

**PROGRAM ANNOUNCEMENT COVER PAGE  
NEW ACADEMIC DEGREE PROGRAM**

Date: March 11, 2024

Institution:	Stockton University
Programmatic mission level:	Masters
New program title:	Global Business Sustainability Concentration
Degree designation:	Master of Business Administration
Degree abbreviation:	MBA - MGMT
6-digit CIP code and nomenclature:	52.0201 Business Administration and Management, General
Campus(es) where the program will be offered:	Stockton University, Atlantic City, NJ

## NEW ACADEMIC DEGREE PROGRAM SUMMARY FOR PROGRAM ANNOUNCEMENT

<b>Institution</b>	Stockton University
<b>New Academic Degree Program Title</b>	Master of Business Administration Global Business Sustainability Concentration
<b>Degree Designation</b>	Master of Business Administration
<b>Degree Abbreviation</b>	MBA - MGMT

### **Introduction:**

Stockton University recently marked a significant milestone, celebrating its fiftieth year. From its modest beginnings as a small state college situated on the Atlantic City boardwalk, the institution has evolved into a regional university. Stockton now proudly provides a diverse array of educational opportunities, including undergraduate, master's, and doctoral degrees, serving an annual student population of nearly 10,000. Throughout its journey, Stockton University has remained steadfast in its commitment to delivering a comprehensive liberal arts education through interdisciplinary approaches. The university's Strategic Plan underscores this commitment, stating, "Stockton's liberal arts education pairs rigorous academic training with high-quality, co-curricular experiences to equip students not just for their first job, but also for long-term professional success, and a lifetime of learning, growing, and succeeding."<sup>1</sup> As Stockton continues to evolve and shape the educational landscape, it stands as a testament to its dedication to providing students with a well-rounded education that goes beyond the immediate career goals, fostering a spirit of lifelong learning and achievement.

Stockton University holds a prominent position among the premier public universities in the Northeast, boasting an extensive portfolio of over 160 undergraduate and graduate programs, along with opportunities for continuing education. Situated just an hour away from Philadelphia and two hours from New York City, the university provides distinctive living and learning environments across southern New Jersey. These diverse environments encompass the expansive 1,600-acre Galloway campus nestled within the Pinelands National Reserve, offering a unique academic setting. Additionally, Stockton University extends its footprint to the vibrant University District in Atlantic City, where the Atlantic City campus is strategically positioned just steps away from the beach and the iconic Atlantic City Boardwalk. This strategic placement enhances the university's commitment to providing students with varied and enriching experiences throughout their educational journey.

---

<sup>1</sup> Stockton University, "Strategic Plan 2025" <https://stockton.edu/academic-affairs/documents/stockton-strategic-plan.pdf>, at p. 9.

Stockton University is dedicated to cultivating engaged and effective citizens, fostering a commitment to lifelong learning and the ability to navigate a multicultural, interdependent world marked by constant change. As a public institution, Stockton is devoted to promoting excellence within a diverse student body, inclusive of those from underrepresented communities. This commitment is actualized through an interdisciplinary approach encompassing liberal arts, sciences, and professional education.

Positioned as a distinctive regional institution, Stockton University thrives as an environment that values diversity, centers on student needs, and prioritizes exceptional teaching and learning experiences. Functioning as a community builder and public service partner, Stockton maintains an unwavering commitment to the positive development of New Jersey through scholarly pursuits, creative activities, civic engagement, and responsible stewardship.

At the core of Stockton's ethos is the guiding principle of putting students first, with vision and strategy following suit. The university upholds a set of shared values, serving as the bedrock of its commitment to excellence. These values include a dedication to: Excellence in teaching and learning, inclusivity and diversity, academic freedom, integrity and respect, shared governance, community engagement and civic responsibility, global perspectives, and sustainability and environmental stewardship. These values not only underpin Stockton's mission but also steer its practices and set behavioral expectations.

Stockton University is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accreditation agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Specifically, Stockton University's School of Business has earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB). The AACSB International accreditation is a hallmark of credibility and reputation for business schools. Stockton University's School of Business proudly stands among the approximately one-third of all U.S. business schools distinguished with the AACSB International accreditation.

