



UNC CHARLOTTE
2010-2015 Strategic Plan
Belk College of Business

I. EXECUTIVE SUMMARY

1-2 pages

<p>A. Mission and goals:</p>	<p><i>Vision</i></p> <p>The vision of the Belk College of Business is to be a leading urban research business school.</p> <p><i>Mission Statement of the Belk College of Business</i></p> <p>We are committed to creating an inclusive culture that inspires a passion for knowledge and intellectual growth as well as a dedication to service. We engage in research that fosters innovative business theory, policy, and practice. In strategic partnership with the Greater Charlotte region, we educate our students to become leaders who are critical thinkers, ethically informed, and globally aware.</p> <p><i>Belk College of Business Shared Values</i></p> <p>Integrity: We embrace integrity as the fundamental basis for trust, leadership, and organizational culture.</p> <p>Knowledge and Innovation: We are dedicated to encouraging intellectual curiosity, advancing knowledge, and promoting innovation.</p> <p>Excellence: We have a passion for excellence in business, research, and education.</p> <p>Diversity and Inclusion: We foster an environment that is based on mutual respect, broadens understanding, and builds trust.</p> <p>Global Citizenship: We promote ethically principled and sustainable global practices that foster economic and social value.</p> <p>These values describe the future and the essence of the Belk College of Business and our culture. They also provide the basis for the following strategic goals.</p> <ol style="list-style-type: none"> 1. To strengthen our commitment to and achievement of excellence in our undergraduate and graduate programs; to enhance the value that we add to our students; to offer innovative programs that convey content at the leading edges of business theory and practice; to educate our students to become leaders who are critical thinkers, ethically informed, and globally aware. 2. To advance the research mission of the Belk College through the publication of high-quality research in leading journals and to increase our recognition as a source of expertise on current business and economic issues. 3. To develop and promote a strong brand identity for the Belk College, and to establish a strategic partnership with the Greater Charlotte region and to leverage this partnership to elevate the prominence and advance the objectives of the College, the University, and the region. 4. To continue to invest in and develop Belk College faculty and staff who ultimately define the excellence of the value we bring to our mission, and to develop and strengthen institutional culture of mutual trust and respect. 5. To revise and update our portfolio of MBA program offerings, subsequently leveraging these offerings to develop Executive Education programs. 6. To expand the globalization of undergraduate and graduate academic programs and create additional opportunities for faculty and students to engage in international activities and research. 7. To advance our commitment to our core value of Diversity and Inclusion by implementing, supporting, and advancing the UNC Charlotte Plan for Diversity, Inclusion, and Access.
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	8. To develop a plan for new facilities that meet the pedagogical and professional needs of students enrolled in a leading urban research business school.
B. Summary of process used to develop unit goals:	<p>The Belk College of Business has been actively engaged in developing our strategic plan for becoming a leader in business research and education.</p> <p>Understanding the importance of the strategic planning process, the competitive nature of undergraduate and graduate business education, and the rapid growth of the Belk College over the past ten years, we secured the services of the consulting firm, Academic Leadership Associates (ALA), which specializes in strategic planning in academic organizations. ALA has considerable experience with business schools and has engaged an impressive list of client schools. The role of ALA in the Belk College strategic planning process was not to formulate our strategic plan for us. Rather, the consultants facilitated our strategic planning process by applying their established framework and a methodology for guiding us through the process.</p> <p>The dean established a planning committee of thirty-seven individuals representing the six academic departments, the professorial and non-professorial ranks, administrators, the staff, University, alumni, the Advisory Board, and students. Six committees were formed to address the mission, academic programs, scholarship, external relations, internal operations, and people. These committees met weekly and formed the input for four strategic planning meetings held as retreats at an off-campus site. Additionally the dean held update sessions for the faculty and staff after each retreat. Additional sessions were held for students. The Advisory Council was briefed at two meetings. The outcome of this process resulted in the development of the Colleges strategic goals and the tactics necessary to accomplish them.</p>
C. Summary of major goals in strategic plan:	
D. Summary of new resources required to achieve new goals:	

