedule but do not offer coursework in global commerce. To stand out from competitors, consider the inclusion of a global residency requirement to help students develop an international business perspective.

Provide students with networking opportunities to assist in soft-skill development and professional connections for post-graduate employment. Contacts note that networking opportunities allow students to develop soft-skills in interpersonal communication and professional etiquette. These networking opportunities enable students to build business contacts with potential employers and to enhance post-graduate employability. Consider the inclusion of coursework or workshops that invite regional employers to interact with management students to enhance their program experience.

Program marketing materials should emphasize the benefits of the MS in Management for graduating seniors from undergraduate liberal arts programs without prior employment experience. Profiled programs’ marketing materials include the word ‘pre-employment’ to signal that business students and MBA prospects need not apply. Contacts indicate that marketing outreach aims to communicate that the program will help students develop business skill-sets, make professional contacts, and increase employability. Recruitment efforts should target senior year students to encourage them to include the management program in their postgraduate planning.

3) Employer Demand Analysis

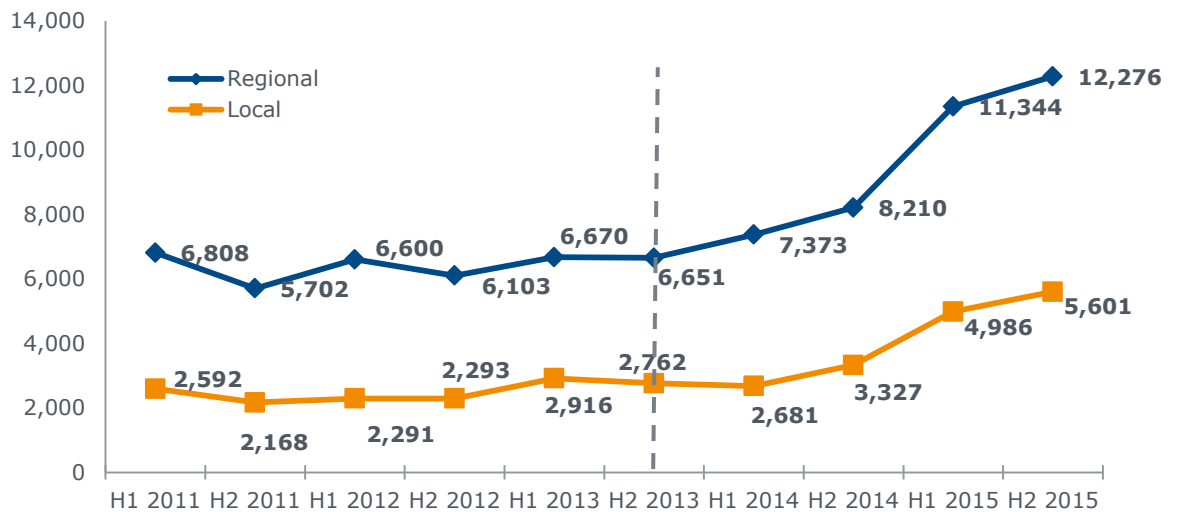
Demand over Time

Employers Demonstrated Rapid Growth in Demand for Master’s-Level Management Professionals across the Past Two Years

Regional job postings increased by 66 percent between H1 2014 and H2 2015 and local job postings increased by over 100 percent in the same timeframe. Job postings data demonstrates growth in employer demand for master’s-level management professionals regionally and locally with 12,276 job postings available regionally in H2 2015 and 5,601 job postings available locally. Local data also suggests that 44 percent of postings request professionals with three to five years of professional experience. A 2015 report by the Charlotte Chamber of Commerce indicates that 291 of the Fortune 500 firms operate offices in the Charlotte-Gastonia-Rock Hill MSA.² The presence of these companies may indicate that demand for management professionals will continue to grow.

Number of Job Postings for Master’s-level Management Professionals³

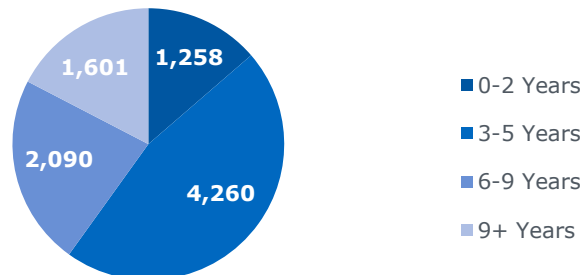
Regional and Local Data, January 2011-December 2015⁴



Years of Experience Requested of Master’s-Level Management Professionals⁵

Local Data, February 2015-January 2016

n= 11,662 job postings, 1,859 unspecified



2) Charlotte Chamber of Commerce, [Charlotte in Detail](#)

3) Data collected for H2 2013 and after is not directly comparable to data collected before H2 2013 due to improvements in Burning Glass Labor/Insight’s web spidering technology.

4) Burning Glass Labor/InsightTM.

5) Burning Glass Labor/InsightTM.

Top Employers and Industries

Accenture, Deloitte, and Oracle Lead Local and Regional Employer Demand for Master's-Level Management Professionals

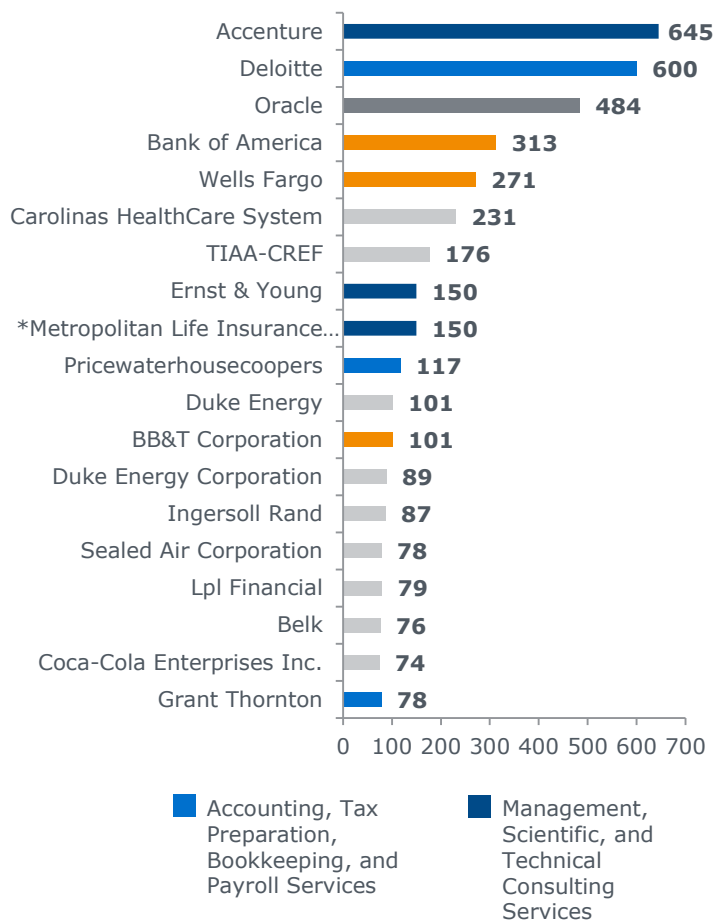
The Bureau of Labor Statistics (BLS) notes that the United States' reputation as an international financial center will likely contribute to employment growth in the financial industry.⁶ Top industries in the local and regional area include 'Accounting, Tax Preparation, Bookkeeping, and Payroll Services,' 'Management, Scientific, and Technical Consulting Services,' 'Depository Credit Intermediation,' and 'Software Publishers.'⁷

Job postings data indicates that Accenture posts six percent of local job opportunities and three percent of regional opportunities. Deloitte posts five percent of local opportunities and just under three percent of regional job opportunities. Software publisher, Oracle, supplies four percent of both local and regional job postings for master's-level management professionals.