As Stockton University has grown, so have its offerings related to Master of Business Administration (MBA) in the School of Business. The MBA program equips students for professional careers in business, aiming to cultivate critical thinking skills and foster an understanding of the multifaceted political, social, and economic landscapes within which organizations and individuals operate. Emphasis is placed on developing strong written and oral presentation abilities. Geared towards both individuals with business backgrounds and those pursuing career transitions, the program also offers an accelerated dual-degree option, enabling students to earn a B.A. or B.S. alongside their MBA in as little as five years.

In addition to the general MBA curriculum, students can opt to specialize in one of five concentrations, each tailored to provide deeper expertise in specific areas of business. Concentration options include Financial Forensic Investigations, Business Analytics, Marketing, Hospitality Tourism and Event Management Studies, and Finance. These concentrations offer focused study paths designed to enhance students' proficiency in their chosen field.

The MBA program at Stockton School of Business is committed to equipping students with the skills and knowledge they need to succeed in an ever-evolving business landscape. The program's mission centers on ensuring that students master skills that are not only relevant today but also prepare them for the future. Specifically, the MBA program emphasizes the importance of staying ahead of industry trends and adapting to changing business environments.

Today's business leaders need to balance the needs of business, communities, and the environment. The demand for leaders with a business sustainability background is expanding as organizations and consumers alike continue to acknowledge that the social, economic, and environmental wellbeing of the world are integral aspects to overall prosperity. In business, "sustainability refers to doing business without negatively impacting the environment, community, or society as a whole" (Spiliakos, 2018). The general goal of a business sustainability strategy is to positively impact the environment and society, while also benefiting shareholders (Miller, 2020). This notion comes from the business concept, Triple Bottom Line (TBL), which dates back to the mid-1990s, when management institute AccountAbility coined and began using the term in its work. The TBL is mainly an accounting framework that incorporates three dimensions of performance: social, environmental, and financial. It can also be broken down into the "three P's": profit, people, and the planet (see Appendix A for the framework). The term found public currency with the 1997 publication of the British edition of John Elkington's *Cannibals With Forks: The Triple Bottom Line of 21<sup>st</sup> Century Business* (Elkington, 1997). According to the [Harvard Business School's 2020 article](#) *The Triple Bottom Line, What it is & Why it's Important*, the TBL is a business concept advocating for companies to focus not only on their financial profits but also their social and environmental effects, alongside the conventional focus solely on profitability.

As a result, a number of business schools at different universities are currently offering graduate degrees with sustainability specialization to provide students with not only the foundational graduate education in business related studies that is needed, but an additional option in the area of great potential. Thus, offering a Master of Business Administration (MBA) with Global Business Sustainability Concentration would be ideal at Stockton University, School of Business. This proposal summarizes the needs and potential growth of this specialized area and develops an outline by matching with the school's strengths and capabilities.

An education in MBA in Global Business Sustainability can offer students opportunities for exciting career paths across various sectors of the industry, including Business and Sustainability Management, Corporate Social Responsibility Administration, and Sustainable Brand Management. With a focus on sustainability, students can develop expertise that is highly sought-after in today's business world, positioning them for success in a rapidly evolving global marketplace.

The School of Business sees the creation of an MBA in Global Business Sustainability as an opportunity to expand the applicant pool at Stockton's School of Business by offering prospective students the ability to major in a new and exciting concentration that will prepare them for a successful career within the rapidly growing Business Sustainability industry. Moreover, the creation of an MBA in Global Business Sustainability aligns with several strategies Stockton plans to pursue as part of its current Strategic Plan, which focuses on six key

areas: Inclusive Student Success, Diversity and Inclusion, Teaching and Learning, Strategic Enrollment Management, Financial Sustainability, Campus Community, Communication, and Shared Governance.<sup>2</sup>

