

CCOB Strategic Plan 2023 – 2026¹

(Combined)

Quality Education

Decent Work and Economic Growth

Social Mobility

Approved May 11, 2023

¹ Please see Appendix 1 for the previous strategic plan which was extended through spring 2023.

<i>Table of Contents</i>		<i>Page No.</i>
	Introductory Comments	3
	CCOB Mission, Vision and Core Values	4
	Societal Impact Priorities	5
	Undergraduate Program Strategy	
	o Program Portfolio	6
	o Strategic Goals and Actions	8
	Graduate Programs	
	o Vision and Mission	15
	o Differentiators of on-campus and online programs	15
	o Strategic Goals and Actions	16
	Appendix 1 – CCOB Strategic Plan 2015 – 2020 [Extended through spring 2023]	19
	Appendix 2 – References for Graduate Strategy	42
	Appendix 3 – Graduate Strategy Taskforce Charge and Program Analysis	43
	Appendix 4 – Societal Impact Matrix	44

Quality Education, Decent Work² and Economic Growth, and Social Mobility

As the Cotsakos College of Business (CCOB) navigated the uncertainty created by the COVID-19 pandemic we decided to extend the life of the 2016 – 2020 strategic plan. In spring 2021 we reviewed the status of the college, its programs and the key features and needs of the students and communities we serve, faculty, staff and key stakeholders discussed several issues critical to the future of the college. They included the social and emotional wellbeing of students, faculty, and staff as we navigated the COVID pandemic, the status of the Assurance of Learning processes, the need for and approaches to better caring for students, an assessment of the state of graduate and undergraduate education, and the future of work, and associated implications for the college. Then in fall 2021 college leaders created three faculty-led taskforces to (1) review and update the college’s vision, mission, and core values, and (2) develop strategic objectives, strategies, and tactics for the college’s undergraduate and graduate programs, respectively. The draft strategy documents received preliminary approval from college faculty in spring 2022 pending alignment with the soon to be finalized William Paterson University strategic plan and finalization of the college’s societal impact priorities. As the university’s strategic plan and mission crystalized during the 2022-2023 academic year the CCOB strategy taskforces refined the college’s strategy documents to align with the university plan and to advance the college mission by offering high quality business education and facilitating decent work and economic growth for students, alumni and other stakeholders in the cities of Wayne and Paterson, Passaic County and the wider New Jersey community. The CCOB’s 2023-2026 strategy documents were approved in spring 2023.

The CCOB challenges students to excel in acquiring the knowledge and skills required for successful careers in business, while emphasizing diversity, ethics, and sustainability; promotes the social mobility of students; and contribute to the economic development of the region both by training professionals and through the scholarly research conducted by the faculty.

The CCOB aims to be known across the region as an institution whose up-to-date academic program, highly accomplished faculty conducting cutting-edge scholarly research, and professional co-curricular education prepare a highly diverse student body for successful careers in business.

The CCOB is committed to *High Academic Standards, the Professional Preparation of students, Responsiveness to Students’ Needs, and Diversity, Equity, and Inclusion.*

The CCOB is committed to better understanding and meeting the needs of our students, faculty, and staff, preparing our students for successful careers, and supporting faculty and staff in their service of our students and their career advancement. We believe that the college’s exceptional faculty and staff are key to the realization of our mission and vision and strategic objectives of enhancing the quality of

² The International Labour Organization (ILO) defines decent work as “productive work for women and men in conditions of freedom, equity, security and human dignity”. In general, work is considered as decent when it pays a fair income, guarantees a secure form of employment and safe working conditions, ensures equal opportunities and treatment for all, includes social protection for the workers and their families, offers prospects for personal development and encourages social integration, and workers are free to express their concerns and to organize. https://international-partnerships.ec.europa.eu/policies/sustainable-growth-and-jobs/employment-and-decent-work_en

business education, growing enrollment, increasing student retention, enhancing students' career readiness and success, and enhancing the college's reputation.

The college's leadership team has identified keys risks to the successful realization of its mission and strategic objectives including the university's business model, reputation, enrollment, staffing, marketing, operations, and governance, and is working with university leaders to develop and implement strategies to mitigate these risks.

CCOB Mission, Vision, Core Values

CCOB Mission

To challenge students to excel in acquiring the knowledge and skills required for successful careers in business, while emphasizing diversity, ethics, and sustainability; to promote the social mobility of the student population; and to contribute to the economic development of the region both by training professionals and through the scholarly research conducted by the faculty.

CCOB Vision

The Cotsakos College of Business aims to be known across the region as an institution whose up-to-date academic program, highly accomplished faculty conducting cutting-edge scholarly research, and professional co-curricular education prepare a highly diverse student body for successful careers in business.

CCOB Core Values

The following values guide the CCOB's actions:

1. Commitment to High Academic Standards

We provide rigorous Baccalaureate and master's programs that deliver exceptional academic training to students. Our courses are taught by faculty who are actively engaged in scholarly research. We periodically revise our offerings based on comprehensive outcomes assessments and develop new programs in response to job market demands.

2. Focus on Professional Preparation

We believe that learning and professional development extend beyond the classroom and therefore offer a robust co-curricular program that supplements and enhances students' academic experience. We also provide networking opportunities with the business community in the tristate region and beyond.

3. Responsiveness to Students' Needs

We are responsive to the diverse needs of our students and offer support systems that promote success inside and outside the classroom including access to tutoring, regular office hours with professors, comprehensive academic advising, proactive career guidance, and professional development opportunities.

4. Dedication to Diversity, Equity, and Inclusion

We embrace diversity in all forms and nurture it among our students, faculty, and staff. Our college fosters a culture of mutual respect and understanding and provides a safe space for individuals of all backgrounds and identities. As a Hispanic-Serving Institution (HSI) and a Minority-Serving Institution (MSI), we are proud to meet the needs of a diverse student body that reflects our local communities.

We believe that our students have the capacity to not only improve their own lives but also create a positive impact in their communities and beyond, and we are committed to helping them achieve their full potential.

Societal Impact Priorities³

Given the needs of the communities we serve, our mission, and the resources and competencies at our disposal, we adopt the following UN Sustainable Development Goals^{4,5} as a framework for planning and reporting on societal impact:

- 1) SDG 4 (Quality Education)
- 2) SDG 8 (Decent Work and Economic Growth)

The following broad preliminary metrics will be used to measure our success on these goals:

(a) SDG 4:

- Student learning outcomes both in individual classes and at the College level
- Scholarly outputs of college faculty
- Faculty research on pedagogy
- Opportunities provided for faculty to learn from one another about best teaching practices

(b) SDG 8:

- Opportunities provided to students for professional development and formal certification
- Graduation rates
- Placement of students in internships and full-time jobs, and starting salaries

³ Under the 2020 AACSB Accreditation Standards, especially Standards 1 and 9, AACSB accredited business schools must demonstrate a commitment to positive societal impact at the local, regional, national, and/or international level. That commitment must be expressed in, and supported by, the college's mission, and must be documented in its strategic plan and run through its curriculum, scholarship, and internal and external initiatives. In addition, the college's strategic plan must clearly identify the strategies, including the allocation of human and financial capital, through which it will achieve societal impact. In the standards, Societal Impact refers to how a school serves the betterment of society and business education, and generates positive outcomes for business practice, the diversity of people and ideas, and the success of graduates - as identified in its mission and strategic plan. Additionally, Standard 9 requires accredited business schools to demonstrate positive societal impact through internal and external initiatives and/or activities, consistent with the school's mission, strategies, and expected outcomes.

⁴ The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Countries have committed to prioritize progress for those who're furthest behind. The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls. The creativity, knowhow, technology and financial resources from all of society is necessary to achieve the SDGs in every context. <https://www.undp.org/sustainable-development-goals#:~:text=The%20SDGs%20are%20designed%20to,the%20SDGs%20in%20every%20context>.

⁵ There are no prescribed frameworks for AACSB accredited schools to think about, and document, their plans for societal impact. However, as many business schools have adopted the United Nations Sustainable Development Goals (U.N. SDGs) for that purpose, the AACSB used that framework to report on schools progress with social impact to participants at the Accreditation Conference in September, 2022, and as several CCOB faculty conduct research about the UN SDGs, the college adopt the UN SDGs as the framework for planning and reporting on societal impact.

Ultimately, the college and university have societal impact by placing marketable credentials in the hands of students. Thus, the primary measure of our societal impact is the number of degrees awarded to graduates. The longer-term impacts of these credentials on the lives of our graduates and their families are seen in their improved wellbeing and the progress of their communities. We will use the social mobility index rankings for WPU as a proxy for those impacts.

CCOB Undergraduate Programs Strategy

PROGRAM PORTFOLIO

Majors:

1. Accounting
2. Business Analytics
3. Economics
4. Finance
5. Financial Planning and Wealth Management
6. Global Business
7. Management
8. Marketing
9. Professional Sales

Minors:

1. Accounting
2. Digital Marketing
3. Economics
4. Entrepreneurship
5. Finance
6. Global Business
7. Human Resource Management
8. Management
9. Marketing
10. Professional Sales

Proposed Program Growth

In the near future, we plan to add a few certificate programs that will be in alignment with the CCOB's and WPU's mission. The following is the list of proposed certificates (at least 12 to be activated by Fall 2025):

1. Business Analytics
2. Business Budgeting and Reporting for Management Accountants
3. Corporate Accounting and Reporting
4. Corporate Entrepreneurship and Innovation
5. Data Skills for the New Economy
6. Digital Marketing

7. Economic Policy and Equity
8. Entrepreneurship in Sustainable and Emerging Chemical Technologies
9. Essentials of Business
10. Essentials of Business Influence, Persuasion and Negotiation
11. Essentials of Social Entrepreneurship
12. Human Resource Management
13. Logistics for the Global Economy
14. Professional Sales
15. Project Management
16. Responsible Management
17. Small Business and Entrepreneurship
18. Social Media Marketing
19. Supply Chain Logistics
20. Taxation

Strategic Objectives for On Campus Programs

Our on-campus programs will provide students with a total educational experience. This will include:

- A sense of community, provided by pedagogical as well as ancillary programming through our centers like GBFI, RBI, CSREI, Pesce Mentoring Center, SBDC, student clubs and other similar experiences
- Instructional quality and classroom experience through enhanced and personalized interaction with professors
- Student care, including a sensitivity to their circumstances and offering instructional and psychological support
- Faculty accessibility and responsiveness through enhanced contact
- Essential career skills such as communication, problem solving, collaboration, and leadership
- Affordability, relative to other on-campus programs in the state of NJ
- Technology acuity through exposure to quantitative analysis and IT skills
- Real world experiences, by placing students in situations that mirror the professional world.

