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TO: DMA Faculty
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SUBJECT: Strategic Plan Revisions

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Strategic Plan
2014/2015 – 2019/2020

Department of Management and Accountancy
The University of North Carolina Asheville

The Department of Management and Accountancy conducted a thorough review and revision of the mission statement. With feedback from faculty, students, advisory board members and other stakeholders, the result was a mission that continues to reflect our vision and our commitment to the development of academic and community leaders through a program that combines active learning, research and service by both our faculty and students. In 2014-15 we made innovations to our curriculum to further support our mission, provide additional learning options for our students, and contribute to our liberal arts mission.

Mission Statement (*Updated September 05, 2017*)

The Department of Management and Accountancy provides undergraduate degree programs of excellence in accounting and management. We develop lifelong learners, critical thinkers, and effective communicators who understand that learning is a collaborative, reflective process requiring the integration and synthesis of knowledge from many sources in the liberal arts tradition. The faculty support our mission through excellent teaching, scholarly activity, and service to the University, the local community, the State, and their management and accounting professions. Our students and graduates support our mission through active learning, research, and participation in service to the University, the State of North Carolina, and our local and global communities.

We strive to use our distinctive setting within a public liberal arts university to focus on the human element as part of the decision-making processes in organizations. Students are encouraged to develop an appreciation for diversity and inclusion, a strong orientation toward ethics and social responsibility, and an awareness of the importance of globalization as part of management and accounting disciplines. We capitalize on our small size to facilitate collaboration and intellectual interaction among students and faculty, and this active learning enables students to become effective leaders and contributors to both their professional and social environments.



In May of 2015, we revised and updated our strategic plan to reflect the five-year period from 2014/2015 to 2019/2020. In May 2017, we revisited the strategic plan to examine progress on initiatives. We revised the plan in September 2017 to reflect the addition of activities related to student learning opportunities (SP5) such as our new consulting practicum. This plan contains objectives that are closely aligned with University and UNC system goals. We have recognized that while our priorities and strategic initiatives reflect the ideals of the University, we should continue to seek and identify new opportunities in the areas of diversity and inclusion, ethics and social responsibility, faculty recruitment and retention, globalization, stakeholder engagement and student impact. These efforts will help us build and maintain the outstanding local and national reputation we have earned for our programs in Management and Accountancy.

This plan identifies strategies in five key priority areas that are the focus of the five-year period. The previous five-year period included six key areas. We have combined the sixth area (University Integration) throughout the other five key areas in order to more effectively reflect how our activities and programs are integrated throughout the university. Specific strategic action steps serve as measureable objectives that help us assess our progress toward each of the five following strategic priorities:

1. Curriculum enhancement and continuous review
2. Department and curricula assessment
3. Faculty scholarly impact and engaged service to the community
4. Strategic partnerships in the community
5. Student scholarship and achievement

These priority areas are not distinct or mutually exclusive, but rather are interrelated. In this sense, strategies are often developed and measured in ways that possibly address more than one area.

Five Key Strategic Priorities (SP)

SP1. Align the Management and Accountancy curricula with Department and University missions that emphasize global awareness, business ethics, social responsibility, and diversity to develop engaged and empathetic citizens with integrity.

Strategic Action Steps: Ongoing curriculum development continues to be a major strength of the Department. We maintain a fluid process that allows us to continuously evaluate and adjust our coursework as new opportunities and challenges present themselves. The following strategies have been identified as central to our continued competence in curriculum enhancement:

SI: Continuous review and revision of curricula to most efficiently utilize Department resources and capabilities

Despite some recent improvements, the Department anticipates additional challenges as the State of North Carolina and UNC System continue to place financial constraints on our budgets. We are committed to efficiently and effectively utilizing our resources so that we

can continue to offer a challenging and comprehensive curriculum that supports the university's mission and impacts student learning. As a Department, we will continue to monitor our resources and introduce meaningful innovations and efficiencies.

S2: Continuous review and revision of curricula to enhance our programs, to promote an effective learning experience for our students, and to address deficiencies identified through our assessment processes

The Department will continue to leverage our distinctive competencies to exploit opportunities to enhance student learning. As a liberal arts institution, these opportunities are available throughout campus. We will focus on the development of courses that will attract students throughout the University. New course developments and/or revisions to the curricula will be related to our mission and the University's strategic plan. Our dedication to continuous improvement requires us to evaluate our assessment results, correct deficiencies, and improve our programs.