For example, under the area of Inclusive Student Success, Stockton plans to “[b]uild enrollment strategies that position Stockton as a first-choice academic home for a diverse, high achieving applicant pool.” Creating an MBA study that is focused solely on Global Business Sustainability will attract an array of prospective students to consider Stockton for their MBA degree. Degrees in Business Sustainability are emergent, with many schools pursuing offerings to help prepare work-ready students. Currently, Stockton University does not offer a degree program, minor, concentration, or certificate in this field. While the MBA program includes several business sustainability courses, business sustainability has not been the primary focus of the program. Under the area of Teaching and Learning, Stockton plans to “[e]mbrace new academic programs and approaches that enhance teaching and learning, respond to changing social and economic conditions, and prepare students for emerging fields.” Offering an MBA with Global Business Sustainability concentration will provide the faculty with flexibility to reshape the MBA curriculum to meet the emerging needs of this field. For example, as discussed below, the skills and knowledge expected of Business Sustainability professionals are evolving, and this new program will allow the curriculum to adapt to these changes as the market for Business Sustainability matures.

As part of Strategic Enrollment Management, Stockton seeks to “[d]evelop enrollment and retention strategies at the institutional, school and program levels that account for our mission, market demand, cost, and capacity.” As explained in greater detail below, developing an MBA in Global Business Sustainability is consistent with market demand, as students and employers in the field expect such a degree for those pursuing a career in this field. The new MBA in Global Business Sustainability will help Stockton’s School of Business maintain strong enrollment moving forward, particularly considering the relatively low cost of a degree at Stockton, a state university.

Finally, the new MBA in Global Business Sustainability concentration is consistent with Stockton’s mission, which is “to develop engaged and effective citizens with a commitment to lifelong learning and the capacity to adapt to change in a multicultural, interdependent world. As a public university, Stockton provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences, and professional education.”<sup>3</sup> The new MBA concentration in Global Business Sustainability will provide a robust educational opportunity for those seeking to enter the Business Sustainability industry.

Furthermore, [Henry Glickel](#), President and Executive Recruiter of Sales Recruiters Inc., who also chairs the School of Business Dean’s Executive Advisory Board (DEAB), along with the entire DEAB, firmly endorses Stockton University’s MBA in Global Business Sustainability concentration. The DEAB’s support underscores the significance of this subject matter, which

---

<sup>2</sup> Ibid., at 8-9.

<sup>3</sup> Stockton University, “Mission Statement”, at <https://www.stockton.edu/president/mission-statement.html>

has been a central focus area of the Board's agenda aimed at advancing graduation goals and shaping the future trajectory of the School of Business (See Appendix A).

### *Student Interest Assessment*

Currently, Stockton University offers two MBA courses centered on business sustainability: BSNS 5322 – Corporate Sustainability Strategies and MGMT 5445 – Global Sustainability Stakeholder Management.

The BSNS 5322 course, which covers Corporate Sustainability Strategies, has been offered twice in the MBA program. In its inaugural offering during Spring 2020, the course was conducted in a face-to-face format and attracted 20 out of 25 available student enrollments. The following semester, Spring 2021, the course transitioned to a fully online format and reached full capacity with all 25 seats filled.

Similarly, the MGMT 5445 course, focusing on Global Sustainability Stakeholder Management, was offered once in the MBA program, during Fall 2023. This course was delivered entirely online and attracted 24 out of 25 available student enrollments.

These enrollment figures reflect a significant level of student interest in the subject matter of business sustainability. The consistent demand for these courses, along with the high enrollment rates, underscores the relevance and importance of incorporating sustainability topics into the MBA curriculum at Stockton University.

Additionally, the interest in sustainability extends beyond the MBA program to undergraduate offerings as well. For instance, the Sustainability Marketing course, an elective within the business marketing and sustainability program, has been available since 2015. Offered annually in the fall semester in a face-to-face format, this course consistently reaches full capacity, with a notable occurrence of waitlists. This sustained demand for Sustainability Marketing underscores the overall interest in sustainability topics among students within the School of Business.

