

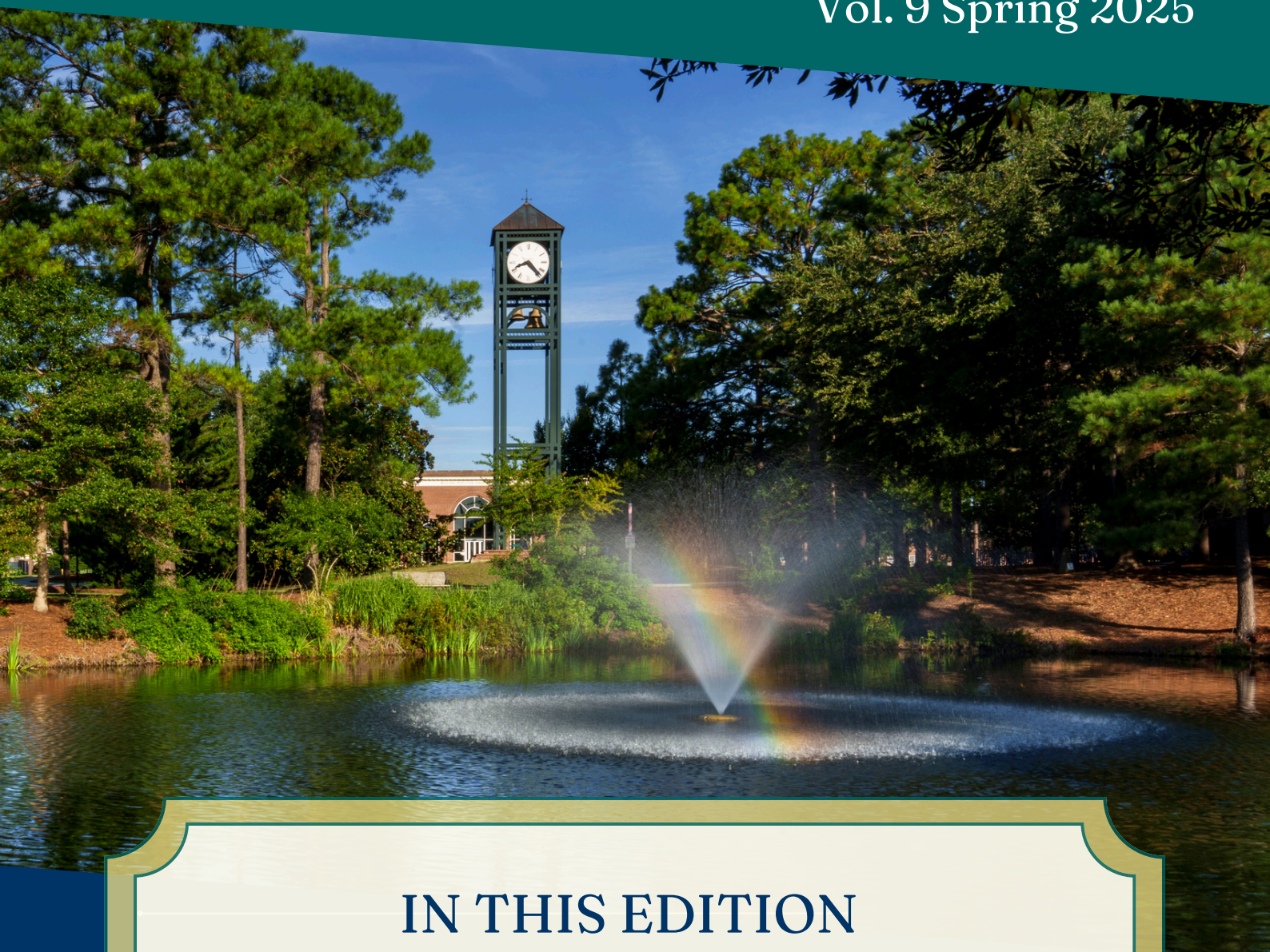


CAMERON SCHOOL *of* BUSINESS
GRADUATE PROGRAMS

THE GRADUATE POST

Cameron School of Business

Vol. 9 Spring 2025



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Mark Your Calendars

Business Week 2025

Business Week is an ideal example of the continuing Cameron commitment to our students, which has enabled our graduates to be distinctive and remain competitive in the global marketplace.



March 17–25th

Live Stream available!