Strategic Objectives for Online Programs

Online programs are geared towards working students, and will offer the following:

- Flexibility in scheduling
- Easily navigable student interfaces and IT support
- Faculty availability through virtual office hours
- Affordability, relative to other online programs in the state of NJ
- Greater variety in course offerings, than competing institutions offering online undergraduate business education

STRATEGIC GOALS AND ACTIONS

A - ENHANCE BUSINESS QUALITY EDUCATION

1. *Changes to the Business Core and UCC:* We recommend that a course in *Financial Planning*, a course in *Business Analytics*, and perhaps *Negotiation* be included in the business core. (September 2025 – Medium-Term, Fall 2025 – Faculty and Chairs). Of course, the business core comprises 60 credits, so either we increase the requisite business core courses, or decide to drop some courses to optimize the core.
2. Enhance our core curricular offerings to sensitize students about growing inequalities in society and encourage students to become advocates of social justice and equality. (Medium-Term, Fall 2024 – Faculty and Chairs). [Will be combined with item A.7 below for implementation] [SDG4]
3. Integrate the resources of the various centers of extra-academic excellence (such as GBFI, RBI, CRI, CSREI and SBDC among others) into the undergraduate program. (September 2024. Chairs to propose 3 core courses in each department where the centers can be best used, by January 2024 – Short-Term, Spring 2024 – Chairs, Dean’s Office, Faculty). [SDG8]
4. Use the research achievements of the faculty toward developing innovative pedagogies (ongoing – Immediate and ongoing beginning Spring 2023 – Faculty and Chairs).
5. Ensure that all online programs embed AOL assessments and are included in the AOL rotation. (*This was a concern expressed by the PRT during the last visit. We need to provide documentation to assure we assess and improve our online programs just like our FTF programs.*) (September 2023 – Immediate, Last revisited AY 2021-2022 – AOL Committee).
6. The Assurance of Learning protocols in the COB need to be revisited every three years to ensure that our educational offerings are future proof. (Medium-Term, Spring 2025 aligns better with reaccreditation cycle – AOL Committee, Chairs, Faculty, and Dean’s Office).
7. Businesses and business schools have contributed to rising social inequality by focusing on capital market stakeholders and top management. We need to pay special attention to teaching the alternatives in the core curriculum. These could include (but not be limited to): [SDG4]
 - Environmental stakeholders and the impact of organizations on common people
 - Racial disparities in the world of business and how they can be combated in the world of business
 - The pay gap between top executives and ordinary workers
 - Gender gaps in remuneration and organizational mobility
 - International disparities in working conditions (September 2023 through decolonizing the curriculum initiatives – Medium-Term, Fall 2024 – Faculty and Chairs)

8. Embed Career planning into academics, creating synergies that begin with the customized development of a four-year career readiness plan for every student with benchmarks that guide progress toward career attainment. (Short-Term, Fall 2023 – Chairs and Faculty) [SDG8]
9. Embed elements of PE program in core business courses. E.g., every CCOB (core) course will have a professional enrichment aspect that aligns with the career readiness plan (could make use of COIN and RBI programming, Short-Term, Fall 2023 – Chairs and Faculty). [SDG8]
10. Expand faculty development offering and academic support offering for faculty to better understand and serve post-traditional learners through inclusive pedagogy and andragogy, active learning, linguistic and culturally responsive approaches, universal design and accessibility standards, in and outside the classroom AND recognize their efforts to do so; Have 25% of CCOB faculty and staff participate in such opportunities by fall 2025 (with intermediate targets for Fall 2024 –Medium-Term, Fall 2024 – Dean’s Office, Faculty and Chairs).
11. Facilitate faculty-led sessions to share best practices in teaching the students we serve. (Ongoing beginning in Spring 2023) (Short-Term, Fall 2023), Faculty. \$1,000 funding from Dean’s Office [SDG4]
12. Embed market leading credentials such as Excel, Google Analytics, and Bloomberg certification into core business courses. (Medium-Term, Fall 2024 – Chairs and Faculty) [SDG8]
13. Include AI and other emerging technologies into the core curriculum. For example, with ChatGPT help students (1) understand how it is being used in business, (2) learn how to use it effectively and responsibly, (3) understanding the implications of its use for employees, employers, and the wider society, and (4) explore possible use cases. (Short-Term, Spring 2024 – Faculty and Chairs) - \$5,000 funding from Dean’s Office. [SDG4]

B - INCREASE RETENTION RATE

(1-year and 2-year retention of FTFT learners by 5% by Fall 2025; of traditionally underserved learners by 5% by Fall 2025)

1. Enhance student experiences while at CCOB with co-curricular and extra-curricular certifications. This can be done by providing badges to students for completing each year’s PE requirements (Medium-Term, Spring 2025 – Faculty and Chairs). [SGD8]
2. Enhance faculty-student interactions to differentiate CCOB from other business schools in the area as a highly accessible institution for undergraduates. (Specific strategies by September 2023, Short-Term, Fall 2023. Dean’s Office, Chairs, Faculty (especially mentors), Advisement Center, Will be combined with B-6 for implementation.

3. Develop student paths to success (each program and target group), with milestone markers. (September 2024 – Medium-Term, Fall 2024 - Chairs).
4. Involve student affairs (from main campus) to a greater extent in CCOB. We can have a specific time (say Wednesday 2-4 pm) when they come and advise students on 1600 Valley Road or offer their services virtually. (Medium-Term, Fall 2024 – Dean’s Office, Martin, and Despina)
5. Develop and offer a team-taught Introduction to Business UCC-Area Two Expression course (Arts and Communication) to attract and enroll undeclared freshmen and set expectations for business majors. Reinforce career preparation. (Medium-Term, Spring 2025 – Chairs). [SDG4]
6. Enhance engagement with students at high risk of dropping out by: [SDG4]
 - Reach out to vulnerable students to ask how the college and the university can help them stay on track and achieve their academic goals.
 - Ensure that such students are exposed to faculty (primarily their advisors) to communicate the benefits of staying.
 - Develop and implement inclusive pedagogies at the departmental level
 - Follow up with all non-returning students to ascertain the reasons for the students’ dropping out and explore options for their return.
 - Ensure that all advisors reach out to their inactive advisees at least once a semester.
 - Refer students to appropriate campus resources where the problems can be fixed at the university level (Short-Term, Fall 2023). Dean’s Office, Chairs, Faculty (especially mentors), Advisement Center, Will be combined with B-2 for implementation.
7. Increase student engagement with student clubs and organizations (on-campus and online). (Medium-Term, Fall 2024 – Despina and Faculty Club Advisors)
8. Reduce attrition due to poor academic performance by embedding targeted academic support e.g., credited, required hours to work with academic success support for high-challenge courses and centralizing academic support availability; Integrate instructional activities with student clubs and organizations; facilitate try-it-out week for clubs integrated into appropriate courses. (Medium-Term, Fall 2024 – Chairs and faculty). [SDG4]
9. Develop fundraising plan to support sustainable emergency financial aid to business majors. Medium-Term, Fall 2024 – proposed target \$25,000 by Fall 2024 – Dean.
10. Increase the number of CCOB courses with assignment feedback within first 30% of course and with weekly attendance requirement / reporting. (Short-Term, Fall 2023 – Faculty and Chairs). [SDG4]
11. Review images, and wall art in CCOB spaces at 1600 Valley Road for representativeness of the identities and cultures of students and other stakeholders served. (Medium-Term,

Spring 2025 – Dean’s Office in collaboration with faculty and chairs) - \$3,000 funded by Dean's Office

C - GROW ENROLLMENT

(5% for On-Campus programs above the fall 2022 level by fall 2025)

1. Communicate CCOB’s distinctiveness better to our target student communities (middle schools, high schools, community colleges, those who had discontinued education after obtaining some college credits). (Fall 2024, Medium-Term, Spring 2024 – Dean’s Office with Admissions and Marketing and PR).
2. Disseminate information about new majors and minors to WP Colleges to increase interest and enrollment (Medium-Term, Fall 2024 – Chairs and Digital Marketing Team).
3. Revival of Community College Day for business deans/division heads, program chairs. Increase articulation agreements for new degrees and minors. We are working on an articulation with Middlesex CC and will be targeting Ocean County as well. We need to redo articulations with other CCs in light of new UG programs and minors (January 2024, Medium-Term, Spring 2025 – Martin and Chairs).
4. New high school counselors’ day (mimic CC Day as above) (January 2025, Medium-Term, Spring 2025 – Martin and Chairs).
5. An initiative to expose middle schools in Passaic County to CCOB (September 2024, Medium-Term, Fall 2024 – Dean’s Office, Chairs and Centers).
6. Develop 3+1 and 3+2 agreements with NJ CCs to accept 3000 level courses (AOL certified by CCOB) (January 2024, Short-Term, Spring 2024 – Martin, Chairs and AOL Committee). [One 3+1 agreement by end of spring 2024]
7. Develop agreements with international partners for UG STEM based programs (e.g., ABA, FinTech, and Economic Research & Data Analysis). Currently, we are targeting the Chinese Ministry of Education for these programs (September 2024, Medium-Term, Spring 2024 – Dean’s Office).
8. Outreach to firms in Passaic County areas that have traditionally hired employees without degrees, to recommend our students as better-trained alternatives (January 2025):
 - Develop branding strategy for CCOB recruitment videos (e.g., “A Day in the Life of”) to showcase student experience
 - summer camps for middle and high school students
 - work with Advancement to raise specific scholarships for women and minorities in sync with the university’s branding strategy (January 2025, Medium-Term, Spring 2025 – Dean’s Office)
9. The CCOB website should have a “Why Us?” section. (also supports Student Career Readiness/Success Goal) (Short-Term, Fall 2023 – Dean’s Office and Chairs)