### **Overview of proposed new academic degree program:**

Graduate student enrollment has become increasingly important for universities. As traditional undergraduate enrollment has flattened due to a shrinking pool of traditional high school graduates, institutions must expand their enrollment efforts with additional options in areas of high growth and personal or professional interest—if they wish to maintain enrollment growth and long-term sustainability (RNL Marketing and Recruitment, 2020). Recognizing this imperative, the Stockton School of Business established the Graduate Program Development Work Group in April 2020. Tasked with exploring potential graduate programs across various disciplines and delivery methods, the committee embarked on extensive research to discern market trends and identify future directions. In June 2020, the committee presented its findings, outlining key areas for future focus and recommending strategic pathways for the expansion of graduate studies within the School of Business, including specialized educational offerings.

Today, many business schools across universities are adapting their graduate degree offerings to include educational specializations or concentrations. These specialized tracks aim to provide students with a well-rounded graduate education in business while also catering to their specific areas of personal or professional interest. As the demand for professionals with expertise in business sustainability continues to rise, there's a compelling case for considering sustainability as a sub-field at the MBA level.

Integrating sustainability into the MBA curriculum equips students with the knowledge and skills needed to address pressing environmental and social challenges within the business landscape. By fostering an understanding of sustainable practices and principles, students are empowered to devise innovative solutions that enable businesses to thrive in a manner that is environmentally responsible, socially equitable, and economically viable.

Moreover, embracing sustainability within the MBA program not only reflects an institution's commitment to addressing contemporary global issues but also enhances students' marketability in both domestic and international job markets. Graduates with a background in sustainability are increasingly sought after by employers who recognize the value of integrating sustainable practices into their business operations. Therefore, incorporating sustainability into the MBA curriculum not only benefits students but also aligns with the evolving needs of the global economy.

#### *MBA with Global Business Sustainability Concentration*

The Global Business Sustainability concentration within the MBA program is strategically designed to equip students with the requisite knowledge and skills to navigate the dynamic intersection of business, communities, and the environment on a global scale. In an era characterized by unprecedented environmental challenges and societal shifts, it is imperative for future business leaders to possess a nuanced understanding of sustainability and its multifaceted implications. Through this concentration, students will engage with a curriculum that delves into the complexities of business sustainability within the context of contemporary global dynamics. They will explore the interconnectedness of economic, social, and environmental factors, gaining insights into how these variables shape organizational strategies and decision-making processes. By examining real-world case studies and engaging in experiential learning opportunities, students will develop the critical thinking abilities and analytical acumen needed to address sustainability challenges effectively.

Central to the concentration is the cultivation of a holistic perspective that transcends traditional business paradigms. Students will learn to integrate sustainability considerations into all aspects of organizational operations, from strategic planning to day-to-day management and marketing. By embracing a triple bottom line approach—wherein economic prosperity, social equity, and environmental stewardship are concurrently pursued—students will emerge as adept problem solvers capable of driving sustainable business outcomes.

Furthermore, the Global Business Sustainability concentration empowers students to become catalysts for positive change within their respective industries and communities. Armed with the tools to advocate for sustainability initiatives, they will play pivotal roles in helping organizations achieve their objectives while upholding principles of ethical responsibility and

environmental stewardship. Ultimately, graduates of the Global Business Sustainability concentration will be well-positioned to lead organizations towards a more sustainable future, where business success is synonymous with societal and environmental well-being.

### *Career Paths*

Environmental concerns cut across all sectors of the economy so graduates from Global Business Sustainability MBA concentration can pursue a wide variety of roles. Businesses in every industry are implementing sustainability programs to reduce their environmental impact and act socially responsible while pursuing short- and long-term gains. As such, there's no single destination for program graduates. So, upon graduation, they can work in corporations' sustainability initiatives, related industries, or on social responsibility initiatives in the wider business community. They can also compete for careers in analysis, corporate responsibility, management, marketing, sales, and supply chain management. Some possible careers include:

- Sustainability Manager/Director
- Risk Officer
- Chief Sustainability Officer
- Management Analysts
- Emergency Management Director
- Social and Community Service Managers
- Sustainability Consultant
- Corporate Sustainability Officer
- Corporate Social Responsibility (CSR) Manager/Officer
- Director of Sustainable Design
- Agricultural Manager
- Business Analyst
- Distribution Center Manager
- Inside Sales Representative
- Logistics Analyst
- Risk Manager
- Marketing Associate
- Sustainable Brand Manager
- Office Manager
- ESG Specialist
- Solar Sales Representative
- Sustainability Coordinator
- Wind Energy Project Manager
- Sustainable Supply Chain Manager
- Renewable Energy Project Manager
- Sustainability Reporting Specialist
- Sustainable Investment Analyst
- Circular Economy Specialist
- Nonprofit Manager/Executive Director
- Green Entrepreneur

## Sufficient academic quality

Overall, Stockton University's MBA program aims to equip students for successful careers in business by nurturing critical thinking and providing insights into various societal and economic contexts. Emphasizing strong communication skills, the curriculum prepares students to navigate diverse business landscapes. Suited for both experienced professionals and career changers, the program offers an accelerated dual-degree option. Furthermore, students have the opportunity to specialize in one of five concentrations, including Financial Forensic Investigations, Business Analytics, Marketing, Hospitality Tourism and Event Management Studies, and Finance, allowing them to deepen their expertise in specific areas of business.

The new MBA in Global Business Sustainability concentration will use similar curriculum, learning outcomes, and assessment methods as the existing MBA concentrations with specifically tailored elective courses related to Global Business Sustainability Management. Stockton University's MBA program is accredited by the Association to Advance Collegiate Schools of Business (reaccreditation was awarded in Spring 2022). The new concentration will remain under the Stockton University School of Business AACSB banner, and go through reaccreditation on a regular basis, which will continue to ensure that the program offers a high-quality education.

The concentration will follow the structure of the existing five (5) concentrations within the MBA program. This means that students will choose three out of their four MBA electives from the global business sustainability concentration electives to fulfill the requirements for concentration. Similar to other MBA concentrations, one sustainability elective will be available each semester (spring, fall, summer).

The School of Business MBA program currently offers two Management courses that are not part of a concentration. Accelerated dual-degree students with management undergraduate concentrations are required to take one MBA-level management course. These two courses will be repurposed which already run every year to become management-oriented sustainability courses, so they can serve the dual-purpose of fulfilling the MBA management elective requirement for dual-degree students and the sustainability concentration requirement. The third Global Business Sustainability course will be coming from an MBA Marketing elective. One course under this elective will be replaced with a new course titled "Marketing and Global Sustainability." This course will become a marketing-oriented sustainability course, serving the dual purpose of fulfilling the MBA elective requirement for marketing concentration and sustainability concentration.

The general MBA electives are fulfilled by the same electives as the concentrations, so students can choose a concentration or can remain general, and the same electives fulfill the requirements for the general MBA or concentrations. The inclusion of concentrations does not necessitate additional courses, as the electives are essential for meeting general MBA requirements regardless. Thus, offering these concentrations expands students' options without requiring extra classes.

The MBA program requires 12 program courses (36 credits), as follows:

- 8 MBA core and capstone courses
- 4 MBA electives.

The MBA with concentrations requires 12 program courses (36 credits), as follows:

- 8 MBA core and capstone courses,
- 3 electives from an area of specialization in the concentration: Financial Forensic Investigations (ACCT), Finance (FINA), Marketing (MKTG), Hospitality Tourism and Event Management Studies (HTMS), or Business Analytics (BUSA)
- 1 other MBA elective (from the concentration electives or from the general MBA electives)

MBA Common Core Courses and Capstone: The common core is composed of eight courses:

- BSNS 5215: Management: Theory, Practice & Vision
- BSNS 5220: Applied Marketing Management
- BSNS 5225: Applied Financial Analysis
- BSNS 5205: Accounting Analysis For Managers
- BSNS 5230: Business Decision Analysis
- BSNS 5245: Business Information Systems & Technologies
- PLAW 5250: Employment Law and Ethics
- BSNS 5505: Capstone: Business Strategy and Policy