Top Employers in Demand for Master's-Level Management Professionals⁸

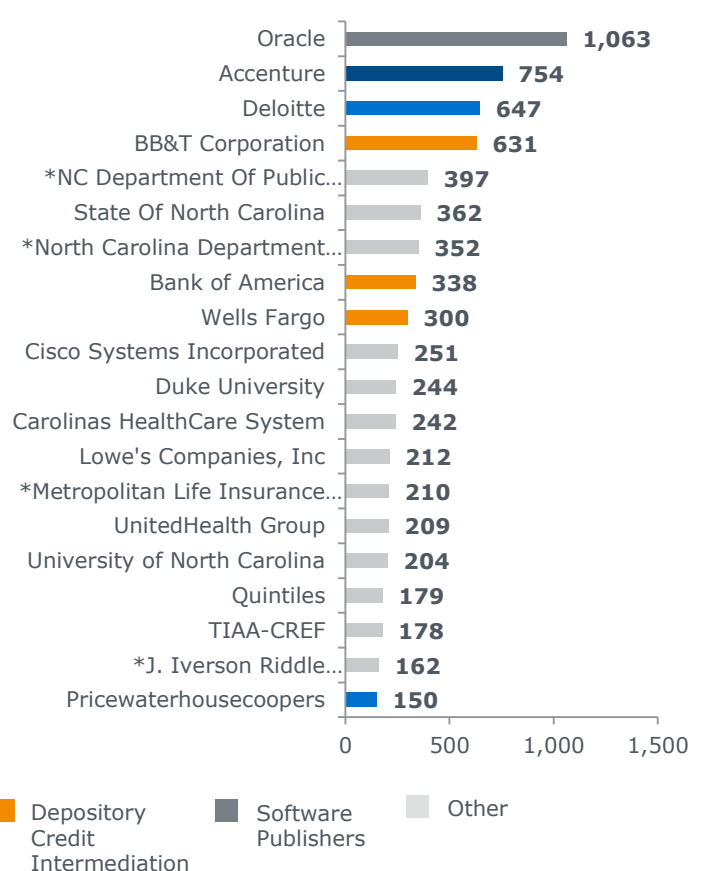
Local Data, February 2015-January 2016

n = 11,662 job postings, 2,518 unspecified postings



Regional Data, February 2015-January 2016

n = 24,361 job postings, 4,928 unspecified postings



6) Bureau of Labor Statistics, Occupational Handbook: Financial Managers

7) Burning Glass Labor/Insight Tool™

8) Burning Glass Labor/Insight Tool™

9) *Metropolitan Life Insurance Company, NC Department of Public Safety, North Carolina Department of Justice, J. Iverson Riddle Development Center.

Top Locations

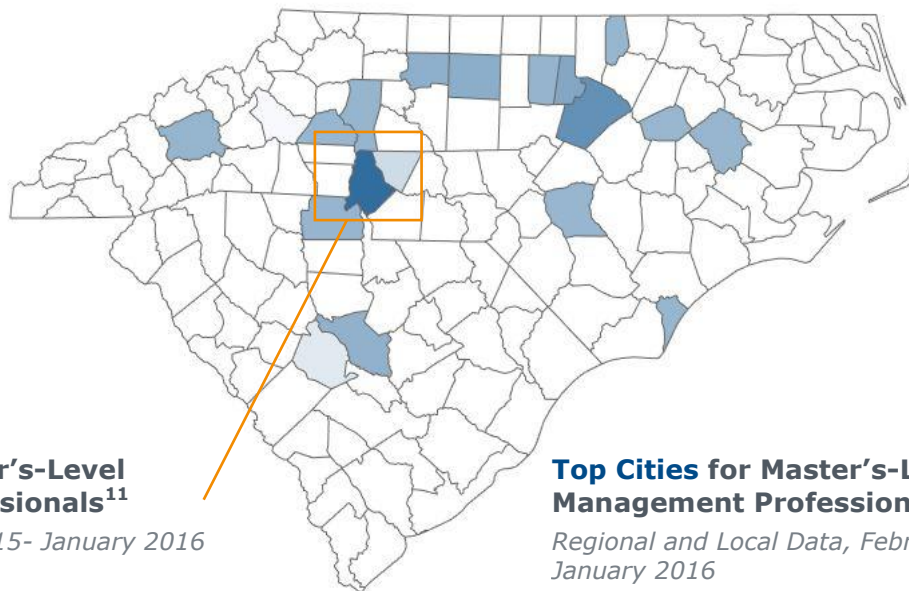
Charlotte, North Carolina Employers Post the Highest Number of Job Opportunities for Master's-Level Management Professionals

Job postings data indicates that employers in the city and MSA of Charlotte, North Carolina post the greatest number of job openings for management professionals and represent over 35 percent of all regional and local postings. Employers in the Charlotte-Gastonia-Rock Hill MSA post almost 9,000 more jobs than employers in the Columbia, South Carolina MSA. This regional and local market demand indicates that the **University of North Carolina-Charlotte's** prospective management program would produce graduates with skills in demand in the region.

Top Counties for Master's-Level Management Professionals¹⁰

Regional and Local Data, February 2015- January 2016

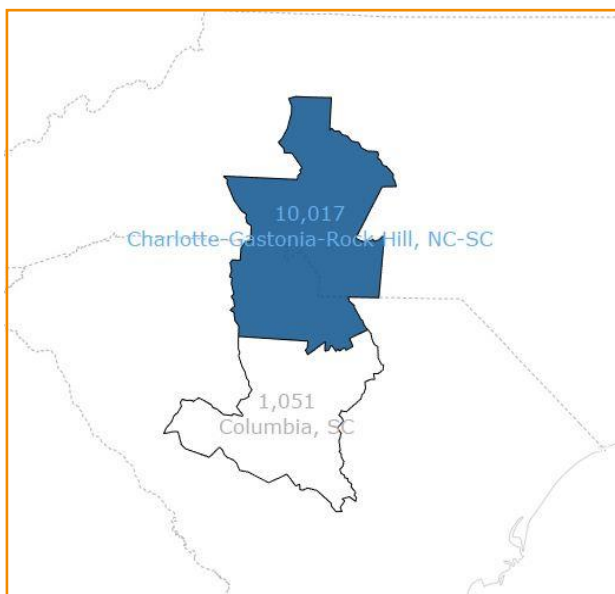
n= 25,756 job postings, 1,075 unspecified



Top MSAs for Master's-Level Management Professionals¹¹

Local Data, February 2015- January 2016

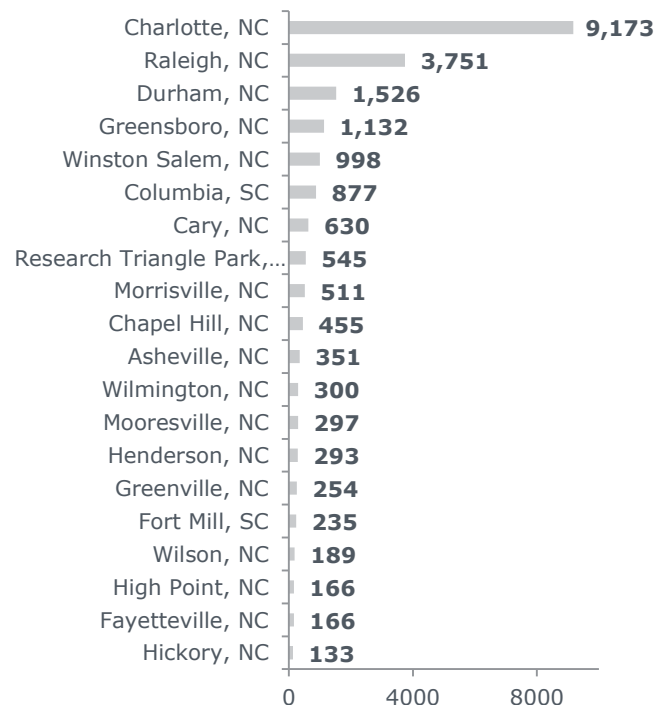
n= 11,068 job postings



Top Cities for Master's-Level Management Professionals¹²

Regional and Local Data, February 2015- January 2016

n= 25,756 job postings, 1,075 unspecified



10) Burning Glass Labor/Insight Tool™
 11) Burning Glass Labor/Insight Tool™
 12) Burning Glass Labor/Insight Tool™