- Create student testimonials (“CCOB has prepared me for work life”) and use them as communicative devices
 - Likewise create alumni testimonials (“I am doing better at work because of CCOB training”) and put them on CCOB website and elsewhere
 - Generate testimonials from employers who have hired from CCOB
10. Increase offering of business and industry focused certificates and alternative credentials that are in demand by employers – maximizing existing course offerings, and seeking opportunities for combine non-credit and for-credit learners in credential related courses (Medium-Term, Fall 2024 – Chairs). [SDG8]
 11. All CCOB departments will have an alternative credential (e.g., certificate or badge) built into the first 60 credits of the curriculum for each major program (Short-Term, Spring 2024 – Chairs and Faculty). [SDG8]
 12. Develop and implement marketing plan / campaign aimed at attracting and retaining targeted learners such as adult learners, other traditionally underserved populations, etc. (Medium-Term, Fall 2024 – Dean’s Office and Digital Marketing Team)
 13. Increase dual enrollment agreements with regional high schools and grow dual enrollment by 100% from the fall 2022 level by fall 2025 (Medium-Term, Fall 2025 – Dean’s Office and Chairs)

D - ENHANCE STUDENT CAREER SUCCESS/READINESS

(Including graduation rates; Job Placement Rates; Starting Salaries)

Conversations with employers and alumni reveal that the quantitative majors (ACCT, FIN, ECON) are somewhat lacking in soft skills, and other majors (GLB, MGT, MKT, SLS) are lacking quantitative skills. The following actions will address these gaps:

1. Integrate GBFI and RBI activities with PE program to offer certifications: Both centers offer a variety of programs delivered either through the website or by live sessions. This will incentivize students to participate in these activities / events to complete their PE requirements. (Short-Term, Starting Fall 2023 – Dean’s Office and Chairs) [SDG4]
 - Bloomberg awareness (can be given internally)
 - Bloomberg MC (for those who take the external exam)
 - Tableau
 - Alteryx (September 2023)
 - Sales Boot Camp
 - Sales Triathlon
2. Micro-credentials: Students need to have some skills to show on their resumes. This can be tackled at two levels. Some courses will need external certification as part of the grading requirement, while other external certifications will be offered through the Professional Enrichment program. (Medium-Term, spring 2025 – Faculty and Chairs)

- We have made Excel certification mandatory for business majors (via ECON 2100 which is part of the business core)
 - Likewise, we should internally credential students in
 - Python (for BAN 3110 students)
 - Tableau (for BAN 3130 students)
 - SQL and Access (for MGT 3050 students)
 - R (for ECON 4400 and BAN 3210 students)
 - AWS (for BAN 3220 students)
 - QuickBooks (for ACCT 3200 students)
3. Track student placement to ensure that the jobs that our graduates earn provide a living wage and are comparable to other quality institutions in the area. (Metric development by September 2024, Medium-Term, Fall 2024 – Dean’s Office).
 4. Communicate job readiness of CCOB graduates to students and potential employers. Strengthen the practicum and internship elements of the PE program. Implemented January 2023, to be revisited January 2024, Long-Term, for rollout in Fall 2025 with Fall 2022, FTFT cohort – Dean’s Office. [SDG8]
 5. Use the Pesce Family Mentoring Institute more effectively to provide (and communicate) the advantage of mentorship at CCOB. (Via Professional Enrichment program – Medium-Term, Fall 2024 for Fall 2022 FTFT cohort.) [SDG8]
 6. Increase opportunities for internships/micro internships including on-campus and in conjunction with NJ SBDC – Paterson, and through the initiatives of our Deal Team and with AAC members’ firms. (Medium-Term, Fall 2024 – Dean’s Office).
 7. Faculty must be encouraged to treat advisement as a forum for mentorship. Students must see their faculty advisor as first line of communication when they have issues with the university, or even in their personal lives. (Possibly with “faculty as mentors” program, Short-Term, Fall 2023 – Faculty and Chairs).
 8. Facilitate student participation in internal and external competitions (e.g., Financial Planning, Professional Sales, Student Investment Portfolio, Business Analytics, etc.). (Short-Term, Spring 2024 – Chairs, Faculty Club Advisors, Centers)
 9. Develop and administer a survey (at the population or sample level) to track whether the jobs that our students secure pay a living wage comparable with the remuneration earned by similar institutions in the area (Medium-Term, Spring 2025, Exit Survey 2 years post-graduation – Dean’s Office). [SDG8]
 10. Disseminate career opportunities (jobs, internships) to students via classes, websites, email notices, billboards, and PE program (Short-Term, Spring 2024 – Dean’s Office).
 11. Support Student Clubs: Currently, we have seven clubs (Accounting Society, Financial Planning Association, DASC Data Analytics & Science Club, Marketing Club, Professional Sales Club, Student Public Relations Association and Student Investment Club) and six honors societies (Sigma Alpha Pi leadership society, Beta Gamma Sigma, Alpha Kappa

Psi, Enactus, Pi Sigma Epsilon, Omicron, and Delta Epsilon). All have suffered in the COVID era. We need to revitalize them and add a few more (example SHRM). Try and ensure that clubs have active rosters, faculty support as club advisors (January 2025, Medium-Term, Spring 2025 – Chairs and Faculty).

12. Explore evening and weekend course offerings for all on-campus programs. (Medium-Term, Fall 2025 – Dean’s Office and Chairs).
13. Conduct a systematic review of the courses with highest DFW percentages such as ACCT 4100, ACCT 4300, LAW 2510, MGT 2000, MGT 3060, MGT 4500 to identify and alleviate concerns that contribute to DFW; Perform student surveys in these courses and request feedback from advisors. Review and incorporate feedback; Redesign courses to increase flexibility and support services by Spring 2024. For example, suggest to faculty to offer more frequent, low stake assessments – such as giving a quiz after every chapter as opposed to have an exam that covers several chapters. (Medium-Term, Fall 2024 – Chairs and Faculty). [SDG4]

CCOB Graduate Programs - Vision and Mission

Vision

Our graduate programs will share business knowledge and best practices to achieve success and support the professional and intellectual advancement of graduate students and faculty.

Mission

- Deliver a comprehensive curriculum with an emphasis on business knowledge, innovation, technology, and positive societal impacts to enable the success of the new generation of business professionals.
- Enhance the reputation of the Cotsakos College of Business by providing opportunities for career and professional development.
- Develop programs to recruit, engage, and graduate business students from diverse and underserved backgrounds.
- Build and manage programs with attention to instructional quality, classroom experience, enhanced engagement, academic support, and student care.

Major differentiators between campus and online programs

We feel the student experience will be a major differentiator between the campus and online programs. Accordingly, the campus program will be enhanced by increased opportunities for career development, a focus on micro credentialing, and essential career skills specific to classroom learning. These include communication, work ethic, problem solving, collaboration, leadership, real world experiences, development of a sense of community, and in-person interactions with faculty.

Accordingly, we recommend a strong value proposition for the campus program that includes the student experience, faculty access, essential career skills and advancement training, enhanced uses of technology, and pricing.

We will build enrollments and differentiate our graduate programs on the basis of the following.

- By creating differentiated value propositions for the campus and online programs to communicate competitive pricing. New value propositions will emphasize:
 - Reputation: To enable the marketing of campus and online programs.
 - Micro credentialing: By offering certifications in high demand disciplines including Accounting, Digital Marketing, HRM, FinTech, Risk Management, Quantitative Economics, etc.
 - STEM designated concentrations/certificates: By redesigning curricula and obtaining STEM CIP codes for graduate programs and MBA concentrations

(e.g., Finance, FinTech, Analytics, Quantitative Economics)

- Technology infusion: By incorporating and improving technological resources and curricula to support the acquisition of market valued skills and knowledge.
- Student experience:
- Career services: By improving the availability of career resources for graduate students and serving as a conduit to professions, organizations, and institutions.
- By enhancing instructional quality, classroom experience, engagement, academic support, and student care through continuous alignment of faculty and student, faculty, and job market expectations.
- Networking: By forging relationships between employers, alumni, and students within pedagogical and professional settings.
- Modalities: By offering a combination of weekend programs at satellite locations and incorporating residency requirements to complement in-person, blended and online instruction.