#### *Significant Business Sustainability Elective Courses from Leading Schools*

To identify significant courses, the World's 40 Best Sustainability MBA Programs were examined ([Corporate Knights, 2023](#)). Under business sustainability concentration (or track/specialization), schools offer variety of core and elective courses for their students. Main courses covered under this subject area are: *General Knowledge in Sustainability* (Business and Sustainability, Foundations of Sustainability, or Sustainable World), *Advanced Sustainability Strategies* (Strategies for Sustainable Business, Global Sustainability and Strategic Advantage, or Corporate Sustainable Strategies), *Sustainable Operations, Marketing & Supply Chains* (Sustainability Marketing and Green Supply Chain Management, Circular Value Chain Management), and *Economics, Regulations & Policy* (the Economics of Sustainability & Policy, Sustainability Assessment and Reporting, Green Finance, or Sustainable Regulatory Compliance).

Other courses covered in the examined schools with less frequency were Digital Sustainability, Sustainable Energy, Accounting for Sustainability, Sustainability Communication, Sustainable Products and Services, Green Investment, Sustainable Venturing, Sustainable Real Estate, Leadership for Sustainable Management, and related courses.

#### *Current Business Sustainability Course Offerings at Stockton University*

Currently, Stockton offers two MBA courses on business sustainability that align closely with two of the main subject areas mentioned earlier:

## BSNS 5322 – CORPORATE SUSTAINABILITY STRATEGIES (Acronym change to MGMT)

Course Description: The course focuses on corporate sustainability strategies within the new paradigm of three pillars of sustainability: economic, environmental, and social well-being. It provides a comprehensive overview of emerging approaches to business and its relationship with the environment and society as well as the transformation to sustainable business models and practices with triple bottom line approach. The course also covers a variety of sustainability topics that are important to businesses today, such as ESG reporting, sustainability assessment, and regulatory compliance. Additionally, the course explores the role of the legal and regulatory environments- at the international, national, regional, and local level- in affecting the market rules and economic potential of sustainable business. While it covers academic research and overarching theories, the course is integrative and practical in its application of corporate sustainability strategies, management tactics, and tools.

As mentioned earlier, the Corporate Sustainability Strategies course was taught twice in the MBA program, in Spring 2020 and Spring 2021. When first offered in Spring 2020, the course was conducted in a face-to-face format with 20 out of 25 student enrollments. In Spring 2021, the course was offered fully online and reached its full capacity with 25 out of 25 enrollments.

## MGMT 5445 – GLOBAL SUSTAINABILITY STAKEHOLDER MANAGEMENT

This course explores issues faced by managers and leaders of multinational corporations in the 21<sup>st</sup> century in the context of today's global challenges. Topics cover critical issues for managers in political, legal, technological, economical, and social responsibility struggles towards sustainable development. The concept of sustainable development and global sustainability initiatives, viewed from the standpoint of multiple stakeholders, will be examined through the lenses of individuals, communities, towns, cities, states, regions, and nations. This course strives to introduce sustainable development and the stakeholder realms by bringing together management, social responsibility, and civic engagement. The course goal is to integrate management, social responsibility, and civic engagement towards the need for “global sustainable development.”

The course was offered once in the MBA program during Fall 2023, delivered entirely online, and attracted 24 out of 25 available student enrollments.

### *Additional Elective*

As previously mentioned, Stockton's MBA program consists of 12 courses, which include 7 core courses, 4 electives, and one capstone requirement. For an MBA Global Sustainability concentration, we suggest completion of 3 Global Sustainability and 1 Business Electives with the total of 12 credits (3 Credit courses). To establish an MBA Concentration in Global Sustainability, we propose offering one course dedicated to *general sustainability*, another focused on *advanced strategy*, and a third centered on *sustainable operations & marketing*. Since the *general sustainability* and *advanced strategy* courses already exist, adding one elective course on *sustainable operations & marketing* would be sufficient.

*Proposed Global Business Sustainability Elective Courses*

**MKTG/MGMT 53XX – MARKETING AND GLOBAL SUSTAINABILITY**

Marketing and Global Sustainability focuses on ways the marketing function can be performed to maintain or enhance societal well-being and on how to market sustainability to bring about desired global cultural change. This course takes a global sustainability perspective on marketing, demonstrating how organizations, whether for-profit or non-profit, national or international, utilize sustainable marketing strategies to achieve their objectives. In addition to examining global sustainability issues and trends, this course addresses how organizations use sustainability strategically to attain competitive advantage, to segment and target customers, and to create and deliver value through innovative marketing mixes, among others. Consumers, businesses, and governments around the world are increasingly concerned about socio-environmental sustainability. This course is therefore recommended for graduate students across the board.