3) Program Characteristics and Development

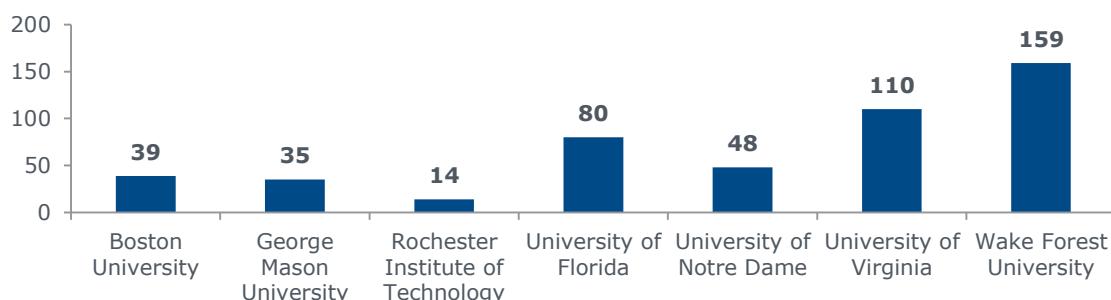
Trends in Enrollment

Current Programs Cite Plans to Expand Enrollment to Meet Growth in Student Demand

Enrollment data indicates that program class sizes vary between 35 and over 150 students in the current academic year. Administrators at the **University of Virginia** state that the program received over 350 applications for the 110 slots for the 2015-2016 program. Administrators at the University of Virginia add that the institution’s commitment to small class sizes and a team-based teaching approach renders it difficult to expand the program to meet an increase in student demand. Contacts at **George Mason University** report that the management program, which started in the fall of 2014, received enough student demand to increase the program’s capacity by seven students the following year and may continue expansion in years to come. **Boston University** administrators, whose program began in the fall of 2015, report that demand for the program exceeded original estimates; the program expected 30 students but enrolled 39.

Program Enrollments for Master’s-Level Programs in Management

Enrollments reported through interviews and secondary research for the 2015-2016 program year.



Master of Management Programs Enroll Students from Undergraduate Institutions across the Nation

Administrators note that most prospective students apply with a strong academic record from top research universities across the nation. The **University of Notre Dame** program description reports that students from 22 universities enrolled in the program for the 2015-2016 academic year. **Wake Forest University’s** online brochure reports that the class of 2016 contains students from 74 undergraduate institutions. Contacts at the **University of Virginia** report that an increase in program demand and interest allowed administrators to view applicants more selectively. Of the 110 students currently enrolled in the management program, only ten percent received an undergraduate degree from the University. Contacts at the **Rochester Institute of Technology** report that internal undergraduates makeup about ten percent of the master’s program.

Contacts at the **University of Florida** note that the current management program student body primarily contains internal undergraduates. However, administrators note that planned marketing strategies hope to increase program diversity and attract students from national and international undergraduate programs.

Offer a Ten-Month Program with a Late Summer or Fall Start Date to Compete with Current Programs and Attract Recent Graduates

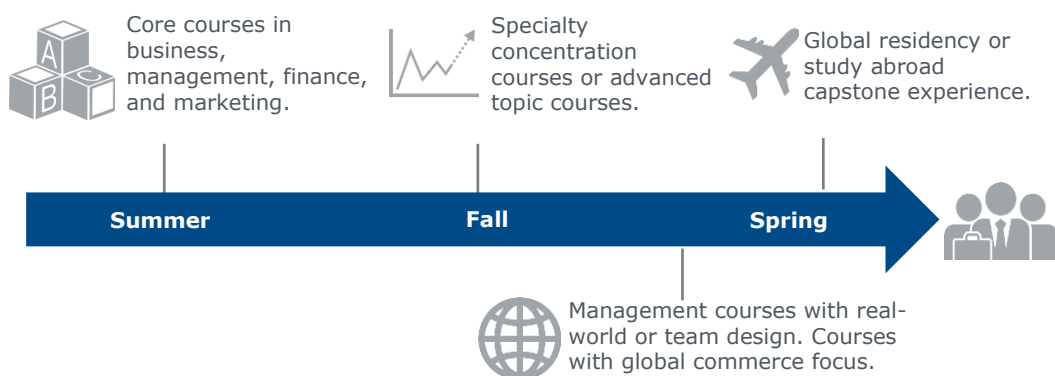
The majority of profiled programs offer a ten-month, full-time management program. **Wake Forest University**, the **University of Notre Dame**, and the **University of Virginia** offer program start dates between June and late August. Administrators at the University of Virginia indicate that a summer start date allows students to begin the program shortly after the completion of an undergraduate degree. The **University of North Carolina-Charlotte** may consider the development of a program with a late-summer start date to attract students who graduated earlier that spring or who seek a program that coincides with their previous academic schedule.

Elon University, **Rochester Institute of Technology**, the **Rochester Institute of Technology** and **George Mason University** design the management program with an early fall start date. Contacts at the **University of Florida** note that a fall start date may attract more international students than the summer. Administrators note that enrollment increased when a fall start date was offered because it aligns with the Chinese academic year and students were better able to complete their international studies before the start of the management program. Contacts at **Boston University** note indicate that a fall start date also results in cheaper tuition costs since students do not need to navigate specialized summer tuition rates.

Consider International Study Requirements to Expose Students to Global Business and Offer an Experience Regional Competitors Lack

The management programs at **George Mason University** and the **University of Virginia** require students to complete a global residency experience before program completion. The University of Virginia provides intensive spring coursework to prepare students for the international experience. These courses include the study of economic and social influences on international business. The international program at George Mason University grants students meetings with business and government leaders and visits with local and multi-national businesses. The **University of Notre Dame** also offers a study abroad experience but does not require the course for graduation. The **University of North Carolina-Charlotte** may consider the development of an international experience to attract students with interest in international business careers and to offer a unique experience absent at regional institutions.

Sample Program Design with Required International Experience¹³



¹³Sample program designed through secondary university programs as listed on institutional websites.

Incorporate Networking Opportunities into Coursework to Assist Students in Post-Graduate Employment

The **University of Virginia** reports that 95 percent of program graduates secure employment within three months of graduation. Contacts indicate that in-class case studies expose students to real-world challenges and final projects often attract company executives curious about the solutions students propose. Administrators also note that company representatives present during introductory courses about topics in marketing, finance, and management. These in-class gatherings grant students the opportunity to network on a more personal level to company representatives and executives. **Wake Forest University** offers similar opportunities to meet with company representatives through "Action Learning Projects." These projects pair students with a business sponsor client throughout the spring semester and allow students to work closely with clients to develop professional skills.

Contacts at **George Mason University** note that program alumni often provide valuable information and networking opportunities for enrolled students. Administrators note that alumni regularly host and attend information sessions and provide students with personal connections to a variety of employers. The **University of Notre Dame** offers a "Career and Job Search Methods" course as part of the management program curriculum. This course equips students with career search, interview, and networking skills. Administrators at **Boston University** indicate that management students also gain access to the career services department of the business school to develop their resumes, interview skills, and job search techniques.

Offer Core Courses in Business Administration and Additional Degree Tracks in Specialty Topics to Meet Employer Demand

Job postings data from the regional and local area indicate that employers seek master's-level management professionals with advanced business management skills. Employers most often seek professionals with 'business administration,' 'business process,' 'business development,' and 'business planning skills.' Additional specialized skills in top demand include 'accounting,' 'collaboration,' 'Oracle,' and 'economics.'¹⁴

In addition to core courses, contacts at the **Rochester Institute of Technology** offer specialties in "Product and Service Development," "Leadership," and Global Management and Supply Chain Management." In order to meet employer demand, the **University of North Carolina- Charlotte** may consider the development of courses that provide a broad overview of business topics alongside specialty courses in accounting, finance, economics, and sales.