Strategic Goals and Actions

Accordingly, we adopted the following goals and actions:

E - GRADUATE ENROLLMENTS

1. Increase campus program enrollments: Streamline pathways and develop a WPU specific marketing program for internal MBA candidates; formalize 4 +1 pathways for students enrolled in CCOB and other WP colleges; Develop articulation agreements with community colleges for 3 +2. (Short-Term, Spring 2024)
 - *Goal: Increase enrollments through internal marketing efforts in AY 2023-24. Responsibility: Deans, MBA director, Assistant Director (Enrollment Growth), department chairs.*
2. Create new value propositions to recruit applicants by utilizing technology and social media. (Short-Term, Fall 2023) – Completed for on-campus MBA program in Spring 2023)
 - *Goal: Define and communicate new value propositions to prospects through social media channels in AY 2023-24. Responsibility: CCOB Digital Marketing Group (expanded)*

F - MARKETING/BRANDING

1. Develop and nurture CCOB community of alumni, current students, and interested stakeholders through social networks. (Medium-Term, Fall 2024)
 - *Goal: Grow size of CCOB community through curricular and co-curricular engagements involving alumni, students, and business professionals in AY 2024-25. Responsibility: Deans, CCOB Digital Marketing Group (expanded)*
2. Disseminate practice implications of faculty research, alumni events, career networking opportunities, student achievements, and community engagement activities. (Short-Term, Spring 2024).
 - *Goal: Develop and disseminate CCOB newsletters to stakeholders in AY 2023-24 (e.g., via CCOB newsletter updates). Responsibility: Deans, Assistant Director (Enrollment Growth), Faculty Summer Research Forum, Academic departments*

G - STUDENT EXPERIENCE

1. Improve the availability of supplemental programs, advising, and career resources to reduce graduate student attrition, and serve as a sustainable and inclusive conduit to professions, organizations, and institutions. [SDG4]
 - *Goal: Increase Placements, Internships by AY 2024-25 (Medium-Term, Spring 2025). Responsibility: Deans, Career Services, CCOB Digital Marketing Group, Director of Graduate Programs*
2. Provide high quality, equitable, and inclusive educational and research opportunities increasing local community engagement and socially responsible entrepreneurship. Align faculty expectations, activities, and curricula, to student and job market expectations and needs to deliver an optimal student experience.
 - *Goal: Engage local businesses through research, pedagogy, and service initiatives by AY 2024-25. (Medium-Term, Fall 2024). Responsibility: Deans, CSREI, GBFI, Faculty [SDG8]*

H - PROGRAMS, COURSES, MODALITIES

1. Offer certifications in high demand disciplines including Forensic Accounting, Business Analytics, Digital Marketing, HRM, FinTech, Risk Management, Quantitative Economics, Sustainability and Crisis Management.
 - *Goal: 50 students by AY 2024-25 (Medium-Term, Spring 2025). Responsibility: Academic departments, GBFI Director, RBI Director, Director of Graduate Programs.*
2. Offer a combination of weekend programs at satellite locations and incorporate residency requirements to complement blended and online instruction.
 - *Goal: Offer one offsite program by AY 2025-26 (Long-Term, Fall 2025 – Assess demand*

by the end of Spring 2025). Responsibility: Deans, MBA director, Assistant Director (Enrollment Growth), Academic departments.

I – PARTNERSHIPS FOR DECENT WORK AND ECONOMIC GROWTH

Leverage the university's Small Business Development Center (SBDC), Russ Berrie Institute for Professional Sales (RBI), Global Business and Finance Institute (GBFI), and Center for Socially Responsible Entrepreneurship and Innovation (CSREI) to prepare non-matriculated students for better paying jobs and upward socioeconomic mobility. *(Short-Term, Spring 2024). Responsibility: Deans, and leaders of CSREI, GBFI, and RBI. [SDG8]*

- Alternative credentials for non-matriculated students/learners
- Collaborative grant applications with PCCC, Passaic County Economic Development unit, and other stakeholders
- Incubators for underserved entrepreneurs and business owners
- Workshops for minority parents in the city of Paterson regarding entrepreneurship, business ownership and management

Appendix 1 - CCOB Strategic Plan 2015 – 2020

[Extended through spring 2023]

CHRISTOS M. COTSAKOS COLLEGE OF BUSINESS
WILLIAM PATERSON UNIVERSITY

STRATEGIC PLAN
2015- 2020

PLAN EXTENDED THROUGH SPRING 2023 WHEN NEW STRATEGIC PLAN FINALIZED.

The new strategies and actions adopted from fall 2020 to spring 2023 are highlighted throughout the document. Updates on these initiatives are highlighted yellow.

INTRODUCTION

The Cotsakos College of Business (CCOB) is one of the five colleges at William Paterson University (WPU), which is one of the nine state colleges and universities in New Jersey, USA. WPU offers more than 250 undergraduate and graduate degree programs. Located in Wayne, New Jersey, USA, the University enrolls nearly 11,500 students and is accredited by The Middle States Association of Colleges and Schools.

The CCOB comprises around 1700 undergraduate students, 130 MBA students and 50 full-time faculty along with a variety of qualified professional support staff. It has been accredited by the AACSB (Association to Advance Collegiate Schools of Business); the Beta Gamma Sigma Chapter of the CCOB has been nominated as an Exemplary Chapter of the honors society for three consecutive years.

The CCOB offers seven undergraduate Bachelor of Science business degree programs in accounting, finance, financial planning, global business, management, marketing, and professional sales. The College also offers a Bachelor of Arts degree in economics. At the graduate level the CCOB offers an MBA in six concentrations: accounting, entrepreneurship, finance, general management, marketing, and music management.

The CCOB offers programs that provide students with real-world business experience. Faculty members are recognized experts in their fields—often with significant industry experience. Their commitment to research and active engagement in consulting adds substantive value to the learning process. Non-academic staff members of the CCOB represent a high level of professionalism and competence. In addition, students can experience world financial markets firsthand through the Financial Learning Center, which contains an active trading room. They can also take advantage of the sophisticated resources of the College's Russ Berrie Institute for Professional Sales, one of the best behavioral sales laboratories in the country.

The CCOB has several strengths it can build upon as it commences this cycle of strategic planning:

- The CCOB is an integral part of the WPU, which is a well-regarded participant in the state university system of New Jersey.
 - WPU has completed an ambitious strategic plan that has led to a new mission and a sharpened focus for the university. The CCOB figures prominently in the strategic objectives of the university, and the implementation of the university's strategic objectives involves substantial resource allocation to the CCOB's initiatives.
 - The university is designated to receive \$32m in state funding this year for a variety of capital projects, and the university community raised more than

\$9m in grants in 2012-2013.

- The Middle States Commission on Higher Education has recently renewed the university for accreditation.
 - The university followed up on the appointment of our President Kathleen Waldron in 2010 with the recruitment of Warren G. Sandmann, as our Provost and Senior Vice President for Academic Affairs in 2012.
 - WPU is in a stable financial situation and is now ready to embark on the next stage of its development, to fulfill its mandate as a distinguished public university.
- Alongside the university, the CCOB has also developed a solid base from which it is seeking to launch its strategic plan. The appointment of Dr. Siamack Shojai as the incoming dean of the CCOB starting Fall 2014 completes the process of putting in place a stable leadership team for the college and the university. The new dean leads a healthy CCOB:
 - In 2014, our MBA program was recognized as one of the top 296 programs in the country for the fifth consecutive year.
 - Our BS in Financial Planning has been ranked among the top 25 programs in the country.
 - Our Professional Sales program is the only such program in Northeast USA and is considered one of the top programs in the country.
 - In the past year, our faculty produced over 100 peer-reviewed intellectual contributions, 44 of them being refereed journal articles.
 - Our faculty members have won Fulbright awards, serve as journal editors, have held leadership positions at the Academy of Management, and have won state-sponsored awards for their research.
 - Our Small Business Development Center (SBDC) counseled over 500 businesses.
 - The CCOB has been a regular participating member of the Principles of Responsible Management Education (PRME) initiative of the UN Global Compact.
 - The Global Business and Finance Institute enhances the reputation, visibility, and global standing of the Cotsakos College of Business. It is committed to creating and disseminating global business knowledge and promoting its practical application, by using state-of-the-art technology. The institute builds a solid bridge between academia, policy makers, and business practitioners to provide learning opportunities for domestic and international students as well as practitioners in the field.
 - We have developed strong reciprocal relationships with a variety of universities outside of the US, most notably Zhejiang University of Technology in China and Windesheim University in the Netherlands.
 - Our diverse student body participates in co-curricular and extracurricular

activities through a variety of student organizations such as Enactus, the Accounting Society, Omicron Delta Epsilon, the Financial Planning

Association, the Society for Human Resource Management, the Marketing Club, the Professional Sales Club, Pi Sigma Epsilon, Alpha Kappa Psi and several others.

As is the case for other business schools and public universities, the CCOB faces a variety of significant environmental challenges. For one, we continue to face financial pressures in the wake of reduced state allocations to the university budget. The CCOB has to continuously work to remain financially viable while investing to pursue a path of excellence in business education. Also, business schools have had to rethink their models of pedagogy in the recent past, and CCOB has been no exception. We continue to experiment with technology, various modes of program delivery, developing newer programs to satisfy the changing demands of the workplace, and attempting to attract the best faculty for our students. Our professional staff members are fully trained to deal with a variety of student needs, including advisement, library services, administrative assistance, technological support, and university liaison, among others.

In spite of the challenges, the CCOB is ready to build on its existing advantages and move ahead in a more focused strategic direction. The globalized academic environment has presented opportunities for us, which we hope to take advantage of, as we broaden our appeal to newer student groups. Likewise, our built-in infrastructure, our ongoing pedagogical initiatives and our strong faculty constitute unique strengths and advantages to build on over the next five years. To that end, this strategic plan constitutes a moment of great optimism for the Cotsakos College of Business.

MISSION, VISION, AND CORE VALUES

MISSION

The Cotsakos College of Business builds upon the diversity of the metropolitan region to prepare students for successful careers in business. The College's programs incorporate academic excellence, experiential education, and professional enrichment, and are supported by the applied research of its faculty.

VISION

The Cotsakos College of Business will be known across the region as a college of the highest quality, whose graduates are academically and professionally ready to take on the demands of the workplace of the twenty-first century. The CCOB will be the most industry-connected college of business in the Northeast United States.

Our programs and specializations will embody intellectual rigor as well as practical relevance.

We will supplement our academic training with a variety of professional, co-curricular and extra-curricular opportunities for our students.

We will be mindful of the global nature of the society and economy, and will incorporate issues relating to ethics, diversity, and sustainability into our curriculum.

Our faculty will produce research output that furthers academic, professional, and pedagogical development. Likewise, our staff will adhere to the highest standards in administrative and technological support to the student body.