One business faculty member in the MBA program has already proposed to develop and teach this course in the upcoming semesters. Currently, Marketing concentration offers three elective courses:

- MKTG 5345: Research Methods for Marketing Decisions
- MKTG 5415: Digital Marketing and Web Analytics
- MKTG 5505: Customer Behavior in a Digital World

The current course MKTG 5505 – Customer Behavior in a Digital World will be replaced with the MGMT/MKTG 53XX – Marketing and Global Sustainability as a marketing/global sustainability elective.

Also, there is one more potential course to be developed in the future with the focus of Green Finance with FINA 53XX acronym. One business faculty member from finance has already agreed to teach this additional course if needed.

The proposed MBA in Global Sustainability curriculum includes following courses:

<b>MBA Common Core Courses</b>	<b>Cr</b>	<b>Global Sustainability Courses</b>	<b>Cr</b>
BSNS 5205 Accounting Analysis For Managers	3	MGMT 5322 – Corporate Sustainability Strategies	3
BSNS 5215 Management: Theory, Practice & Vision	3	MGMT 5445 – Global Sustainability Stakeholder Management	3
BSNS 5220 Applied Marketing Management	3	MKTG/MGMT 54XX – Marketing and Global Sustainability	3
BSNS 5225 Applied Financial Analysis	3	Additional MBA Elective	3
BSNS 5230 Business Decision Analysis	3		
BSNS 5245 Business Information Systems & Technologies	3		
PLAW 5250 Employment Law and Ethics	3		
BSNS 5505 Capstone: Business Strategy and Policy	3		

### *Required Faculty Lines for the Concentration*

There will not be required new faculty lines for the concentration. We are replacing (or repurposing) our existing MBA electives with the new concentration electives. Faculty will be shifted from teaching the existing MBA electives to teaching the new concentration electives.

### **Learning outcomes**

The MBA in Global Business Sustainability concentration will adopt the existing learning outcomes from the MBA program which include Management Specific Knowledge and its Application, Critical Thinking, and Professional Conduct, all of which can be found in Appendix B – Table 1.

Moreover, Stockton University has established a set of university-wide Essential Learning Outcomes (ELOs), which include: Adapting to Change, Communication Skills, Creativity and Innovation, Critical Thinking, Ethical Reasoning, Global Awareness, Information Literacy and Research Skills, Program Competence, Quantitative Reasoning, and Teamwork and Collaboration. Appendix B – Table 2 includes a table documenting how the Global Business Sustainability concentration’s learning outcomes match with Stockton’s ELOs.

### *Concentration Assessment, Sequence, and Evaluation*

Ensuring academic excellence is a fundamental aspect of Stockton University’s School of Business. Oversight of assessments across Business programs is managed by the Business Program Assessment Committee in conjunction with program chairs. While assessments are conducted every three years for each objective, it’s important to note that the assessment process does not encompass elective courses, which will also include the three sustainability concentration electives.

### *Diversity Statement*

The School of Business dean, faculty, and AACSB all acknowledge the significance of diversity in both society and the business landscape. This commitment is reflected in the AACSB evaluation process, which ensures representation of marginalized groups across faculty, student body, advisory boards, and within the curriculum. The accomplishments in having a strong representation by marginalized groups in the School of Business are noted in the reaccreditation report as well as in the School of Business Strategic Plan. The proposed Global Business Sustainability concentration and offered courses will be covering worldwide business and related diversity issues.

### **Sufficient evidence of labor market demand for the program**

Job prospects in the industry are diverse and evolving, with opportunities that may not always align directly with the Global Business Sustainability MBA program. In this section, we will delve into the rationale behind the need for this specialized concentration within the Stockton School of Business, drawing insights from both internal and external situational analyses.