II. ENVIRONMENTAL SCAN/ UPDATES SINCE LAST FIVE –YEAR STRATEGIC PLAN

1-2 pages

A. Assessment of cumulative progress in meeting goals in current strategic plan:	
B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan:	<p>In the 2009-2010 academic year, the Belk College of Business has approximately 87 full-time faculty and 30 full-time staff, 3500 undergraduate students, 900 students enrolled in Master's degree programs, and 31 students enrolled in Ph.D. programs supported primarily within the College. We also have approximately 125 students enrolled in our international MBA programs (in Hong Kong, Mexico, and Taiwan).</p> <p>The Belk College also partners with the College of Liberal Arts and Sciences (CLAS) to support the interdisciplinary Ph.D. program in Organizational Science. While OS students are not included in the headcount above because the program is supported primarily within CLAS, it is essential to the strategic mission of the Belk College.</p> <p>Challenges</p> <ul style="list-style-type: none"> • The economic crisis has led to a reduction in the funding level from the State of North Carolina (through budget cuts and budget reversions) as well as a reduction in the income generated by endowments and decreased capacity for donor support. Forecasts suggest that highly constrained resources will be a reality for at least the next two years and perhaps longer. The College is likely to experience (minimally) a three-year period in which faculty and staff do not receive pay increases. • Rapid growth in student enrollment is expected to continue over the next 10 years. This will increase the number of undergraduate students in the College, potentially straining teaching and classroom capacity.



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- The funding formula used by the UNC System to allocate funds across the various campuses in the system may shift from an enrollment-growth basis to one that is based more on student retention. This has potential to compound the effect of the second point noted above.
- There is a significant (with respect to both contribution and size) subset of faculty in the College who are advancing toward possible retirement age. It will be a challenge to try to replace these seasoned, experienced, and effective faculty. The new faculty are likely to command considerably higher salaries, have smaller teaching loads, and may need time to establish their classroom effectiveness.
- Business school programs, especially the MBA, are reaching a mature stage in the product life cycle. This has given rise to uncertainty within the profession as to what the future demand will be for MBA programs, especially full-time programs.
- Business school faculty in a number of disciplines, especially accounting, are in short supply. This has historically driven up salaries, making business school faculty and thus business school programs relatively more expensive than programs offered elsewhere in the University. UNC Charlotte does not have a medical school or a law school, thus the higher cost of maintaining a faculty and delivering programs within these kinds of professional schools is unique to the Belk College on this campus.
- Other business schools continue to seek out opportunities in the Charlotte business market and to offer educational programs. The increase in competition will create challenges for us to secure market share.
- The relative youth of the University leads to a relatively young alumni base that are still advancing in their careers. This limits the potential for fundraising to increase the endowment and to support initiatives. Fortunately, this is an obstacle that will dissipate over time and is mitigated by a dedicated set of alumni and donors who are committed to the College and our mission.

Opportunities

- UNC Charlotte is "North Carolina's urban research university." This characteristic is unique to UNC Charlotte. As the UNC Charlotte business school we are in a unique position to partner with the Greater Charlotte Region to advance simultaneously the vision of the Belk College and the vision of Charlotte.
- The growth of the University should continue to enhance the growth potential of the reputation of the University and the Belk College and provide for a source of increased resources to the University and the College (although these resources are likely not to be in historic proportion to the commensurate increase in student enrollments, especially in the light of the third challenge noted above).
- The Belk College has an established history of excellence in some areas (e.g., graduates from the accounting program) and is building excellence in other areas (e.g., the M.S. Program in Mathematical Finance). We can build on this to strategically identify and target excellence in other programs.
- The absence of an established full-time MBA program at the Belk College precludes us from having to deal with the implications of potential market changes in demand for such programs and offers us relatively increased flexibility to respond to the changing needs of MBA student education.
- The Center City Building, which is under construction in downtown Charlotte and is on target for completion in late 2011, will provide us with a strategic presence in the heart of the City. This facility, though not exclusive to the Belk College, will enable us to offer many of our graduate programs in the "Uptown" area and will also provide a venue for our lecture series.