Schedule:
[https://csbapp.uncw.edu/csbsi/
bwSchedule/schedule.aspx](https://csbapp.uncw.edu/csbsi/bwSchedule/schedule.aspx)

LEARN MORE

<https://uncw.edu/academics/colleges/csb/points-of-excellence/business-week/>



FACULTY SPOTLIGHT

Dr. Peter Schuhmann Professor of Economics and Finance



Dr. Schuhmann is a Professor of Economics in the Cameron School of Business Department of Economics & Finance. He is an undergraduate alumnus of UNCW ('90) and completed his graduate studies at NC State University. Dr. Schuhmann was at the University of Richmond before coming home to UNCW in 1999. His research interests include Econometrics and Environmental Economics. Because of his extensive scholarship in sustainable tourism, Dr. Schuhmann was recently appointed as a member of the Pool of Experts for the United Nations responsible for assessing the state of the global marine environment. He regularly teaches MBA 530-Economics for the MBA program, and he sat down to chat with one of our student success advisors, Ashley Ess.

CSB: You've been at UNCW for a while now—how long have you taught in the MBA program?

PS: I've been with the MBA program on and off my whole time here, which is going on 26 years. It used to be a face-to-face program, Tuesday and Thursday nights, and I think some Saturdays thrown in the mix here and there. The MBA program used to have three different Econ classes: micro, macro, and managerial. Now we just have the one class, which is about 5 weeks of microeconomics and 2 weeks of macroeconomics. So it's changed a lot. I also teach undergrad courses: Micro principles, which is a big class, sort of the first class for undergrad business majors, with 200 or so students in the room. I also teach Natural Resource Economics, which is my main area of research.

CSB: Can you speak a little more about your research interests?

PS: My main area of research relates to natural resources in the environment—the economic value of environmental change. So trying to understand different environmental stressors and what they cost us in terms of economic activity, economic well-being. And on the other side, what are the benefits of environmental improvement. If we do ecosystem restoration, what it's worth, you know? Does it pass the cost-benefit test. I've done a lot of work with fisheries over the years, beaches, other coastal and marine resources, that sort of thing.

CSB: Your research recently led you to be tapped for a global advisory board?

PS: Yes, the UN thing.

CSB: The United Nations—yes, that little thing.

PS: So a lot of my work over the years has dealt with tourism, because tourism is a very obvious and measurable way in which people interact with the natural environment in a way that doesn't always have obvious prices. And so we need these sort of special techniques to understand the value of environmental change in different contexts. Tourists are kind of low-hanging fruit for getting data and understanding interactions between people and natural resources. I was recently asked to help author a big report, co-authored with a bunch of folks from all over the world, and that was fun.

And then a couple of years ago, because of my work there, I was asked by the UN to be the coordinating author for the chapter on tourism in the United Nations Third World Ocean Assessment. This report is basically taking stock of everything we know about natural resources in the ocean, making that available to member states of the UN, keeping them abreast of change that's going on—beneficial change, detrimental change. I have a small team of co-authors from all over the world, Europe, Asia, and we're writing a chapter for this report out of a couple hundred chapters, and it's a pretty intense process. But it's been fun working with different scholars from around the world, from different walks of life.

CSB: Based on your research interests and just some of the titles of your publications, it seems like you may be a scuba diver?

PS: Yes, that's true. I got certified the first time when I was 13 years old. I've gone through the certification process a couple times over to keep my skills up. I love the water, the sea. I grew up on the Jersey shore and spent a lot of time on the West coast of Florida when I was growing up. That's where I actually certified—did a lot of diving in the Keys as a teenager. So, yeah, the ocean has always been this giant magnet for me, sort of inescapable.

Faculty Spotlight cont...

CSB: How would you describe your teaching style or teaching philosophy?

PS: Mainly I just want to be an open book. I want the students to be as excited about the material as I am. You know I fell into econ when I was a Marine Biology major at UNCW. It was just eye-opening—a different way of looking at the world I had never really thought about before. The discipline of economics has a lot to say about just about everything in life, because economics is really about how people make decisions and the consequences of those decisions. What I really found exciting about economics is that you can apply it to anything you know—sports, health, the environment, international trade, not just the typical economics.

You know, the working of the macro economy is probably the first thing that comes to mind. But I mean, I study fish and beaches. When I first had that lightbulb moment as an undergrad, it was really exciting, and I still get excited about economics even after doing it for 30 years. There's so many different ways to apply these tools to hopefully make the world a better place. So that's my big thing...I just want the students to be as excited as I am.

CSB: What would you say is the most challenging part of online teaching?

PS: I'm a teacher at heart, for sure. I certainly do a lot of research, but if I had to describe myself in one word, it would be "teacher" more than "researcher." So online teaching can be challenging in that regard, because I like to be in the classroom and see students, see their reactions, have real-time dialogue.