Boston University administrators indicate that students only receive pass/fail grades to encourage them to learn from failures and to mimic workplace feedback.

Proposed Program with Core Courses and Specialty Concentrations



Core Business Courses

- Economic Policy and the Global Environment
- Principles of Finance
- Principles of Management
- Statistics in Business
- Accounting I
- Fundamentals of Behavior in Organizations
- Business Communications
- Financial Management
- Consulting to Management



Corporate Finance

- Financial Reporting and Firm Analysis
- Principles of Financial Accounting
- Financial Management in a Global Environment
- Corporate Finance



Business Analytics

- Process Analytics
- Quantitative Methods
- Spreadsheet Decision making
- Business Data Mining



Marketing and Sales

- Marketing Management
- Marketing and Firm Performance
- Reputation Management
- Corporate Presentation and Writing

Top Regional and Local Skills for Master's-Level Management Professionals¹⁴

Regional and Local Data, February 2015- January 2016

n= 25,756 job postings, 8 unspecified

- Business Administration (7,703 postings)
- Accounting (5,157)
- Business Process (4,968)
- Business Development (4,858)
- Collaboration (3,204)
- Oracle (2,837)
- Business Planning (2,783)
- Business Analysis (2,358)
- Business Management (2,118)
- Economics (2,073)
- Sales (1,996)

Ensure Marketing Materials Communicate that the Management Program Seeks Pre-Professional, Liberal Arts Students

George Mason University administrators note that program mailers often include an emphasis on a “fifth-year” schedule to communicate to students that the program serves as an extension of an undergraduate schedule. Administrators also indicate that program marketing focuses on the full-time, day-time format to attract pre-professional students instead of non-traditional students. Administrators at the **University of Florida** also highlight the program’s ability to diversify students’ skill sets, enhance career prospects, or assist with a career change. Contacts highlight the program’s group-project design to emphasize that the management program differs from traditional undergraduate coursework.

Contacts at the **University of Virginia** note that their marketing efforts position the program as a way to develop business skills outside of an MBA program. Administrators note that entrance into traditional MBA programs requires prerequisite business courses and employment experience. Marketing materials for the University of Virginia’s MS in Commerce program states that students do not need a business background, but can view the one-year program as a complimentary degree to an MBA program in the future.

Conduct Outreach to Comparable Institutions Nationwide and Create Personalized Outreach for Internal Undergraduates

Contacts at the **University of Virginia** note that the program employs a “portfolio” approach for program marketing and utilize a variety of strategies to reach prospective students. Administrators utilize a targeted school approach and market the program to students at schools with comparable academic rigor through email marketing and administrator outreach. Administrators at the **University of Florida** and **George Mason University** target their current undergraduate study body through list-serve emails to liberal arts students and word-of-mouth referrals. Contacts at George Mason University also utilize parent relationships and send mailers to the homes of liberal arts students in hopes that parents will encourage their children to enroll. Contacts at the **Rochester Institute of Technology** note that current undergraduate students seek on-campus information sessions and opportunities to meet with program faculty members.

Sample Marketing Strategy for Master of Science in Management Fifth-Year Programs¹⁵



Fifth-Year Management Master's Degree

Internal Outreach



Send personalized mailers to the homes of liberal arts students in an effort to inform parents about post-graduate educational opportunities that may increase employability.



Send emails and flyers to students currently on campus with information about the management program and application dates.



Include rhetoric in outreach that emphasizes the pre-employment requirement to attract students unsure of their career path. Encourage students to include the management program in their post-graduate plans.

External Outreach



Identify universities with comparable academic rigor and send marketing materials to students in the liberal arts programs.

http:

Ensure program website contains useful and easy to find program information. Create online advertisements to reach students who also express interest in traditional MBA programs.



Utilize relationships with university administrators to reach potential applicants. Liberal art program faculty and career services professionals may provide more personalized program referrals.

¹⁵Marketing strategy influenced by administrator interviews.

5) Student Characteristics and Employment Outcomes

Student Characteristics

The Majority of Students Enrolled at Profiled Programs Possess an Undergraduate Degree in Liberal Arts or Engineering

Contacts at **George Mason University** note that liberal arts students who enroll in the program often use their increased knowledge of business strategies to improve employability. Administrators at the **University of Virginia** report that most students enter the program immediately upon undergraduate graduation and often possess a Grade Point Average above 3.5. Contacts at the **Rochester Institute of Technology** and **Boston University** note that many program students possess undergraduate degrees from the fields of science, engineering, technology, and mathematics. The program at the **University of Florida** allows students to take electives in any department. This flexible format grants student the ability to expand upon previous liberal arts studies and combine them with current business courses.

Most universities request that applicants earn an undergraduate GPA of 3.0 or above to be considered for program acceptance. The University of Florida reports an average GPA of 3.42 and the University of Virginia reports an average GPA between 3.1 and 3.8. However, the recent increase in demand at the University of Virginia enables administrators to become more selective.

Nontraditional Students Who Completed an Accelerated Bachelor's Program also Seek One-Year Management Programs

Contacts at the **University of Virginia** report an increase in applications from students who completed an undergraduate degree in less than four years. Administrators note that students who finish early often seek one-year management programs to create a four-year traditional university experience. Contacts at the **University of Florida** also reveal that the number of Chinese students interested in the management programs increased over the past few years. Administrators credit this increase in interested to the program's fall start date that aligns with the Chinese academic calendar. Targeted marketing to early graduates and international students may attract additional applications to the proposed program at the **University of North Carolina- Charlotte**.

Encourage Internships and Networking Opportunities that can Directly Relate to Post-Graduate Employment

All contacts indicate that students may attend workshops or career centers to develop resumes, interview skills, and etiquette prior to the start of internships and job searches. Relationships built via internships and formal or informal networking opportunities allow students to build contacts with employers and company representatives who recruit program graduates. Contacts at the **University of Virginia** indicate the in-class presentations to corporate representatives regularly result in job interviews and offers. A capstone project required by the management program at the **Rochester Institute of Technology** allows students to create solutions for the business challenges of real-world clients. Contacts at the **University of Florida** state that students often find employment through contacts created at recruiter or alumni events on campus.

Students Apply Liberal Arts and Business Skillsets to Careers in Marketing, Finance, and Consulting

Data reported from the management program at **Wake Forest University** indicates that 91 percent of graduates find employment within three months of graduation. The data also indicates that the class of 2015 accepted positions in marketing, general management, financial services, and consulting. Administrators at **George Mason University** note that many students mature and build confidence while enrolled in the program and easily find employment with internship providers. Contacts at the **University of Virginia** note in the [2015 Commerce Career Services Destinations Report](#) that marketing and management firms employ the highest number of program graduates.

Job postings data from the local and regional area mimic administrator observations. The top three titles for regional and local master's-level management professionals include 'business analyst,' 'marketing manager,' and 'financial analyst.' Employer demand for 'business analyst' professionals represent three percent of regional job postings and four percent of local postings. In the region and local area, 'business analyst' positions represent almost 300 more postings than the next leading title. Other top titles include management positions as 'account manager,' 'risk manager,' and 'sales manager.' Professionals may also seek consultant positions as a 'sales consultant' or 'business consultant.'

Top Titles for Master's-Level Management Professionals¹⁶

Regional Data, February 2015- January 2016

n= 24,361 specified postings, 0 unspecified



Local Data, February 2015- January 2016

n= 11,068 specified postings, 0 unspecified



Top Occupations and Salaries

Master's-Level Management Professionals May Seek Occupations with High Earning Potential

Job postings data suggests that a master's-level management professional may expect to earn an average salary of \$58,380 and \$123,450 per year. Local and regional employers most often seek 'marketing managers' which yields the highest average salary of all other reported occupations. Program information provided by **George Mason University** suggests that graduates of the management program may expect a starting salary between \$46,000 and \$65,000. Graduates of the **University of Virginia** program report starting salaries between \$63,450 and \$87,417.