Obstacles

- The Friday Building has served as the on-campus home for the Belk College of Business for decades. The building, however, is no longer suitable for our needs. In addition to requiring upgrades to bring it up to present-day code, it lacks the classroom facilities, meeting space, and gathering space that are necessary for educating business school students. Among all the colleges in the University, our building is the oldest and is more indicative of the campus as it was twenty-five years ago.



III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2010-2015

A. Unit, Dept. or College Goal #1: To strengthen our commitment to and achievement of excellence in our undergraduate and graduate programs; to enhance the value that we add to our students; to offer innovative programs that convey content at the leading edges of business theory and practice; to educate our students to become leaders who are critical thinkers, ethically informed, and globally aware.

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>This goal supports University Goals: 1, 2, 6, 7, 8, and 9.</p>
<p>C. Action plans to achieve goal:</p>	<p>1a. Strategically position and design the mix of undergraduate, graduate (Master's and Ph.D.) and certificate programs.</p> <ul style="list-style-type: none"> • Develop a comprehensive economic model of the College. Use this model to demonstrate how the mix of undergraduate, graduate and certificate programs affect the ability of the College to meet its teaching, research, and service missions. This comprehensive model will allow the College to: <ul style="list-style-type: none"> ○ Determine the optimal relative sizes of undergraduate, graduate, and certificate programs given the likely resources available to the College. ○ Develop a strategic view of the resources required to run each program, and the relative costs and revenues of each program in the College. ○ Develop a pricing model for graduate programs that defines how CBIT funds from those programs are used to support the programs, to support undergraduate programs, and to support other strategic needs of the College. ○ Develop a pricing model for the Global Studies Programs and Executive Education Programs to see how they support the other strategic needs of the College. ○ Systematically evaluate the mix of the College's program offerings relative to the needs of the Charlotte region. ○ Conduct regular reviews of the College's programs to see if they meet the current needs of students and employers in the region. <ul style="list-style-type: none"> • Current reviews are ongoing for the MBA and the undergraduate programs. • Upon completion of active reviews, begin review of specialized masters programs. • Work with employers to evaluate how well graduates of our programs are meeting their needs. • Use the Business Advisory Council to identify emerging regional economic trends, and be prepared to provide new degree and non-degree programs to support those trends. • Utilize Certificate programs to satisfy niches in the markets that are lucrative, but which are not large enough to support full degree programs. • Also use Certificate programs to test demand for specialized programs. • Using the economic model of the College and the results of the various program reviews, forecast the mix of programs the College will be offering over next five to ten years. Use this forecast to determine future staffing needs of the College for both tenure track and clinical faculty. <p>1b. Enhance the Excellence of our Undergraduate Programs</p> <ul style="list-style-type: none"> • Assess and understand our employer base and the success of students getting jobs through re-institution of a senior exit survey that collects information on industry and employment sectors. • Increase the identification and promotion of teaching development opportunities for faculty.