CORE VALUES

The following five values will underlie the CCOB's basic philosophy and fundamental beliefs:

Academic Standards

The entire CCOB community will work relentlessly to ensure that our students receive the highest quality of academic training. Our programs will be characterized by academic rigor and professional relevance and will set our students apart from their peers at similar institutions.

Overall Student Development

The process of learning extends beyond the classroom, and the CCOB will attempt to instill in our students the ability to think analytically, demonstrate technological proficiency, and show sensitivity to issues of ethics and social justice. We will also pay special attention to issues of sustainability and the ethical challenges that confront us locally and globally.

Keeping Track of Student Performance

We are mindful of the fact that student success is the ultimate measure of CCOB's effectiveness. We will have a vibrant system in place to track the performance of our students as well as our alumni and will use the data to calibrate and refocus our efforts to improve.

Diversity

The CCOB will be welcoming and nurturing of all aspects of diversity, be it in our student population, our faculty, or our staff. Our college will be a safe space for students and employees of all personal circumstances. We will also be responsive to global issues and attempt to foster a culture of tolerance and respect.

Realizing CCOB's Potential as a Change Agent

We recognize students and employees are citizens who possess the potential to transform their surroundings for the better. We will do our utmost to improve our surroundings, by offering our services to our town, our county, our state or beyond. That way, COB will participate in the mission that is the mandate of our public university.

IMPLEMENTING THE STRATEGIC PLAN

As part of William Paterson University, the strategic plan for the Cotsakos College of Business is aligned with the University Strategic Plan. We will implement the CCOB Strategic Plan over the next five years, beginning with the 2015-16 academic year. The implementation period for this plan was extended to spring 2023 as the college and university navigated the challenges associated with the COVID-19 pandemic.

ACADEMIC VALUES

Our current academic programs, both in the undergraduate and the MBA realms, have been focused at imparting knowledge and ensuring the development of requisite skills and business acumen necessary for our students to succeed in a competitive and dynamic business environment. The current initiatives at the CCOB aim to enhance this skill development, and focus our offerings directly at specific segments, which take advantage of external opportunities, and leverage existing faculty, staff, institutional skills and availability of resources. Our four focus areas in this direction are:

Strengthen the Undergraduate Program:

We aim to differentiate our undergraduate program from other programs offered by competing institutions, both by strengthening its traditional elements and by offering distinctive minors and experiential learning opportunities.

The following ongoing initiatives are aimed at ensuring the quality of the BS program:

- **New Programs:** As outlined in our strategic initiatives, we intend to develop distinctive flagship undergraduate programs in marketing, management, and global business.
- **Curriculum Evaluation:** The COB follows a rigorous program of course-imbedded rubrics to evaluate student learning and ensure that the “loop” between evaluation and changes in curriculum styles is completed.
- **Incorporating Technology:** We have extensively deployed technology tools for course delivery. These include the use of Blackboard in regular instructional courses as well as online courses, and the deployment of state-of-the-art technology behavioral labs at the professional sales department, in addition to data feeds and databases (Reuters, Datastream, Bloomberg) and sophisticated decision support software.
- **Enhancing Student Skills in Writing, Presentation, and Analytical Thinking:** Many of our courses have been augmented by significant increases in writing requirements, group presentations, role-plays, and the use of social networking tools. Writing intensive courses are now a part of our curriculum.
- **Online Initiatives:** We have significantly augmented our online course delivery systems by increased faculty training, instructional resources, and a broadening of online course offerings.

- Globalization: We wish to leverage our diverse faculty and international connections to enhance student experiences. We aim to utilize the GFSI (and our professional sales program) as a gateway to our degree programs for foreign students. We also aim to expand our study abroad programs to enrich our students' appreciation of global cultures and markets.
- Ethical Conduct: Our courses now have ethical components imbedded across the curriculum in every major and in the core courses as well.
- Critical thinking: Students are encouraged to think beyond the confines of structured academic delivery. Course projects, independent studies, internship and practicum programs and extra-curricular activities encourage and reward critical thinking by students.

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023 [with status updates]

- Expand the undergraduate program portfolio to include programs and delivery modes that better meet market demands and to make business programs more accessible to non-business majors.

Developed and launched a Research and Data Analytics track in the BA Economics program and Risk Management and FinTech tracks in the BS Finance program.

Restructured the Management major into new Entrepreneurship, Human Resources Management and General Management tracks.

Integrated the Professional Sales courses into the Management and Marketing majors.

Developed and launched WPOne versions of our undergraduate (BS) Management, Marketing, Finance, Professional Sales, and Accounting programs.

Added new undergraduate Applied Business Analytics Major (effective fall 2023) and seven new undergraduate Minors - Digital Marketing, Entrepreneurship, Finance, Global Business, Human Resource Management, Management, and Marketing.

- Highlight diversity issues in the programs and activities of the college's centers and institutes.

The GBFI hosted a Diversity in Financial Planning webinar that was attended by 603 students from Sussex Community College and Paterson Public Schools in fall 2020.

Sessions on diversity included in Career Outlook and Industry Networking programs in fall 2021, 2022, and 2023; and in the National Sales Challenge program in fall 2022.

- Implement a pilot program to develop Open Educational Resources for at least two CCOB 1000-level or core business courses.

Pilot completed in FINP1600 and several core business courses. In fall 2023 the college offered 6 and 21 course sections with no-cost and low-cost (less than X\$) for required educational resources, respectively.

- Revamp and upgrade the curriculum of the undergraduate accounting program to effectively address the new model curriculum of the AICPA and NASBA, rapid change in technology, and the growth of global business.

Curriculum upgrade completed in fall 2022 and graduates after fall 2024 will meet the educational requirements for the new AICPA and NASBA curriculum model to sit for the CPA exam.

- Increase engagement with high school students to build the enrollment pipeline for targeted business majors including the delivery of dual enrollment courses

In 2021-2022 the Global Business and Finance Institute (GBFI) hosted a Majors and Career Day for high school juniors and a workshop for Sussex Community College on financial statements analysis and equity valuation. Both initiatives provided opportunities for faculty and staff to engage with potential students as they learnt about the programs and resources of the CCOB and William Paterson University.

Engagement is ongoing with the high school students, teachers, and administrators via our dual enrollment courses. In fall 2023 --- high school students from ---- high schools were enrolled in at least one of the college's three dual enrollment courses.

Also, in 2022-23 Professor Bela Florenthal dual enrollment and tradition classes completed the "Acts of Kindness" project in collaboration with her high school counterpart and presented their findings at an academic conference.

- Develop and implement initiatives to revitalize Professional Sales and Financial Planning programs.

Hosted Summer High School Business Academies in 2022 and 2023 – (1) Financial Planning Academy, Grades 9-12; funded by Charles Schwab; (2) Professional Sales Academy, Grades 10 – 12, funded by the Russell Berrie Foundation.

Hosted High School Sales Challenge in spring 2023, with WP students as coaches to high school participants (66 students from 9 Schools).

Integrated the Professional Sales courses into the Management and Marketing majors.

- Intentional Engagement with Community Colleges for 2+2, 3+1, and 3+2 Programs (Top Priority Bergen County Community College).

- Provide opportunities for business majors to complete industry valued Certificates within the

first 60 Credits of their degree programs.

Beginning in fall 2023 most College of Business majors can complete at least one certificate within the first 60 credits of their degree programs. Accounting major can complete the Business Budgeting and Reporting certificate, Management, Marketing and Professional Sales majors can complete the Human Resource Management certificate and the Professional Sales certificate, and Economics, Finance and Global Business Majors can earn the Data Skills for the New Economy certificate. This enables them to compete for better jobs prior to graduation.

- Update the technology curriculum for all the college's BS programs.

Completed – when and how?

Scale Up the MBA and Graduate Programs

- The overhaul of the MBA program is well underway and will reflect CCOB's ability to position the program as a cutting-edge option for students in the area seeking a boost to their career. Rather than a general program, we are targeting a specialized program that leverages our strengths and market needs.
- Graduate programs represent an underutilized element of the CCOB. This cycle, we plan to use the strength of our experienced full-time faculty to develop this area.
- We are in the process of developing new areas of specialization such as business analytics, risk management, and health services management under the MBA program.
- We have an approved Executive Masters in Sales Leadership awaiting launch and added concentrations in Accounting, Finance, Entrepreneurship, Marketing, and Music Management to the MBA program.
- We have hired a full-time MBA Director to help ramp up our graduate initiatives.

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023

- Review and update the portfolio of graduate programs to better meet market demand.

Developed and launched an Online MS Finance/Financial Planning program with our recruiting partners. Programs offered with this recruiting partner are called WPOne programs.

Revamped the MBA program for WP Online with concentrations in accounting, entrepreneurship, finance, general management, human resources management, Sales Strategy, Healthcare Economics and Management, Applied Business Analytics, and marketing.

Developed and launched a portfolio of graduate certificate programs.

- Advocate with university administration to reduce the gap between the tuition for the on-

campus and online MBA programs to reverse the continued decline of enrollment in on-campus M.B.A (Master of Business Administration) program.

Price differential reduced effective fall 2023 with 22% online tuition increase and 20% negotiated reduction in revenue sharing with recruiting partner for new students. Further work to reduce pricing gap between on-campus and online tuition is ongoing.

Expand career opportunities for our graduates

- The current placement opportunities for CCOB students are primarily managed by the WPU system. We will strengthen our partnership with the WPU career development center to take advantage of their experience and tailor it for CCOB needs.
- Working with Alumni Relations at the University level, we also plan to utilize social networking platforms and host professional networking events to develop and maintain relationships with alumni.
- In coordination with University Advancement and Governmental Relations and External Affairs, we will use our external network to develop alliances and long-term relationships with local and national corporations and employers.
Working with Career Development, we will use our internship and practicum network to develop relationships between our students and their potential employers, which can be leveraged for longer-term employment opportunities for our students.

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023.