Top Occupations and Salaries for Master's-Level Management Professionals¹⁷

Regional and Local Data, February 2015- January 2016

n= 25,756 specified postings, 902 unspecified

Occupation	Average Salary ¹⁸	Number of Postings (Local/Regional)
Management Analyst	\$80,880	682 / 1,110
Software Developers, Applications	\$97,990	276 / 695
Computer Systems Analyst	\$82,710	503 / 898
Marketing Managers	\$123,450	760 / 1,583
Sales Managers	\$110,660	479 / 835
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	\$58,380	437 / 815
Managers, All Other	\$110,210	335 / 871
Business Intelligence Analyst	\$80,880	521 / 961
General and Operations Managers	\$117,200	350 / 694
Financial Analysts	\$78,620	218 / 561

The BLS projects these occupations to grow much faster than the national average between 2014 and 2024. Growth projections range from 14 to 21 percent.

17) Burning Glass Labor/Insight Tool™
18) [Bureau of Labor Statistics](#)

Appendix A: Institution Profiles

Institution	Course Design	Specialty Tracks	Cost, Start Date, Program Duration, International Experience
<p>Boston University <i>Master of Science in Management Studies</i></p>	<p>Module I</p> <ul style="list-style-type: none"> • Diagnosing Organizations • Customers and Markets • Financial Decision Making • Career: Strategy and Skills • Client Consulting Project <p>Module II</p> <ul style="list-style-type: none"> • Communicating in Teams • Leadership and Persuasion • Data Analysis and Business • Strategic Analysis • Data and Taking Action • Collaboration and Innovation Design • Client Consulting Project <p>Module III</p> <ul style="list-style-type: none"> • Implementing Organizational Change • Technology Strategy • Innovating the Customer Experience • Client Consulting Project 	<p>N/A</p>	<p>Cost: \$48,182</p> <p>Start Date: Fall</p> <p>Program Duration: 10 months</p> <p>International Experience: None</p>
<p>George Mason University <i>Master of Science in Management</i></p>	<p>Term 1</p> <ul style="list-style-type: none"> • Financial Reporting and Firm Analysis • Statistical Analysis for Management • Fundamentals of Behavior in Organizations <p>Term 2</p> <ul style="list-style-type: none"> • Economics of Successful Firm Management • Marketing and Firm Performance • Managing Business Operations in a Global Environment <p>Term 3</p> <ul style="list-style-type: none"> • Performance Evaluation through Cost Management • Financial Management in a Global Environment • Management of IT <p>Term 4</p> <ul style="list-style-type: none"> • Business Strategy and Firm Leadership • Global Business Perspectives (Global Residency) • Professional Development Experience 	<p>N/A</p>	<p>Cost: \$32,976 in-state \$59,877 out-of-state</p> <p>Start Date: Fall</p> <p>Program Duration: 10 months</p> <p>International Experience: Required</p>

<p>Elon University <i>Master of Science in Management</i></p>	<p>Foundation Courses</p> <ul style="list-style-type: none"> Principles of Finance Principles of Financial Accounting <p>Business Core Courses</p> <ul style="list-style-type: none"> Economic Policy and the Global Environment Accounting for managerial Decisions Marketing Management Financial Management Marketing Management Management and Organizational Behavior Advanced Operations and Supply Chain Project Management 	<p>Organizational Analytics</p> <ul style="list-style-type: none"> Analytics I: Quantitative Methods Analytics II: Spreadsheet Decision Making Analytics III: Business Data Mining Analytics IV: RA/SAS Programming Topics in Applied Management: Analytics Practicum <p>Corporate Communications</p> <ul style="list-style-type: none"> Organizational Communications Reputation Management Corporate Presentation and Writing Global and Intercultural Communications Corporate Communications Capstone 	<p>Cost: \$28,000-\$33,000</p> <p>Start Date: Fall</p> <p>Program Duration: 10 months</p> <p>International Experience: None</p>
<p>Rochester Institute of Technology <i>Master of Science in Management</i></p>	<p>Core Courses</p> <ul style="list-style-type: none"> Management of Innovation in Products and Services Organizations Behavior and Leadership Negotiations Corporate Social Responsibility and Business Ethics 	<p>Global Management and Supply Chain Management</p> <ul style="list-style-type: none"> Operations and Supply Chain Management Global Business Opportunities and Threat Global Issues and Strategies Global Management Supply Chain Management <p>Product and Service Development</p> <ul style="list-style-type: none"> Entrepreneurship and New Venture Creation Advanced Topics in Technology Management Electives <p>Leadership</p> <ul style="list-style-type: none"> Managing Organizational Change Behavioral Skills for Managers Electives 	<p>Cost: \$40,158</p> <p>Start Date: Fall</p> <p>Program Duration: 12 months</p> <p>International Experience: N/A</p>

<p>University of Florida <i>Master of Science in Management</i></p>	<p>Core Courses</p> <ul style="list-style-type: none"> • Financial Accounting • Managerial Accounting • Managers and Legal Environment • Managerial Economics • Asset Value Risk Return • Professional Writing • Professional Communication • Organizational Behavior • Production and Ops Management • Global Strategic Management • Marketing Management • Managerial Statistics 	<p>N/A</p>	<p>Cost: \$16,983 in-state \$40,174 out-of-state</p> <p>Start Date: Spring, Summer, and Fall</p> <p>Program Duration: 12 months</p> <p>International Experience: Optional</p>
<p>University of Notre Dame <i>Master of Science in Management</i></p>	<p>Summer</p> <ul style="list-style-type: none"> • Quantitative Business Analysis • Principles of Management • Statistics in Business • Accounting I • Career and Job Search Methods <p>Fall</p> <ul style="list-style-type: none"> • Accounting II • Finance Principles • Economic Analysis • Management Writing • Management Speaking • Your Background and Its Unique Value to Business <p>Spring</p> <ul style="list-style-type: none"> • Marketing Management • Strategic Decision Making • Process Analytics • Corporate Finance • Business Ethics Capstone 	<p>N/A</p>	<p>Cost: \$74,485</p> <p>Start Date: Summer</p> <p>Program Duration: 10 months</p> <p>International Experience: Optional</p>

<p>University of Virginia <i>Master of Science in Commerce</i></p>	<p>Integrated Core Experience</p> <ul style="list-style-type: none"> • Consulting to Management • Global Strategy and Systems • Financial Management • Strategic Cost Management • Financial Accounting • Marketing and Quantitative Analysis • Organizational Behavior • Business Communications <p>Global Immersion Experience</p> <ul style="list-style-type: none"> • Foundations in Global Commerce 	<p>Business Analytics</p> <ul style="list-style-type: none"> • Introduction to Business Analytics • Customer Analytics • Web Analytics for E-Commerce • Advanced Quantitative Analysis <p>Finance</p> <ul style="list-style-type: none"> • Financial Management • Corporate Valuation and Financing • Information Management for Financial Services • Investment Banking • Asset Management <p>Marketing and Management</p> <ul style="list-style-type: none"> • Brand Management and Integrated Marketing Communication Strategy • Project Management • Social Media Marketing Metrics and Strategy • Consumer Behavior Research and Pricing Strategy • Creating Value in B2B Markets 	<p>Cost: \$41,810 in-state \$47,376 out-of-state</p> <p>Start Date: Summer</p> <p>Program Duration: 10 months</p> <p>International Experience: Required</p>
<p>Wake Forest University <i>Master of Arts in Management</i></p>	<ul style="list-style-type: none"> • Introduction to Business • Personal Branding and Career Management • LEAD I • Business Analytics • Accounting • Managerial Economics • Marketing Management • Financial Management • Information Technology Management • LEAD II • Legal Environment of Business • Business Strategy and Planning • Macroeconomics • Operations Management • Electives • Business Simulation Capstone 	<p>N/A</p>	<p>Cost: \$45,460</p> <p>Start Date: Summer</p> <p>Program Duration: 10 months</p> <p>International Experience: None</p>

Appendix B: Letters of Support



March 17, 2016

Dr. Steve Ott
Dean, Belk College of Business
UNC Charlotte
9201 University City Boulevard
Charlotte, NC 28223

Dear Dean Ott,

I strongly support the proposed new Master of Science in Management Program degree to be offered by the Belk College of Business. At PwC, we are interested in hiring talented undergraduates with strong critical thinking and communication skills. Often, these individuals have not pursued a business education. While they are strong candidates, they are lacking the basic business skills needed to thrive in a consulting setting. In order to gain these skills, the proposed MS in Management would be ideal.