So I try to make a real effort to encourage Zoom meetings with students, or a phone call. I really want my students to reach out and schedule a meeting with me so we can talk in real time, even if it's online. I try to do group sessions as well, just get online and meet up, review for exams, that kind of thing. I guess I'm a little old school—I've tried all kinds of things, but I always come back to just me and a piece of chalk.

CSB: How would you describe the structure of your class? What kinds of deliverables do you have?

PS: I might be one of the only instructors in the program that has zero group work. That's by design. I know a lot of these folks are working on their own schedules and may not have time for another group project. I also just want to know what they have to say about this material as individuals, how this work shows up in their own lives rather than as a collective response. Plus, I imagine they're getting plenty of group work in the program already. It certainly has value, I just don't have it in my course.

PS: Other than that, the course is pretty systematic. Discussion posts are due same time every week. Thursday at midnight exams open, then close on Sunday midnight. Discussions are relatively low stakes, but that's our chance to talk through the material on the higher stakes exams. The exams aren't comprehensive; they're week by week. The material certainly builds on itself, but the exams cover that week's material. 7 exams, 7 discussion posts, same time every week.

I make all of my material available on day one, just to have that flexibility for people. Obviously I don't want people completing the whole course in a week or not engaging with the discussion boards week to week, but I try to be flexible.

CSB: You have good student feedback, but Econ can sometimes be a challenging course for students. Why do you think that is?

PS: There are some quantitative aspects, but it's not crunching a lot of numbers. We're not solving a system of equations and coming to an answer, but it's a lot of moving parts, and a lot of those are numerical or quantitative or graphical in nature. I think one of the harder things about Econ is that to get to the answer, you've got to go through a bunch of different steps. It's not just like, here's a definition, and that's it. It's if this changes, then this next thing changes, and you have to work through this logical sequence of cause and effect, and we build the tools for doing that. We build those models. So that can be challenging—there are some pieces of it that are more quantitative, more calculations, pen to paper kind of thing.

I also think the leap from micro to macro can be challenging. We do 5 weeks of micro, then 2 weeks of macro, and there's a big perspective shift from looking at the world through the lens of the individual consumer or individual producer, then you go to macro and you're kind of looking at the world from 30,000 feet.

At the end of the day, I want them to see Economics in life. I want them to leave the course with a set of tools and intuition where they can ask really interesting questions: "Oh, I wonder why the world is doing that?" and have the tools to answer that or be able to make sense out of the things they hear. These days everything is so politically charged. It's hard to get through the noise to what's really true, and the tools of Economics really help in that regard.

We want everything to fit right on a bumper sticker, but the truth doesn't fit on a bumper sticker.



[Read about the research that led to Dr. Schuhmann's UN appointment](#)

Networking



SUCCESS

THE 30-SECOND PITCH: YOUR NETWORKING POWER TOOL

A key aspect of effective networking is being able to quickly and confidently introduce yourself. This is where the **30-second pitch** comes into play. A 30-second pitch, also known as an elevator pitch, is a concise summary of who you are, what you do, and what you're looking for—perfect for introducing yourself at conferences, job fairs, or casual networking events.

Start with a Hook

Your pitch should start with a statement that grabs attention. This can be a brief mention of your academic focus or a question that sparks curiosity about your research. The key is to make your introduction intriguing enough that the listener wants to hear more.

Identify Who You Are and What You Do

Clearly state your name, your academic program, and your research focus. If you're a graduate student in the MBA, for example, you could say, "I'm a second-year MBA student with a focus on business analytics"

Explain Your Goals

Let the listener know what you're working towards, whether that's finding an job, connecting with other researchers, or gaining insight into career opportunities. Mentioning your goals will make your pitch feel purposeful. For example, "I'm currently seeking opportunities to collaborate with companies in AI development."

Show Enthusiasm

Passion is contagious. When you speak about your research, goals, or career aspirations, make sure to sound excited. This energy will help you leave a memorable impression on your listener.

Conclude with a Call to Action

End your pitch with a clear call to action. This could be as simple as exchanging contact information, arranging a follow-up meeting, or asking for advice. A polite, "I'd love to stay in touch," or "Could we schedule a time to discuss potential collaborations?" can prompt the listener to engage further.



ALUMNI SPOTLIGHT Eric Sesta - EMBA



What motivated you to pursue an Executive MBA, and how did you decide on the program you chose?

I initially decided to pursue an MBA at UNCW to gain the foundational knowledge & skills necessary to make a career change into the corporate or public sector. After researching MBA programs, I came across the EMBA program & was intrigued at the additional learning opportunities offered through the domestic & international residencies. I liked the concept of being able to interact one-on-one with professors & fellow students in a professional & learning atmosphere.