- Leverage the programs of the RBI and the Career Outlook and Industry Networking (COIN) programs to increase opportunities and resources for business majors to pursue experiential learning opportunities.

The RBI successfully hosted its premier National Sales Challenge Competition (NSC) in fall 2021 (virtually), 2022 and 2023. The fall 2021 NSC attracted 32 competitors; 16 Universities; 48 business professionals; 9 corporate partners, while the 2022 NSC drew 101 students and 41 team coaches from 36 leading international and national universities. The NSC attracted sponsorship from 12 companies and 61 business executives participated in the activities. The fall 2023 NSC attracted 25 university teams, over 100 students, 13 corporate partners, and 75 business executives and alumni.

Also, in 2020 – 2021 and 2021-2022 the RBI successfully hosted its Sales Career Fair (SCF) and National Sales Career Boot Camp (NSBC). The SCF is exclusive to students at William Paterson University interested in pursuing a career in professional selling. Corporate partners interview and recruit sophomores and juniors looking for a paid internship to gain experience in the business world and graduating seniors seeking full-time employment to jump-start their careers.

- Establish Recent Alumni (Business) Council to serve as leadership volunteers for professional networking and career connections, fostering student – alumni interactions, providing

feedback/input on the student/alumni experience, and helping to increase experiential learning opportunities and jobs for business majors.

Successfully launched Recent Alumni Business Council in 2022-2023. Council provided input into college's strategic planning process and recently funded a scholarship for business majors.

- Restructure the Career Outlook and Industry Networking (COIN) program to better align with the goals of the professional enrichment program and the class schedules of targeted business majors.

Completed restructuring of the COIN program (which provides assorted opportunities for students to enhance their career readiness) effective fall 2022 to better align sessions with appropriate courses and the Professional Enrichment program leading to greater student participation and satisfaction, and enhanced corporate and alumni support.

[Fall 2023 – 11 Sessions, 455 Student Participants (284 unique students), and \$19,000+ awarded in stipends; Fall 2022 - 12 Sessions, 566 Student Participants (371 unique students) – 2021 (166); 2020 (142); \$30,000+ awarded in stipends (20 students)]

OVERALL STUDENT DEVELOPMENT

Student development is critical to our mission and vision. We will focus on five sub-objectives over the next five years to enhance the opportunities for students. These are:

Continue to enhance the Professional Enrichment (PE) program

We believe that the PE program remains an important basis of differentiation for the CCOB relative to its competition.

- We will continue to deliver our PE offerings and make them relevant to contemporary business and life situations. This includes linkages with local and national professionals, community activists, leaders in non-business institutions, as well as providing students and alumni with access to a lot of professional, technological, and socio-cultural skills.
- Our effort remains focused on fine-tuning ways in which student participation in PE activities can be encouraged, so that PE becomes an even more distinct part of the CCOB culture and student experience. We may consider offering curricular credits for students to attend PE programs during their CCOB tenure.

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022 – 2023

- Increase the pool of corporate partners offering internships, Coops, and other professional

enrichment opportunities to business majors.

Completed pilot of Deal Team initiatives to develop corporate partners for internships and other professional enrichment activities. This resulted in recruitment of Selective Insurance (\$5K scholarships, Internships, FT job offers, Speaker for Senior Sendoff, and an attractive candidate as an Advisory Council member) as a corporate partner. This initiative is being expanded during the 2023-2024 academic year.

Another closely related innovation was the development and launch of the pilot of the college's Executive-in Residence (EIR) program in Fall 2021 with the support of our Advisory and Advancement Council (AAC). Our first EIR is a member of the AAC and during the 2021 – 2022 and 2022 - 2023 academic years led a CCOB Deal (Business Development) Team in the recruitment of corporate partners to support the new required co-curricular programs with internship, co-ops, and other high impact experiential learning opportunities.

- Leverage the programs of the Global Business & Finance Institute (GBFI) to increase experiential learning and other professional development opportunities and resources for business majors.

The Global Business & Finance Institute (GBFI) annually hosted a variety of programs to provide learning opportunities for students to gain proficiency with finance, financial planning, data analytics and productivity tools including MS Excel, Tableau, and Bloomberg.

- Reimagine the Professional Enrichment programs as a co-curricular requirement that aims to improve the career readiness of CCOB graduates and to have a majority of CCOB graduates be perceived by the business community as job-market ready during engagements while still enrolled in our programs, and after being employed by businesses and other organizations.

Successfully launch Co-Curricular Professional Enrichment Requirement for all Business majors on a phased basis with the Fall 2022 and Spring 2023 FTFT Cohorts - (60% plus of Fall 2022 cohort completed requirements)

The upgraded PE program includes clear goals based on student progression through their studies and their experiential profile. The reformulation was led, and the new PE program is supported by, dedicated professional staff within the college.

Augment initiatives relating to practicum and internship opportunities in collaboration with the Career Development Center

We have ramped up our initiatives with local businesses to augment the offering of internships and practicum offerings for our students across a variety of industries and disciplines. Our strategic initiatives include expanding external & internal experiential learning opportunities to include at least 40% of students.

- We have formally adopted new internship guidelines to ensure that students use

internships as an academic activity, and those organizations employing COB students as interns assume responsibility for their learning, rather than use them as labor.

- Our future efforts in this direction will be to broaden the scale and scope of our experiential learning programs by organically integrating internships and practicums into the undergraduate education program. We aim to augment and validate their curricular learning with external experiences that are both enriching and educational.

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023

- Leverage the college's centers and institutes to increase opportunities for students and faculty to complete experiential learning opportunities and secure employment opportunities, and to help organizations solve problems and overcome challenges.

During the period 2021 – 2022 and 2022-2023 complete several business consulting and community engagement projects with undergraduate and graduate students including the "Holy Bones" project by Professor Betts' class, and the "Honors Projects" in collaboration with Small Business Development Center (SBDC). Students also completed practicum projects with the RBI lead sponsor for 2021-2022 and 2022-2023, Baroan Technologies. Two recent graduates of the CCOB's professional sales program were hired full time because of this collaboration.

During the period 2020 – 2022 approximately 100 CCOB undergraduate and MBA students completed consulting projects for 26 WP-SBDC client businesses. These experiences greatly enhanced their business savvy and career readiness.

Support student membership of professional associations

We will continue to encourage student participation in professional service organizations.

- Our undergraduate students are closely involved with student chapters of professional clubs and academic societies. Our goal is to facilitate a smooth transition for our students into their chosen professions and provide them with opportunities to network with the business community.
- Our MBA students have presented academic papers and cases at academic conferences and CCOB research forums. We will encourage our students to engage in active research and challenge them to produce practitioner-oriented research that can be disseminated through the popular business press.

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023

- Work with the Advancement team, the Advisory and Advancement Council and corporate and foundation partners to increase the funds available to support students' participation in professional services organizations.

Between fall 2020-2021 and 2022-2023 raised over \$472K from major gifts, corporations

and the foundation in support of CCOB students.

Utilize faculty input for student professional development

The faculty is encouraged to assist students in their professional development by participation at relevant meetings/seminars with students, either as co-authors or as participants in workshops and seminars.

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023

- Use the Summer Research Institute (Faculty Summer Research Program) to better incentivize faculty to involve students in their research projects.

Adjusted the criteria for the Summer Research Institute to better incentivize faculty to work with students and business partners on research. This resulted in the funding of five projects with students and or business partners between 2021-2022 and 2022-2023.

Grow the Honors Program

Currently, the management and marketing programs at the CCOB participate in the University Honors College where academically gifted students explore new ideas and engage in intellectual and creative collaborations with experienced and dedicated members of the faculty. The University Honors College offers a rigorous curriculum with a challenging array of courses, seminars, and co-curricular activities.

Our plan over the next five years is to grow this program to all the departments and majors of the CCOB, so that we can provide our higher achieving students with a more in-depth study of their fields. Honors students will have a unique opportunity to interact with professors in an intensive manner, and to engage in serious writing on their favorite issues in a more comprehensive and professional manner that the regular curriculum allows

KEEPING TRACK OF STUDENT PERFORMANCE

The CCOB is committed to a periodic review of its mission, mission-related objectives and processes that evolve from the mission, including inputs from stakeholders. The evaluation process is also supplemented through the incorporation of numerous assurance of learning processes, which assist as partial verification concerning the fulfillment of goals and objectives. The CCOB administration team works with representatives of stakeholder groups and routinely reviews outcome measures and external materials in order to monitor our programs and processes. The administrative team includes the Dean, Associate Dean, four department Chairs, Program Directors, and faculty members. Program Directors are in place for the Russ Berrie Institute, the SBDC, Experiential Learning, and the Professional Enrichment Program.

To enhance our outcomes assessment activities, we will focus on the following sub-objectives:

Strengthen instruments of pedagogical improvement

Our faculty members engage in self-evaluation of their curricular inputs through course-imbedded rubrics that represent a recent and deeper evaluation yardstick than the previous tradition of using course portfolios. We will also enhance our database of course-imbedded rubrics, ensuring that “closing the loop activities” are meaningful, documented, and help in the continuous rejuvenation of our academic offerings.

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023

- Develop and implement initiatives to improve the academic success of students in courses with consistently high rates of F and W grades that serve as bottlenecks to student academic progress.

Developed and piloted a supplemental instruction and peer mentoring program in three core business courses with high rates of D, F and or W. Despite statistically and practically significantly better outcomes for students that participated in SI program, the program was discontinued due to limited buy in from students and faculty.

Enhance initiatives around curriculum development

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023

- Develop opportunities and incentives for faculty to share good teaching practices for the students we serve.

Two Best Practices in Teaching Workshops completed in 2022-2023 including several conversations about Inclusive Teaching Practices. Ten different faculty members shared practices that have proved especially effective for student learning and or enhancing the learning environment. Each workshop was attended by more than 15 CCOB faculty members and the recordings of the presentations are available on the college’s website. The series continues in 2023-2024.