I've had the pleasure of serving on the College's Advisory Board. In planning for this new graduate program, the College has been responsive to feedback from the Advisory Board concerning the need to provide undergraduate majors from other disciplines with a broad business education. Given its strong track record of offering high-quality graduate programs, I believe the Belk College is well positioned to offer the MS in Management program.

We look forward to working with the Belk College to expand the talent supply needed by PwC and the Charlotte business community.

Sincerely,

A handwritten signature in black ink that reads "T. Crawford Pounds".

T. Crawford Pounds
Carolinas Market Managing Partner
PwC, LLP



Ingersoll Rand Company
Marcia J. Avadon, Ph.D.
Senior Vice President
Human Resources, Communications and
Corporate Affairs
800 E. Beatty Street
Davidson, NC 28036
Tel: (704) 555-5871
marcia_avadon@irco.com

March 18, 2016

Dr. Steve Ott
Dean, Belk College of Business
UNC Charlotte
9201 University City Boulevard
Charlotte, NC 28223

Dear Dean Ott,

I am pleased to provide my strong support of the proposed Master of Science in Management program to be offered by the Belk College of Business. This degree will provide quality non-business undergraduate students marketable skills in the functional areas of business. I believe the Belk College is well positioned to offer the MS in Management program, given its strong track record of offering high quality programs.

In proposing this new graduate program, the College is being responsive to feedback from the Belk College of Business Advisory Board regarding the need to provide a broad business education to students with undergraduate majors in other disciplines. As such, this program promises to be highly valued by local employers and potential students. We seek job applicants for entry-level positions who come from a variety of undergraduate majors. At Ingersoll Rand, many entry-level applicants have backgrounds in engineering. While they have tremendous technical skills, they lack knowledge of the fundamentals of business, which keeps them from moving swiftly into managerial roles. This program will prepare them for entry-level management positions at Ingersoll Rand.

We look forward to working with the Belk College and UNC Charlotte to expand the supply of talented employees for Ingersoll Rand and the Charlotte business community.

Sincerely,

A handwritten signature in black ink that reads 'Marcia Avadon'.

Marcia Avadon
Senior Vice President, Human Resources and Communications and Corporate Affairs
Ingersoll Rand

Ingersoll Rand Family of Brands





March 28, 2016

Dr. Steve Ott
Dean, Belk College of Business
UNC Charlotte
9201 University City Boulevard
Charlotte, NC 28223

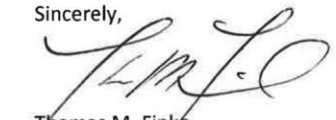
Dear Dean Ott,

It is a pleasure to express my strong support for the Belk College's proposed Master of Science in Management program. The Belk College has a strong track record of offering high-quality educational programs, and I believe the College is well positioned to offer a successful MS in Management program that will serve the Charlotte Region and beyond.

As a member of the Belk College Advisory Board, I and other Board members have encouraged the Belk College to train smart, well-rounded non business students for careers in business. The MS in Management will provide these students with marketable skills in the functional areas of business. As such, I expect the MS in Management program will be highly valued by local employers, and I believe that this program will prepare them for entry-level positions in financial services and other industries.

Babson Capital Management LLC looks forward to enhancing our relationship with the Belk College of Business, and I look forward to the implementation of this program.

Sincerely,



Thomas M. Finke
Chairman and CEO
Babson Capital Management LLC



Master of Business Administration Program

9201 University City Blvd. Charlotte, NC 28223-6001
t/ 704.687.2566 f/ 704.687.3829 www.mba.uncc.edu

March 17, 2016

Dr. Jennifer L. Troyer
Associate Dean for Research and Graduate Programs, Professor Economics
Adjunct Faculty Department of Public Health Sciences, Professor of Public Policy
Belk College of Business

Dear Dr. Troyer:

It is my pleasure to write this letter of support for the proposed MS in Management program in the Belk College of Business. In reviewing your proposal from the perspective of being the MBA Program Director, it is clear that the proposed degree program is fundamentally different from the MBA program given that:

1. The proposed program is targeted towards students without a business background and with little or no work experience, rather than targeted towards working professionals with a business background as is the case of our MBA program.
2. The proposed program is designed to provide students with exposure to the fundamentals of business foundations, whereas the MBA program goes beyond teaching basic business concepts and instead offers depth, breadth, and focused concentration options.
3. The proposed program results in a one-year MS in Management degree while the MBA is a two-year MBA degree.

I fully support the proposal and wish you good luck in this effort. Please let me know if I can be of further assistance.

Sincerely,

Gary Kohut
Professor of Management and Program Director, MBA Program

Appendix B: Library Consultation



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016
Subject: Establishment of MS in Management

Summary of Librarian's Evaluation of Holdings:

Evaluator: Nicole Spoor, Business Librarian

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of a MS in Management, it is found that the library's resources are sufficient to support this program.

The following table shows the print source holdings that are relevant to a MS in Management. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
Finance AND Management	5650	722
Business Analytics	38	23
marketing AND management	9594	1507
operations AND management	9409	1481
Information Technology	5964	1100
Organizational Behavior	2767	767
Leadership AND Management	4954	549



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6100 Quantitative Business Analytics

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a Quantitative Business Analytics. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
business AND analytics	820	319
data analysis	2388	606
statistics AND business	2049	425

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access: ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, ReferenceUSA, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Quantitative Business Analytics, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6110 Managing Your Marketing Department

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Managing Your Marketing Department. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
marketing AND management	9594	1507

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access: ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, Mintel Academic Reports, ReferenceUSA, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Managing Your Marketing Department, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6120 Managing Your Organization's Operations

Summary of Librarian's Evaluation of Holdings:

Please Check One:

1. Holdings are superior
2. Holdings are adequate
3. Holdings are adequate only if dept. purchases additional items
4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Managing Your Organization's Operations. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
operations management	9409	1481

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access: ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Managing Your Organization's Operations, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6130 Information Systems Management

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Information Systems Management. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
information systems AND management	3937	982

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Information Systems Management, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6140 Management and Organizational Behavior

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Management and Organizational Behavior. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
Management and Organizational Behavior	1415	617

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, JSTOR, Lexis Nexis Academic, and ScienceDirect.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Management and Organizational Behavior, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6150 Managing Talent for Strategic Advantage

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Managing Talent for Strategic Advantage. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
management AND talent	665	109

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, and ScienceDirect.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Managing Talent for Strategic Advantage, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6160 Financial Strategy and Corporate Value Creation

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Financial Strategy and Corporate Value Creation. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
Finance AND Management	5650	722

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, and ScienceDirect.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Financial Strategy and Corporate Value Creation, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6170 Principles of Financial and Managerial Accounting

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Principles of Financial and Managerial Accounting. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
finance AND accounting	3414	231
managerial accounting	472	30

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access: ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, and ScienceDirect.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Principles of Financial and Managerial Accounting, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6180 Economics for Managers

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Economics for Managers. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
economics AND management	7563	2522

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access: ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, ReferenceUSA, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Economics for Managers, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6190 Managerial Ethics and Leadership