Additionally, the international residency was very interesting to me as it provided the opportunity to travel to another country with a group of fellow students to utilize the skills & experiences we have learned for a company's needs & objectives. The additional facets of this program compared to the standard online MBA program provided the the learning platform I was looking for in a graduate school program.

What were the most significant skills or concepts you gained that directly influenced your professional growth?

With the mass array of courses in the EMBA program, I have gained a wide range of knowledge in a variety of disciplines to include economics, accounting, marketing, supply chain management, & many others. As a person who has minimal experience in the corporate arena, it was very beneficial to gain the holistic & comprehensive knowledge attained through the study of these business and leadership doctrines. I can say that I drastically improved upon the concepts of research, preparation, time management, communication, teamwork, analytics, and leadership.

This program requires you to put in the necessary time & energy to learn these topics at a rapid pace, therefore having to balance my personal & professional life in congruence with the EMBA course of study. For group projects especially, effective communication, leadership, & initiatives were necessary to contribute and be an asset to the group to ensure a successful finished product.

How did you leverage the networking opportunities in the EMBA program?

The weekend residencies were great opportunities for meeting with professors who taught some of my online courses & having the opportunity to talk with them in person. It makes such a difference when you can meet one-on-one with a person as opposed to just interacting with them through email or zoom. Additionally, as a resident here in the local Wilmington area, I have the advantage of meeting fellow students in the area, as well as being near UNCW for various events with organizations such as the MBAA. Through my international residency in Edinburgh, Scotland, I was able to interact closely with 9 other cohorts during our busy work week. This experience fostered friendships with a few people and having the ability to keep in touch in future years to come.

What advice would you give to someone considering enrolling in an EMBA program?

I would definitely encourage the EMBA program to potential candidates as it offers both the convenience of an online MBA program as well as the opportunity for networking with fellow professional working students & professors at UNCW.

Whether the student chooses to do a domestic or international residency, this week-long residency gives a person the chance to work alongside their peers & utilize their skills in assisting with a company's strategy & tactics. The research & guidance they provide at the end of the week has the potential to make a positive impact on the firm.

At the weekend university residencies, a student can connect & interact with others with similar & different backgrounds & professions and listen to influential & successful speakers who can enrich our professional & leadership capabilities. If you are open to different ideas & opinions as well as embracing being a part of a team, I highly recommend the EMBA program.

Were there any courses or professors that particularly stood out to you? Why?

Marketing and Economics were very interesting & beneficial courses for me as they both provided a great foundation & understanding of the relationship between consumers and sellers in all industries. Marketing class demonstrated to me how both sides think & how each side leverages the other. Economics class provided a framework of the checks & balances of the economic system, as well as showing the connection between all facets of finance & marketing.

Dr. Rebecca Guidice serves as an excellent ambassador & leader of the EMBA program. As a friendly and interactive person during the weekend residencies and throughout my enrollment in the program, it was great to be able to meet & learn from her there as well as my professor for the capstone class, Strategic Management.

Project Management Certificate Program



March 24th – April 23rd
Mondays & Wednesdays from 6-9 pm

*UNCW Staff/Alumni and Military
discounts available



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Project Management Certificate Program

Learn how to manage projects
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Taught by Dr. Drew Rosen – Distinguished
Professor of Supply Chain Management

More on our website

<https://uncw.edu/research/centers/swain-center/programs/project-management>

ANNOUNCEMENTS



MBA ASSOCIATION

MBAA First Friday

Join us at **East Bower Cider Company in Raleigh NC**, Friday March 14th from 6-8PM for a networking event hosted by the MBA Association!

Come network with your MBA Peers and Faculty!

Registration link [here](#).

Are you interested in professional networking opportunities amongst your peers? The MBA Association, led by a team of volunteer MBA students (just like you!) helps to extend the learning journey through in-person and virtual events. Join our growing team and expand your professional network through our lifetime membership. We strive to provide value within and beyond the program journey and align talent with opportunity!

Registration link [here](#)

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UPCOMING EVENTS

CSB Events 2025

MARCH

7-9th EMBA Weekend Residency

14 MBAA First Fridays- East Bower Cider Company in Raleigh NC, 6-8PM

17-21 Business Week

23 - 25 - AACSB CIR Team Visit to Cameron

APRIL

17 - 18 - No Classes / Easter Holiday

MAY

1 - Reading Day

7 - TABSA Reunion

9 - Graduate Commencement Ceremony 1:30pm

JUNE

20 CSB Recognition Ceremony 5:00pm



click
here

[See our archived newsletters here](#)