S3: Review and revision of the Department's curricula to contribute to the University's evolving Liberal Arts Core (LAC) and identify new opportunities for students and faculty to participate in the LAC and University Programs

The University's Liberal Arts Core (LAC) offers many opportunities for us to offer courses that attract both majors and non-majors. We remain dedicated to having our courses play a major role in broader University programs and curricula. We designed a new course, Management 130 and began offering it in the Fall of 2015. This course is open to all students across the university and introduces them to leading and managing organizations regardless of sector. Students will learn the foundational skills required to succeed in organizations. In addition, our majors now have the opportunity to fulfill some of their LAC requirements within the department, creating a more efficient path to graduation. Several courses required in the accounting and management majors satisfy the Social Sciences requirement, the Quantitative Perspectives requirement, and/or designated as Diversity Intensive. In addition, we continue to develop First Year Colloquium (FYC 178) courses open to all prospective majors. Our Department will remain flexible and open to ways in which we can participate in the LAC program, including Management and Accountancy faculty teaching in the inter- and multidisciplinary Humanities program. With respect to the latter, the Department officially committed at least one faculty member to teach at least one course per year in the Humanities Program. When available, our faculty will also contribute to the University Programs such as offering courses or programming to Women, Gender and Sexuality Studies Program, Master of Liberal Arts and Sciences Program, and the Interdisciplinary Studies Program.

S4: Emphasize business ethics and social responsibility throughout the curricula to develop empathetic citizens with integrity.

Beginning in the Introductory Seminar in Organizations (MGMT 130), students will become socialized to understand and apply professional behaviors. We will accomplish this in MGMT 130 by exposing students to foundational skills, group dynamics, and practices and models required for different roles in an organization. This will help prepare students to demonstrate effective professional behavior when volunteering, interacting, and engaging in internships in the community. While ethics and social responsibility will be emphasized throughout the curriculum, this content will also be included in MGMT 230, MGMT 300 (Legal and Ethical Environment), and MGMT 480 (Strategic Management and Policy). Ethical reasoning is one of our Student Learning Outcomes and will be measured in our Assurance of Learning Plan.

S5: Emphasize diversity and globalization within the curriculum

We will continue to seek opportunities to address diversity and globalization in the curriculum. Importantly, we recognize that diversity not only refers to the inclusion of ethnic minorities, but also gender, sexuality, religious, political, and cultural diversity, so that the learning process can take advantage of divergent perspectives. We will emphasize key issues related to diversity, inclusion, and globalization in our teaching and learning, such as the business necessity for diversity, privilege and oppression, social identity, and the intersectionality of individual-subgroup differences. The Department can do this by offering courses as *Diversity Intensive* (an official designation in the University's LAC program), providing additional study abroad opportunities, and by examining course content to ensure our courses are *diversity inclusive*.

SP2. Continue developing and evaluating formal assessment processes for the curriculum and the department.

Strategic Action Steps:

S6: Recurring review and revision of Management and Accountancy degree competency

We will assess a minimum level of competency expected from our graduating seniors in both our Management and Accountancy degree programs. We will assess critical thinking, ethical reasoning, and major knowledge and skill competencies through projects embedded within select courses. In addition, we will use the ETS Major Field Test to determine a baseline and progression of student knowledge and skill application during their time as a major.

S7: Continue to develop and evaluate assessment tools for every objective identified by the Department

The Department continues to focus on developing and implementing formal assessment measures to reflect progress towards departmental and organizational goals and objectives. We have assessment tools in place to periodically measure each stated objective. We will examine the need to adjust or further develop the assessment process as we move forward. The Department will also determine continuous improvement opportunities as objectives are assessed and act on these opportunities.

S8: Maintain 100% faculty participation in peer review standards

The University and department have a shared value for teaching peer review. Per the Faculty Handbook (3.3.3.1.2), “Peer review of teaching is an essential component of faculty evaluation. It contributes to evidence of teaching effectiveness through the observations of peers with an understanding of effective pedagogy and complements student ratings of instruction. All untenured full-time faculty members should be peer reviewed by at least one tenured faculty member in their academic department or program area at least once per academic year; tenured full-time faculty members should be peer reviewed at least once every other academic year.” We will continue to strive for 100% faculty compliance with this standard.

SP3. Alignment of the Department of Management and Accountancy with Department and University missions through the development and continued support of a diverse, cohesive, productive, and creative faculty that place a high priority on continuous improvement of their teaching, research, and service competencies.

Strategic Action Steps:

S9: Review and uphold intellectual contributions policy

The Department recognizes that while course enrollments, faculty teaching loads, and service requirements are increasingly demanding, it is important to reach the goals we have set regarding intellectual contributions. Our goal is to improve the scholarly activity and output by the faculty in our Department. We will work to develop a support system within the department and look for interdisciplinary opportunities for research.