Business education today is in a state of flux. We view this environmental dynamism as an opportunity rather than a threat, and will work to ensure that the CCOB curriculum gains a reputation as being current and relevant to business realities. To that end:

- We will continue to add courses on issues of current import to our list of offerings, especially as they relate to technology, globalization, and ethical/social issues.
- We will also continue to re-evaluate and revamp existing courses to reflect the changes in the business environment. These may include newer modes of evaluation, innovative assignments, and changes in course content to reflect current business practices and will also include ongoing review of existing courses to determine if they are still needed. A goal will be that for every new course

added, a course will be retired.

Formalize environmental scanning activities

We will continue to provide environmental scanning inputs to the institution throughout faculty and administration. The CCOB will continue to open itself to data gathering about academia through the following outlets:

- Faculty travel to academic conferences
- Dean attendance at AACSB-sponsored and other programs
- Participation in the NJ Colleges of Business Administration Association
- Faculty presence on journal editorial boards
- Advisory Boards (Dean's and others)
- External evaluators and speakers

Revisit and rationalize all assurance of learning processes

We will continue to deepen our extensive network of outcomes assessment instruments. The following instruments of outcomes assessment will be subject to periodic review and analysis:

- Advising survey
- Alumni survey
- Employer survey
- Exit survey
- Instructional resource survey
- Research Grant Committee Review Rubrics (course-imbedded)
- Scholarship portfolio (Faculty, for SA/PA/SP and IP determination)
- Teaching Evaluations

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023

- **Restructure the AOL process to better align with College's resource availability.**

Effective fall 2022 enlarged the size of the AOL Committee to provide sufficient and appropriate capacity for its work. Also instituted staggered two year terms for members to ensure continuity of its work.

- **Implement exit surveys of undergraduate and graduate learners and information gleaned from employers of our students as indirect assessments of student learning.**

Additionally, we added exit surveys of undergraduate and graduate learners and information gleaned from employers of our students as indirect assessments of student learning. This has enhanced the robustness of our AOL plan and processes and has both validated and helped us address the concerns expressed by our most recent peer review team about our professional enrichment program.

The information generated from these surveys is used to supplement that collected by the university's Career Development Center from the First Destination Survey to enhance the college's programs, services, and learner experiences and outcomes, and to meet the reporting requirements for the 2020 AACSB Standards.

- Collaborate with the university's Career Development Center to administer the First Destination Survey to recent alumni to better understand their experiences and WP and their post-graduation career-related outcomes.

See above. Ongoing

Continuous strategic improvement

Aside from the specific instruments of outcomes assessment, the COB remains committed to developing a strategic vision that will help the institution have a longer-term and holistic perspective. Our current strategic plan represents a democratic and involved action by the COB to reflect on our trajectory for the future. The issue of continuous improvement is articulated and enacted in our department meetings, college meetings, university meetings and other arenas. COB faculty play a proactive role in university governance, including at the university senate and a variety of councils. We also involve other schools and departments in our own governance to take advantage of cross-fertilization of ideas.

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023

- Facilitate intentional conversations about who our students are and how we can best help them succeed by embracing a caring culture.

Introduced a regular item in the monthly college meeting agenda called "Student Care" to share best practices in student care and encourage all faculty and staff, and especially academic advisors, to follow best practices for their work with students.

Continue to engage non-returning students in various ways to enhance persistence, graduation, and career prospects.

- Launch an Entrepreneurship Center to advance the college's commitment to social responsibility, sustainability, innovation, and entrepreneurship and the its societal impact priority.

Successfully launched Center for Socially Responsible Entrepreneurship and Innovation (CSREI). The CSREI provides educational services including New Venture Incubators to help individuals formulate new business ideas to develop existing for-profit or nonprofit organizations or create new startups. Other vital components of the Center are the research and educational services on sustainable entrepreneurship and innovation. Its

mission is aligned with that of the college and university. For example, the CSREI's first incubator offered in collaboration with the university's Small Business Development Center in 2022, promoted entrepreneurship and business creation by persons with disabilities and benefited participating faculty, students, and the wider communities in which participants are based. More recently the CSREI started offering certificates in entrepreneurship and innovation to matriculated and non-matriculated learners.

- Prioritize support for faculty research and scholarship to enhance their professional development and facilitate the currency and relevance of our programs.

The college continues to prioritize faculty development and scholarship through the Faculty Summer Research Forum and the Faculty Research and Grant Incentive Program. During summer 2023 faculty received over \$45,000 of funding for 15 projects examining various applied business research and teaching issues. These projects involved 22 unique CCOB faculty members from all three departments, and this level of investment has been consistent over the past four years.

- Develop the Russ Berrie Institute for Professional Sales into a Virtual Sales Center (VSC), involving the development of a state-of-the-art technology to train business students in the art and science of virtual sales and help them develop digital competencies and soft skills across all the college's delivery modes.

Over 50% of the technology in the lab has been upgraded. The search is ongoing for funding additional to support this initiative.

- Incentivize faculty to work with students and regional businesses to promote greater societal impact, aligned with the mission and in line with the 2020 AACSB Accreditation Standards.

Adjusted the criteria for the Faculty Summer Research Forum (FSRF) to better incentivize faculty to work with students and businesses to promote greater societal impact, aligned with the mission and in line with the 2020 Standards, from the research they conduct under the program.

- Leverage the university's Small Business Development Center (WP-SBDC) to positively impact businesses in the city of Paterson, and to provide experiential learning opportunities for students.

The WP – SBDC assists entrepreneurs and small business owners in establishing and growing sustainable, successful small businesses – saving them time, money, and effort in finding the best solutions for their business needs. Services provided by the WP-SBDC include small business workshops, business plan development, financial management and technology and export strategy.

In the period 2020 – 2022 the SBDC served -- long-term, and --- total, clients, generating over \$-- millions of capital infusion, and facilitating 21 business start-ups. In 2020-2021

the WP-SBDC served 66 long-term, and 673 total, clients, generating over \$20 million of capital infusion, and facilitating 21 business start-ups. The socio-economic impact of the WP –SBDC is further highlighted when its clientele is disaggregated by ethnicity and race. For each year during the focal period Asians, Blacks/African Americans and Native Americans accounted for at least 27.6% of the clients served by the Center. This is clear evidence that the WP – SBDC stimulates entrepreneurship, business creation and expansion, and the creation of jobs in the socially and economically underserved communities of Paterson and Passaic County.

The WP-SBDC also collaborated with the newly launched Center for Socially Responsible Entrepreneurship and Innovation (CSREI) to offer its first incubator program to promote entrepreneurship and business creation by individuals with disabilities. This helped advance the university's vision of being a champion for economic and community development.

Additionally, the Center benefits to Cotsakos College of Business by advancing the College's mission of preparing students for successful careers in business and productive citizenship by providing opportunities for students to complete experiential education and professional enrichment activities such as internships, co-ops, consulting, and research projects with small businesses, the SBDC, and community organizations under the supervision of faculty and business professionals. During the period 2020 – 2022 approximately 100 CCOB undergraduate and MBA students completed consulting projects for 26 WP-SBDC client businesses. These experiences greatly enhanced their business savvy and career readiness.

Additionally, the Center fosters stronger relationships for the CCOB and university with regional businesses and community organizations with potential for mutually beneficial partnerships and advancement opportunities. One partnership currently being contemplated would formalize the ad hoc consulting services provided by CCOB students to WP – SBDC clients into a structured and funded program that can be reliably scaled. We recently had preliminary conversations about this initiative with the director of the Passaic County Economic Development unit.

DIVERSITY

The CCOB is characterized by a high level of demographic diversity, in terms of its faculty, staff and students. This is in line with the broader strategic goals of WPU, which is explicitly committed to achieving demographic diversity and equity, as outlined in the University's vision, mission and diversity statements.

As early as April 2003, the CCOB established a Committee on Diversity for the purpose of ensuring demographic diversity and equity. The formation of this committee was driven by the College-wide recognition that outreach initiatives were critical in order to reach pools of qualified minority faculty candidates. The committee's subsequent charge is to foster issues of diversity as it pertains to hiring processes and student recruitment in the CCOB.

The College actively supports diversity in its set of academic courses and also professional activities. For example, thus far, all CCOB undergraduate majors must complete ECON 3550:

Diversity in Organizations. In the future, this will be replaced over the next few years by MGT 3550 – Values, Ethics, and Sustainability, which will also incorporate diversity issues. Furthermore, all students, as part of the University Core Curriculum requirements, must complete a course in Diversity and Justice. College activities that foster diversity include the “Women in Business” seminar. The University also has many programs and services to meet the needs of its diverse student body, including those sponsored by the Office of Minority Education and Diversity, and the Women’s Center.

As part of our diversity initiatives, the CCOB has attempted to leverage our diverse faculty and international connections to enhance student experiences. We aim to utilize our sales and financial training programs as gateways to our degree programs for foreign students. We aim to expand our study abroad programs to enrich our students’ appreciation of global cultures and markets.

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023

- Adjust the diversity of the professionals that serve as teachers, coaches, and mentors to our students to better reflect the diversity of our student body.

Built the pool of potential adjunct faculty in the Human Resources system and continue to work with chairs to staff sections with appropriately qualified adjunct faculty from underrepresented racial or ethnic groups as needed.

Recruited a more diverse pool of coaches and mentors for CCOB events such as COIN 2022 and 2023, and the 2023 NSC competition.

Hired a minority pre-doctoral fellow as an NTTP in 2021 and retained as a tenure-track faculty.

- Embed diversity issues in the co-curricular programs and activities offered by the college.

The 2021 National Sales Challenge focused on diversity in professional sales with Dr. Lenita Davis, Director of the Sales Program at the University of Wisconsin-Eau Claire, and president-elect, University Sales Center Alliance, presenting a keynote address on “Diversity in Professional Sales Education.”