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Managerial Ethics and Leadership. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
management AND ethics	3474	519
management AND leadership	4954	549

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access: ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, ReferenceUSA, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Managerial Ethics and Leadership, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library

Appendix C: Budget

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte		DATE	28-Oct-16	
Program (CIP, Name, Level)	52.0201; Business Administration and Management, General; Masters				
Degree(s) to be Granted	MS in Management		Program Year	Year 1 (2018-2019)	
Differential tuition requested per student per academic yr	\$6,000				
Projected annual FTE students	50				
Projected annual differential tuition	\$300,000				
Percent differential tuition for financial aid	15%		\$45,000.00		
Differential tuition remainder	\$255,000				
ADDITIONAL FUNDS REQUIRED - BY SOURCE					
	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
EPA Associate Director of Graduate Student Services	\$ -	\$ 55,000.00	\$ -	\$ -	\$ 55,000.00
EPA Associate Director - Career Services for MS in Management		\$ 60,000.00	\$ -	\$ -	\$ 60,000.00
EPA Academic Salaries					
Academic Program Director		\$ 12,500.00	\$ -	\$ -	\$ 12,500.00
Clinical Faculty - 1	\$ 105,000.00				\$ 105,000.00
Social Security	\$ 8,032.50	\$ 9,753.75		\$ -	\$ 17,786.25
State Retirement	\$ 13,725.57	\$ 16,666.76		\$ -	\$ 30,392.33
Medical Insurance	\$ 5,661.93	\$ 11,323.87		\$ -	\$ 16,985.80
Graduate Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials					
Computers for new Staff	\$ -	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00
Misc Other Supplies		\$ 2,000.00			\$ 2,000.00
Supplies and Materials - Student Services		\$ 25,000.00			\$ 25,000.00
Current Services	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00
Communications	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
Printing and Binding	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
Advertising	\$ 18,244.38	\$ 31,755.62	\$ -	\$ -	\$ 50,000.00
Fixed Charges	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay (Equipment)					
Renovation of Center City for Staff Offices	\$ 70,000.00	\$ -	\$ -	\$ -	\$ 70,000.00
Libraries	\$ -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00
TOTAL ADDITIONAL COSTS	\$ 220,664.38	\$ 255,000.00	\$ -	\$ -	\$ 475,664.38

Note: Assumes inflation rate for Medical Insurance of 1.73% per year, with a base of \$5471 in 2015-2016. Assumes Social Security contribution of 7.65%. Year 1 Assumes State Retirement contribution of 12.85% with an inflation rate of 0.86% per year. Assumes that Reallocation of Present Institutional Resources (\$220,664) includes \$150,664 funded out of Belk College discretionary resources and \$70,000 funded out of Academic Affairs for renovations.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	28-Oct-16		
Program (CIP, Name, Level)	52.0201; Business Administration and Management, General; Masters				
Degree(s) to be Granted	MS in Management	Program Year	Year 2 (2019-2020)		
Differential tuition requested per student per academic yr	\$6,000				
Projected annual FTE students	100				
Projected annual differential tuition	\$600,000				
Percent differential tuition for financial aid	15%	\$90,000.00			
Differential tuition remainder	510000				
ADDITIONAL FUNDS REQUIRED - BY SOURCE					
	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
EPA Associate Director of Graduate Student Services	\$ -	\$ 55,000.00	\$ -	\$ -	\$ 55,000.00
EPA Associate Director - Career Services for MS in Management		\$ 60,000.00	\$ -		\$ 60,000.00
EPA Academic Salaries					
Academic Program Director	\$ -	\$ 12,500.00	\$ -	\$ -	\$ 12,500.00
Clinical Faculty - 1		\$ 99,650.60	\$ 5,349.40		\$ 105,000.00
Clinical Faculty - 2		\$ -	\$ 105,000.00		\$ 105,000.00
Clinical Faculty - 3		\$ -	\$ 105,000.00		\$ 105,000.00
Social Security	\$ -	\$ 17,377.02	\$ 16,474.23	\$ -	\$ 33,851.25
State Retirement	\$ -	\$ 29,948.42	\$ 28,392.50	\$ -	\$ 58,340.92
Medical Insurance		\$ 17,279.66	\$ 11,519.77	\$ -	\$ 28,799.43
Graduate Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials					
Misc Other Supplies		\$ 4,000.00			\$ 4,000.00
Supplies and Materials - Student Services		\$ 50,000.00			\$ 50,000.00
Current Services	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00
Communications	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
Printing and Binding	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
Advertising	\$ -	\$ 50,000.00	\$ -	\$ -	\$ 50,000.00
Fixed Charges	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay (Equipment)	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ 70,000.00	\$ -	\$ -	\$ 70,000.00
Reimbursement of Year 1 Renovation Costs - Academic Affairs					
Reimbursement of Year 1 Advertising costs - Belk College		\$ 18,244.38			\$ 18,244.38
Libraries	\$ -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00
TOTAL ADDITIONAL COSTS	\$ -	\$ 510,000.08	\$ 271,735.90		\$ 781,735.98

Note: Assumes inflation rate for Medical Insurance of 1.73% per year, with a base of \$5471 in 2015-2016. Assumes Social Security contribution of 7.65%. Assumes State Retirement contribution of 12.85% with an inflation rate of 0.86% per year.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	UNC Charlotte	DATE	28-Oct-16		
Program (CIP, Name, Level)	52.0201; Business Administration and Management, General; Masters				
Degree(s) to be Granted	MS in Management	Program Year	Year 3 (2020-2021)		
Differential tuition requested per student per academic yr	\$6,000				
Projected annual FTE students	150				
Projected annual differential tuition	\$900,000				
Percent differential tuition for financial aid	15%	\$135,000.00			
Differential tuition remainder	765000				
ADDITIONAL FUNDS REQUIRED - BY SOURCE					
	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
EPA Associate Director of Graduate Student Services	\$ -	\$ 55,000.00	\$ -	\$ -	\$ 55,000.00
EPA Associate Director - Career Services for MS in Management	\$ -	\$ 60,000.00	\$ -	\$ -	\$ 60,000.00
EPA Assistant Director - Career Services for MS in Management	\$ -	\$ 51,100.00	\$ -	\$ -	\$ 51,100.00
EPA Academic Salaries					
Academic Program Director	\$ -	\$ 12,500.00	\$ -	\$ -	\$ 12,500.00
Clinical Faculty - 1	\$ -	\$ 105,000.00	\$ -	\$ -	\$ 105,000.00
Clinical Faculty - 2	\$ -	\$ 88,165.50	\$ 16,834.50	\$ -	\$ 105,000.00
Clinical Faculty - 3	\$ -	\$ -	\$ 105,000.00	\$ -	\$ 105,000.00
Clinical Faculty - 4	\$ -	\$ -	\$ 105,000.00	\$ -	\$ 105,000.00
Social Security	\$ -	\$ 28,440.06	\$ 17,352.84	\$ -	\$ 45,792.90
State Retirement	\$ -	\$ 49,436.54	\$ 30,163.94	\$ -	\$ 79,600.48
Medical Insurance	\$ -	\$ 23,438.13	\$ 17,578.59	\$ -	\$ 41,016.72
Graduate Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials					
Misc Other Supplies	\$ -	\$ 6,000.00	\$ -	\$ -	\$ 6,000.00
Supplies and Materials - Student Services	\$ -	\$ 75,000.00	\$ -	\$ -	\$ 75,000.00
Current Services					
Travel	\$ -	\$ 7,500.00	\$ -	\$ -	\$ 7,500.00
Communications	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
Printing and Binding	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
Advertising	\$ -	\$ 50,000.00	\$ -	\$ -	\$ 50,000.00
Fixed Charges	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay (Equipment)	\$ -	\$ -	\$ -	\$ -	\$ -
Reimbursement of Year 1 Clinical	\$ -	\$ 132,420.00	\$ -	\$ -	\$ 132,420.00
Faculty Costs - Belk College	\$ -	\$ -	\$ -	\$ -	\$ -
Libraries	\$ -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00
TOTAL ADDITIONAL COSTS	\$ -	\$ 765,000.23	\$ 291,929.88	\$ -	\$ 1,056,930.10