S10: Utilize available resources to protect teaching load requirements and course preparations

We will focus on utilizing existing resources to efficiently provide quality instruction without placing additional demands on teaching loads and preparations. From use of qualified contract lecturers and rotation of course offerings to supporting professional development leaves that benefit teaching and research activities, we will strive to balance needs of our faculty and students.

S11: Address research and recruitment funding issues

Administration has been supportive of our research and recruitment funding needs and has worked with us to increase salaries and to provide research support. We recognize, however, that the current State budget climate will continue to place challenges on all funding issues throughout the University.

S12: Participate in teaching and learning initiatives

Our campus continually offers workshops, seminars, and reading circles to faculty interested in improving teaching and learning. The Department will continue to encourage faculty to participate in these opportunities. In addition, we will support and encourage faculty to attend national and international conferences that focus on teaching effectiveness, pedagogical innovation, and student learning.

S13: Encourage faculty involvement in campus service opportunities

Although our faculty have taken leadership roles and provided an abundance of service to the University, we will strive to further integrate ourselves into campus leadership roles and offer our service through participation on committees and campus initiatives.

S14: Recruit, develop, and maintain diverse, top tier tenure-track faculty that exhibit a “fit” with the Department and the University

One of the Department’s unique strengths is the cohesiveness of our faculty. We are able to work as a team to accomplish Departmental and University goals. It is vital that we protect this competency as we recruit new faculty. We will also focus on recruiting diverse faculty that bring new ideas and diverging points of view to our department. In addition, we will continue to find ways to retain the high-quality teacher-scholars currently on the faculty.

SP4. Develop and maintain strategic partnerships with external stakeholders.

Strategic Action Steps:

S15: Further develop alumnae/i networks

Our alumnae/i have traditionally been an underutilized resource for the Department. We will strive to develop and maintain contact with our alumnae/i by working in more creative ways with both social media and with the University’s Advancement office.

S16: Develop and maintain strategic relationships and networks within the Western North Carolina Community

Our faculty participates in a wide variety of activities throughout Asheville and Western North Carolina. We participate in service organizations, serve on boards, consult with local

businesses, and provide internship opportunities. These relationships are vital to our mission of integration with the community. We will continue to support faculty involvement in the development of community networks.

S17: Maximize utility of Department's Advisory Board

The Department's Advisory Board plays an active role and is willing to assist whenever they are asked. Our Advisory Board will be comprised of a diverse team of professionals that reflect the emergent diversity of our faculty, students, economy and employers in the region. The purpose of the board is to assist the Department in achieving its goals of innovation, engagement, and creating impact with our key stakeholders, including but not limited to employers, alumnae/i, students and members of the North Carolina community and the general public. We are continually seeking new ways to further integrate activities of the Board within the Department.

SP5. Develop and promote opportunities to enhance and recognize student scholarship and achievement.

Strategic Action Steps:

S18: Encourage and promote student participation in scholarly activities, including undergraduate research to enhance student learning

A distinctive competency of the University is our commitment to undergraduate research. Our goal each year is to actively promote opportunities for undergraduate research. We will continue to act as advisors for undergraduate research projects and promote participation in undergraduate research conferences including the on-campus symposia, NCUR and Big SURS. We will work with students as co-authors to develop scholarly papers to be presented at academic conferences and published in peer-reviewed journals

S19: Recognize and reward student achievement

We plan to increase recognition and rewards for student achievement. This includes the number of scholarships awarded as well as the amounts of these awards. In addition, we would like to increase public awareness of the accomplishments of our students. We are also proud of the premier BGS chapter that we have established within the Department. We will strive to be recognized as an outstanding chapter in the future. We will continue to induct worthy honorary members as well as our top-performing students. We will also continue to promote and participate in the BGS Global Leadership Summit and in the BGS matching scholarship program. Our annual Student Scholarship and Awards Breakfast will continue to be a successful end-of-semester event that recognizes our students' accomplishments.

S20: Increase experiential learning opportunities in undergraduate research, internships, practicums, service learning, and study abroad

Through advising and through other venues, we will educate students on the opportunities that are linked to undergraduate research (graduate school), internships (project-based work experience), practicums, service learning, and study abroad (e.g., foreign service and expatriate work). We consider these avenues to be key advantages of our program and will continue to provide resources for their continued success. We will encourage our students to participate in international study abroad and hope to organize exchange programs.