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- Strengthen the assurance-of-learning process by increasing faculty input and oversight via the Undergraduate Curriculum and Assurance of Learning Committee (UCALC).
 - Revise and develop new admission policies for the College during 2010-2012 for implementation beginning Fall 2012, in order to manage enrollment and reduce the number of closed classes for students during registration.
 - Review and redesign the undergraduate curriculum during 2012-13 with regard to Progression Courses and Core requirements and ensure alignment with the College's mission.
 - Revise and restructure the course offerings for each major, minor and certificate program during 2011-13 in order to increase time to degree and graduation rates.
 - Continue to improve student advising in the College.
 - Develop effective office policies and procedures, training manuals and policy updates for staff.
 - Develop and implement new survey to measure student satisfaction and effectiveness of Academic Advisors, the advising process, and the Advising Center.
 - Develop and implement accountability measures for Academic Advisors within the performance review system.
 - Develop a strategy that increases communication of University and College policies, processes and procedures to students.
 - Redesign the professional layout and appearance of the Advising Center in order to attract and involve students in advising and career planning processes.
 - Revise and redesign the website, curriculum guides, and programs of study to clarify University and College policies and processes.
 - Strengthen and promote the Business Honors Program (BHP) as a concentration of excellence within the College.
 - Ensure the program recruits and retains students in the top 10% of grade point averages earned by undergraduates in College.
 - Develop a faculty advisory board for the BHP.
 - Review and redesign the requirements and curriculum of the program.
 - Increase the retention and graduation rate of students in the program
 - Strengthen and promote the Business Learning Community (BLC) as a focus on underrepresented students in the College.
 - Ensure the program recruits students from the at-risk pool of admitted students to the College.
 - Increase student success, retention and graduation rates of students in this program.
 - Implement the proposed Certificate in Business Entrepreneurship Program beginning Fall 2010.
 - Increase the number of students in this program.
 - Develop a leadership council, beginning 2011-12, for the Office of Undergraduate Programs that involves student representatives from business organizations and student government.
 - Increase, promote, and support opportunities for experiential learning including internships and co-ops for students.
 - Increase, promote and support study abroad opportunities for students.
- 1c. Enhance the excellence of our graduate program.**
1. Align current master's-level programs (MBA, MACC, MS in Economics and MS in Mathematical Finance), concentrations and certificates with market demands, resource availability and best practices. Each program will establish a curriculum assessment committee to review current curriculum and provide curriculum revision proposals, as needed, to standing graduate committees.
 - MBA
 - 2011-2012: Develop recommendation for revised MBA program, concentrations and certificates. Solicit faculty, Chair and Dean's Office comments.