Note: Assumes inflation rate for Medical Insurance of 1.73% per year, with a base of \$5471 in 2015-2016. Assumes Social Security contribution of 7.65%. Assumes State Retirement contribution of 12.85% with an inflation rate of 0.86% per year.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM					
INSTITUTION	UNC Charlotte	DATE	28-Oct-16		
Program (CIP, Name, Level)	52.0201; Business Administration and Management, General; Masters				
Degree(s) to be Granted	MS in Management	Program Year	Year 4 (2021-2022)		
Differential tuition requested per student per academic yr	\$6,000				
Projected annual FTE students	150				
Projected annual differential tuition	\$900,000				
Percent differential tuition for financial aid	15%	\$135,000.00			
Differential tuition remainder	765,000				
ADDITIONAL FUNDS REQUIRED - BY SOURCE					
	Reallocation of Present Institutional Resources	Projected Differential Tuition	Enrollment Increase Funds	Other New Allocations (Identify)	Total
EPA/SPA Regular Salaries					
EPA Associate Director of Graduate Student Services	\$ -	\$ 55,000.00	\$ -	\$ -	\$ 55,000.00
EPA Associate Director - Career Services for MS in Management	\$ -	\$ 60,000.00	\$ -	\$ -	\$ 60,000.00
EPA Assistant Director - Career Services for MS in Management	\$ -	\$ 51,100.00	\$ -	\$ -	\$ 51,100.00
EPA Academic Salaries					
Academic Program Director	\$ -	\$ 12,500.00	\$ -	\$ -	\$ 12,500.00
Clinical Faculty - 1	\$ -	\$ 105,000.00	\$ -	\$ -	\$ 105,000.00
Clinical Faculty - 2	\$ -	\$ 105,000.00	\$ -	\$ -	\$ 105,000.00
Clinical Faculty - 3	\$ -	\$ 86,937.20	\$ 18,062.80	\$ -	\$ 105,000.00
Clinical Faculty - 4	\$ -	\$ -	\$ 105,000.00	\$ -	\$ 105,000.00
Social Security	\$ -	\$ 36,378.60	\$ 9,414.30	\$ -	\$ 45,792.90
State Retirement	\$ -	\$ 63,779.70	\$ 16,505.35	\$ -	\$ 80,285.05
Medical Insurance	\$ -	\$ 29,804.51	\$ 11,921.80	\$ -	\$ 41,726.31
Graduate Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials					
Misc Other Supplies	\$ -	\$ 6,000.00	\$ -	\$ -	\$ 6,000.00
Supplies and Materials - Student Services	\$ -	\$ 75,000.00	\$ -	\$ -	\$ 75,000.00
Current Services	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ 7,500.00	\$ -	\$ -	\$ 7,500.00
Communications	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
Printing and Binding	\$ -	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00
Advertising	\$ -	\$ 50,000.00	\$ -	\$ -	\$ 50,000.00
Fixed Charges	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay (Equipment)	\$ -	\$ -	\$ -	\$ -	\$ -
Libraries	\$ -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00
TOTAL ADDITIONAL COSTS	\$ -	\$ 765,000.00	\$ 160,904.26	\$ -	\$ 925,904.26

Note: Assumes inflation rate for Medical Insurance of 1.73% per year, with a base of \$5471 in 2015-2016. Assumes Social Security contribution of 7.65%. Assumes State Retirement contribution of 12.85% with an inflation rate of 0.86% per year.

Appendix D: Letter of Support

Appendix E: Student Learning Outcomes Assessment Plan



Spring 2015 and Fall 2015

Student Learning Outcomes Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only.)

College: Belk College of Business

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program:
Master of Science in Management (MS in Management)

Student Learning Outcome 1

(knowledge, skill or ability to be assessed)

Students will demonstrate knowledge of the fundamentals of business.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The instruments used to assess student achievement of this learning outcome will likely be questions and problems embedded in several courses. Specifically, the questions and problems assess the concepts below, which, together, effectively gauge overall student understanding:

1. Students will demonstrate knowledge of the marketing processes.
2. Students will demonstrate knowledge of the management of information resources.
3. Students will demonstrate knowledge of talent management in business.
4. Students will demonstrate knowledge of financial strategies in business.
5. Students will demonstrate knowledge of micro and macroeconomic concepts used in business.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

This SLO will be measured in five courses throughout the MS in Management program: MGMT 6110, *Information Systems Management*, MGMT 6140, *Marketing from a Management Perspective*, MGMT 6160, *Managing Talent for Strategic Advantage*, MGMT 6170, *Analysis for Financial Management*, and MGMT 6180, *Economics for Managers*. Students will be assessed using course embedded questions and problems designed to measure student knowledge related to each of the five effectiveness measures.

Program faculty members will be responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting each semester to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes will be implemented the next time the course is taught.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

80% of students will correctly answer 80% of the questions and/or earn a score of 80 or higher on the assessment problems related to each effectiveness measure.

Spring 2014-Fall 2014 Assessment Data	Spring 2015-Fall 2015 Assessment Data
n/a	n/a

Student Learning Outcome 2

(knowledge, skill or ability to be assessed)

Students will demonstrate the ability to analyze business data and make decisions based on the analysis.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The instruments used to assess student achievement of this learning outcome will likely be questions, problems, and projects embedded in several courses. Specifically, the questions and problems assess the concepts below, which, together, effectively gauge overall student understanding:

1. Students will demonstrate knowledge of ethical standards in business.
2. Students will demonstrate the ability to analyze a business situation so that proper decisions are made.
3. Students will demonstrate the ability to make informed and critical decisions required for the company’s future profitability.
4. Students will demonstrate the ability to interpret financial statements to evaluate the performance of a business.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

This SLO will be measured in four courses throughout the MS in Management program: MGMT 6110, *Information Systems Management*, MGMT 6130, *Principles of Financial and Managerial Accounting*, MGMT 6170, *Analysis for Financial Management*, and MGMT 6190, *Managerial Ethics and Leadership*. Students will be assessed using course embedded questions, problems, and projects designed to measure student knowledge related to each of the five effectiveness measures.

Program faculty members will be responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program’s assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting each semester to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes will be implemented the next time the course is taught.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

80% of students will correctly answer 80% of the questions and/or earn a score of 80 or higher on the assessment problems related to each effectiveness measure.

Spring 2014-Fall 2014 Assessment Data	Spring 2015-Fall 2015 Assessment Data
n/a	n/a

Student Learning Outcome 3

(knowledge, skill or ability to be assessed)

Students will be prepared for employment in business and management disciplines.

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The instruments used to assess student achievement of this learning outcome will likely be questions, problems, and projects embedded in several courses. Specifically, the questions and problems assess the concepts below, which, together, effectively gauge overall student understanding:

1. Students will demonstrate knowledge of leadership in organizations.
2. Students will demonstrate the ability to solve business problems.
3. Students will demonstrate the ability to evaluate and promote ideas.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

This SLO will be measured in two courses throughout the MS in Management program: MGMT 6140, *Marketing from a Management Perspective*, and MGMT 6190, *Managerial Ethics for Leadership*. Students will be assessed using course embedded questions, problems, and projects designed to measure student knowledge related to each of the five effectiveness measures.

Program faculty members will be responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting each semester to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes will be implemented the next time the course is taught.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of “acceptable” or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

80% of students will correctly answer 80% of the questions and/or earn a score of 80 or higher on the assessment problems related to each effectiveness measure.

Spring 2014-Fall 2014 Assessment Data	Spring 2015-Fall 2015 Assessment Data
n/a	n/a