The GBFI hosted a Diversity in Financial Planning webinar that was attended by 603 students from Sussex Community College and Paterson Public Schools in fall 2020.

Sessions on diversity included in Career Outlook and Industry Networking programs in fall 2021, 2022, and 2023.

REALIZING CCOB’S POTENTIAL AS A CHANGE AGENT

The CCOB is committed to gradually increasing student enrollment in our undergraduate and graduate programs. This will be accomplished through a mix of outreach, advertising,

development of newer programs, enhancing the placement of our graduates into good employment situations, and through the word-of-mouth publicity that emerges from a quality program. We intend to enhance program growth through the following three sub-objectives:

Strategic Initiatives Approved and Implemented: 2020-2021 to 2022-2023

- Revamp the structure and strategy of the Russ Berrie Institute (RBI) to enhance its effectiveness for its purpose and secure its long-term financial viability.

Completed the restructuring of the RBI leadership team and initiated the upgrade for RBI technology and equipment to enhance its effectiveness for its purpose and secure its long-term financial viability.

Develop strategic alliances: Working with the Center for Continuing and Professional Education, we will explore the possibility of alliances with select business and not-for-profit sectors in New Jersey and nationally, leading to revenue generating credit and non-credit programs. These could include:

- Certificate Programs for corporations and institutions through the RussBerrie Institute for Professional Sales.
- Offer the MS program in Professional Sales to an executive market.
- Customized programs for large corporations, where students combine campus credits with courses offered on-site.
- Non-Credit Programs in collaboration with the Center for Continuing and Professional Education.

Develop initiatives to link CCOB with global educational communities: We will continue the Asian strategic thrust by the CCOB, which is initially focusing on China. We plan to offer certificate courses to students from major universities in China on asset management techniques, security valuations using technical approaches, and private wealth management. Through these offerings a number of students have already been exposed to our unique resources and have elected to enroll at William Paterson as matriculated students, both at undergraduate and graduate levels.

Appendix 2 - References for Graduate Strategy

1. AACSB DataDirect graduate programs enrollments data for NJ institutions
2. EAB Report titled *New Graduate-Level Degree Program Opportunities*, William Paterson University June 2021
3. UN Sustainability Development Goals (<https://sdgs.un.org/goals#>)
 - a. <https://sdgs.un.org/sites/default/files/2021-08/Stakeholder%20Engagement%20and%20the%202030%20Agenda%20-%20A%20practical%20guide%20English.pdf>
4. Wiley Education Services Report titled *State of the Education Market, Trends and Insights in Key Master's Disciplines, 2021*.
5. Graduate Management Admission Council Research brief (October 2021) US Underrepresented Population Groups, available at https://www.gmac.com/-/media/files/gmac/research/diversity-enrollment/2021/gmac_diversity_insights_urp_final.pdf
6. Graduate Management Admission Council Research brief (March 2022) The Value of Graduate Management Education: From the Candidate's Perspective, available at <https://www.gmac.com/-/media/files/gmac/research/measuring-program-roi/2022-gmac-white-paper-value-of-gme.pdf>
7. WPUNJ MBA Student Survey, Qualtrics (December 2022)

Appendix 3 - Graduate Strategy Task Force Charges and Program Analysis

Task Force Charges

The CCOB Graduate Program Task force was asked to “*develop and recommend a vision, mission, and strategic goal(s) for the Cotsakos College of Business graduate programs that will help the college thrive in the competitive and dynamic marketplace.*” Per Dean Bowrin’s memo dated 9/7/2021, the task force was asked to:

1. *Gather and make sense of relevant information; what are the strategic issues we need to address – by December 10, 2021*
 - *External: competitors, collaborators, resources controllers, political, economic, social, technological, legal, physical, and environmental factors that might represent threat and opportunities*
 - *Internal: resources – people, economic, information, competencies, culture; processes, history and situations that influence strengths and weaknesses*
2. *Prepare draft mission, strategic goals, and strategies for review of departments and college – by March 10, 2022*

The CCOB Graduate Program Task force is comprised of nine members (three from each department) including Avinash Arya, Stephen Betts, Francis Cai, Rajiv Kashyap (chair), Robert Laud, John Malindretos, Sia Nassiripour, Alex Panayides, and Chin (Hannah) Wong.

We note and emphasize that this document was revised per feedback from the deans and various stakeholder groups. The task force has reviewed and supports all the recommendations.

Graduate Programs Analysis

The CCOB Graduate Program Task force consulted several sources of information including internal and external reports about the status, growth, and potential of graduate programs in the College, state of NJ, and the US (see Appendix for a full list). The following analysis summarizes its findings.

We found that graduate programs at WPU and across the country represent significant areas of enrollment growth, especially as many lower ranked (or less competitive) universities witness a decrease in undergraduate enrollment. Masters’ programs in business education (MBEs) have become the most popular programs in the U.S. and have shown sustained staying power even through the setbacks of Covid. In order of enrollment, MBE degrees conferred in 2020 were 187,000 compared to Education at 146,000, and Healthcare at 119,000. The Graduate Management Admissions Council (GMAC) has recently reported increases (2.4%) at the majority of MBA and Masters’ programs. The most popular business masters, aside from the MBA, showed enrollment growth in the General Master (18%), Finance (21%), and Data Analytics (34%).

We recognize and appreciate the growing interest (66%) in online MBA programs nationwide. Note that the College’s MBA online program, which was launched in summer 2020, has grown to

624 students within two years. However, this growth was accompanied by a significant decrease in enrollments (65%) in its campus program, which fell from 224 to 79 students during the same time. Like others, we noted significant and permanent changes in the MBA market. According to Rahul Choudaha, GMAC's director of industry insights and research communications¹, *"There is a bifurcation...there is a segment that is seeking an immersive experience, who want to study on campus, but there is a separate segment embracing the online MBA."*

The bifurcated MBA market represents several challenges for our college including pricing, scheduling, time to degree completion, faculty sufficiency, modifying value propositions, and so on. Tuition differentials between online and campus programs negatively impact campus enrollments and new value propositions are needed to justify the cost of campus programs. Campus MBA programs represent a different market than online programs and require more distinct marketing and support structures. Therefore, the task force focused its efforts on developing a strategic plan to **build enrollment, revenue, and reputation** of its campus graduate programs in concert with wider WPU initiatives and proposals to provide added emphasis on graduate programs and marketing, interdisciplinary efforts, and accelerate the deployment of our undergraduate-graduate program assets (4+1, 3+2 programs).

In Fall of 2023 we conducted a survey of our current students regarding a number of key issues. The results indicated that the reputation of the school was important to some and not to others. The importance of career services was dependent on the career stage of the student. Among those valuing career services there were concerns about the lack of information about career services and the absence of networking events. Our current students have a positive view of our faculty but would like faculty to be more accessible and the classes more engaging. By far the most common and consistent comment is that students want timely grading and feedback. The second most consistent comment was a need for Excel training. Our students have varied delivery mode preferences whether face-to-face, hybrid, online synchronous or online asynchronous. Some students in our online program would like some synchronous meetings.

Our strategy is guided by the vision and mission of the College that is focused on following sustainability development related goals: Quality Education and Decent Work and Economic Growth. Accordingly, we have outlined below some opportunities to engage, innovate, and measure the impacts of our initiatives ([see Appendix](#)). Note that our vision, mission, and goals for our graduate programs are well aligned and designed to accommodate the implementation of the university's strategic focus on Attrition, Adult Learning Alternative Credentials and Certificates, and Decolonization. We will continue to deploy alternate frameworks that challenge dominant business narratives and develop pedagogies to enable our graduates to address the systemic barriers and injustices created by colonialism. We aim to create purposeful, inclusive, and proactive stakeholder engagement through the initiatives discussed in this document.

Our analysis reveals that current resources will need to be supplemented to implement the following recommendations. We offer the following recommendations for the vision, mission, goals and attendant responsibilities for the campus graduate programs.

¹ See <https://www.ft.com/content/ee971fc7-9c90-4911-b5ea-6a00cc01c216>

Appendix 4 – Societal Impact Matrix

We recommend aligning the College’s graduate strategic goals with the UN’s Sustainable Development Goals, to demonstrate support of our commitment to the communities we serve. The following tables provide an overview of opportunities to design, implement, and measure the engagement, innovation, and impacts of the College’s strategic goals on our curriculum, scholarship, and initiatives.

SDG #4 Quality Education

	Engagement	Innovation	Impact
Curriculum	Stakeholder participation (employers, alumni, advisory council) and involvement in curriculum design	Market based curriculum (EAB reports), accelerated timetables for curriculum revision, and support for lifelong learning.	Outcomes assessment (AOL), alumni surveys, professional exams success rates, graduate degrees awarded, internships and placement rates, scholarly publications list.
Scholarship	Sponsored faculty-graduate student collaborative research	Dissemination of faculty research in graduate programs	Faculty-student publications
Initiatives	Focused initiatives to improve graduate student technology skills (Excel certification, analytics programming).	New programs (MBA Healthcare and MBA Analytics)	Certificates awarded, MBA Healthcare and MBA Analytics degrees awarded.

SDG #8 Decent Work and Economic Growth

	Engagement	Innovation	Impact
Curriculum	Curriculum delivery to stakeholders through Centers and Institutes (SBDC, GBFI, RBI, CSREI).	Develop new programs, and utilize new technologies to assist delivery.	Certificates awarded, programs completion rates.
Scholarship	Conduct sustainability research to maintain relevance and currency of graduate faculty and programs.	Conduct market, economic development and impact studies, support Cannabis Center research.	ESG sustainability research scholarly impacts, surveys of stakeholders to assess market and economic development impacts studies.
Initiatives	Offer sustainability related projects, practicums.	Offer experiential graduate courses, micro internships, campus work-study programs.	Surveys of stakeholders to assess impacts of ESG, sustainability projects, internships, and work-study programs.