	<ul style="list-style-type: none"> ○ Fall 2012: Develop curriculum revision proposal and begin the formal approval process. ● MACC, MS in Economics and MS in Mathematical Finance <ul style="list-style-type: none"> ○ 2011-2013: Assess need for curriculum change and develop recommendation for revised program as needed. <ol style="list-style-type: none"> 2. Consider increasing the number of scalable Master's-level programs that can generate net positive resources for the College. Efforts will be made to consider joint or dual programs within the Belk College, with other colleges at UNC Charlotte and with other academic institutions, including our current global partners. <ul style="list-style-type: none"> ● Implement MS in Real Estate program once final approval is received. 3. Strengthen the involvement of the Greater Charlotte region business community. <ul style="list-style-type: none"> ● Examine the desirability of forming business advisory boards for each of our master's programs. ● Relocate master's programs to the Center City Building, allowing for a stronger presence and more interaction with the Greater Charlotte region business community. ● Maintain and strengthen our partnership with SBTDC to provide master's students with the opportunity to work with SBTDC consultants and small businesses to gain managerial experience. ● Leverage the presence of over 130 German owned businesses and other global corporations in the Charlotte region to enhance the global educational and employment opportunities for our graduate students through internship programs and scholarships for student study abroad experiences. ● Continue the ethics component of the fall and spring Graduate Orientation where new graduate students, faculty and senior business professionals address ethical issues in business. ● Launch the Professional Development Program. This program provides a select group of master's students the opportunity for career coaching combined with a mentorship opportunity with local business professionals. ● Provide graduate students with speaker and networking events. 4. Enhance student diversity within Graduate Programs <ul style="list-style-type: none"> ● Partner with Historically Black Colleges and Universities to inform their students of opportunities for graduate study in the Belk College of Business. ● Provide GMAT preparation scholarships with a preference for awards to historically underrepresented and economically disadvantaged candidates. ● Develop relationships with local and campus organizations for professionals in historically underrepresented groups in graduate business programs. ● Targeted outreach to historically underrepresented groups in graduate business programs from pre-admission, enrollment and graduation. ● Align minority enrollment in domestic graduate programs with peer and aspirant universities. ● Increase the number of exchange students in the MBA program with particular emphasis on under-represented nationalities of strategic interest to the College and the Charlotte region. (Specifically German, French and Chinese). 5. Provide graduate students with enhanced coaching and career development opportunities. 6. Provide faculty with summer research grants to develop innovative courses and pedagogy and opportunities to improve graduate teaching (e.g. Harvard Case Workshop). 7. Enhance the marketing and recruiting efforts for all Belk College graduate programs to increase the reputation of these programs locally, nationally and internationally. Leverage social media, search engine optimization, webinars and other web-based tools.
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<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<p>1a.</p> <ul style="list-style-type: none"> • Effectiveness of Belk College undergraduate and graduate programs based on assessment framework. <p>1b.</p> <ul style="list-style-type: none"> • Number of and amount of financial support for initiatives to support teaching excellence. • Size and diversity of undergraduate program. • Degree of undergraduate program alignment with the Belk College mission • Identify and strengthen undergraduate programs of excellence as measured by student quality and placement. • Number of advising and Advising Center modifications and additions that will increase effectiveness and efficiency. • Student satisfaction with advising as measured by the EBI and other surveys administered by the Office of Undergraduate Programs. • Incentives that support innovation in the undergraduate curriculum. • Number of undergraduate students involved in experiential, international, and service learning. • Alignment of assurance-of-learning goals and process with Belk College mission. • Assess and understand our employer base and the success of students getting jobs through re-institution of a senior exit survey that collects information on industry and employment sectors. <p>1c.</p> <ul style="list-style-type: none"> • Number of and amount of financial support for initiatives to support teaching excellence. • Number of strategically important graduate programs, certificates and/or concentrations. • Degree to which Belk College graduate programs “educate our students to become leaders who are critical thinkers, ethically informed and globally aware” as measured by assessment of course content within programs and extracurricular activities. • Incentives that support innovation in the graduate curriculum. • Alignment of assurance-of-learning goals and process with Belk College mission.
<p>E. Assessment schedule to assess goal:</p>	<p>Assessment will occur annually as part of the report to the University. (Surveys may occur more frequently.)</p>
<p>F. Person/group responsible:</p>	<ul style="list-style-type: none"> • Dean • Associate Dean for Graduate Programs and Associate Dean for Undergraduate Programs • Director of Global Programs • Graduate and Undergraduate Program Directors • Graduate Curriculum and Assurance of Learning Committee • Undergraduate Curriculum and Assurance of Learning Committee • Faculty and Department Chairs
<p>G. Performance outcomes for goal:</p>	<ul style="list-style-type: none"> • Teaching excellence and innovative curricula. • Synergistic and dynamic portfolio of undergraduate and graduate programs that are mission-driven. • Systematic evaluation of the undergraduate and graduate programs • Increased responsiveness to meeting the needs of a leading urban research business school. • An effective assurance-of-learning process aligned with Belk College mission.
<p>H. Resources Required:</p>	<ul style="list-style-type: none"> • Significant presence in Center City Building with facilities configured to offer innovative urban research business school graduate programs. • Teleconferencing capabilities to facilitate operating in both main campus and Center City locations. • New College of Business building on campus to support the increase in undergraduate students with facilities designed to deliver leading urban research business programs. • Support for teaching excellence and program innovation. • Faculty to support increased undergraduate and graduate enrollment. • Advising Center staff to handle undergraduate enrollment growth. • Graduate programs support staff to handle enrollment growth and new initiatives. • Support for undergraduate scholarships. • Support for undergraduate experiential learning and study abroad opportunities.