### *School of Business Graduate Program Development Committee Suggestion*

The research conducted by the Graduate Program Development Committee indicated that a significant portion of graduate students exhibit a strong preference for specialized programs. For instance, findings from a study on online college students reveal that 58% of respondents identify their desired field of study prior to enrollment (Online College Students, 2019). While the School's current offerings include various MBA concentrations and a healthcare-specific MBA program, there is a pressing need to explore and develop additional field-specific programs or concentrations to meet evolving market demands.

The Committee's report emphasized the importance of aligning new program developments with market needs while leveraging the institutional strengths and capabilities of the school. A focused approach tailored to specific market segments would facilitate more effective student recruitment strategies. It was imperative to thoroughly analyze niche programs to ascertain how the strengths of the school align with specialized fields, thereby identifying areas where the school could deliver exceptional value.

Furthermore, the report underscored the opportunity presented by less competitive niches, highlighting the importance of identifying and capitalizing on these areas to provide high-value offerings. Establishing and sustaining high-value graduate business programs or concentrations is essential for the long-term success and competitiveness of the business school. Through strategic planning and alignment with market demands, the school can ensure the continued relevance and excellence of its graduate programs.

### *National Trends & Market Needs*

The demand for businesses to prioritize sustainability has reached unprecedented levels. Today, customers, employees, investors, and communities expect organizations to transparently communicate their societal and environmental impact. This heightened demand is reflected in the remarkable surge in investments in sustainable funds, surpassing \$51 billion in 2020. This figure more than doubles the previous record established in 2019 (Adamczyk, 2021). Furthermore, research conducted by NYU Stern's Center for Sustainable Business revealed a 50% surge in sustainable product sales in the US between 2013 and 2018 (NYU, 2019). This upward trend is mirrored in consumer behavior, with a notable shift towards environmental friendliness observed among the majority of US consumers in 2022 compared to five years prior. Specifically, around 25% of American shoppers reported significant improvements in their purchasing habits (Tighe, 2024).

Adding to this momentum are the escalating regulations, requirements, and standards related to sustainability that companies must adhere to, including forthcoming standards like those from the [International Sustainability Standards Board \(ISSB\)](#). Concurrently, studies highlight a heightened interest in sustainability among Gen Z and millennials, who are driving significant change in this space. For instance, research from the *Pew Research Center* indicates that individuals aged 25 to 40 exhibit greater activism in addressing climate change compared to other age groups ([Pew Research, 2021](#)).

The surge in investments in sustainability and the widespread adoption of sustainable business practices have spurred rapid growth in sustainability-related careers. According to the Global Green Skills Report 2022, the knowledge or skills needed to support sustainability grew by 38.5% from 2015 to 2022 ([Global Green Skills Report, 2022](#)). While titled “Green Skills,” this report encompasses business sustainability-related jobs as well, such as the Sustainability Manager, which boasts an annual growth rate of 30%. Furthermore, it lists the fastest-growing green jobs within business-related roles, ranging from Compliance Manager (19%) to Facilities Manager (11%) and Technical Sales Representative (8%). Additionally, the report highlights top in-demand green skills related to business management, including Corporate Social Responsibility, Sustainable Business Strategies, and Sustainable Fashion. Similarly, researchers Boone and Seto conducted an analysis of job advertisements from a global database, revealing a tenfold increase in the number of positions featuring “sustainability” in their title over the past decade (Boone and Seto, 2023). However, in their study, a subsequent examination of LinkedIn profiles indicated that the number of individuals listing sustainability training or skills in their profile has not matched the pace of demand for sustainability-related roles.

Furthermore, the increased awareness of environmental and social issues has led to businesses embracing sustainability (or corporate social responsibility-CSR or environmental, social, and governance-ESG) practices in recent years. As a result, an estimated 90% of companies on the S&P 500 index published a CSR report in 2019, compared to just 20% in 2011 ([HBS, 2021](#)) (see Appendix C – Figures 1 & 2). Similarly, Governance & Accountability Institute, Inc. (G&A), a renowned consulting and research firm specializing in corporate sustainability and ESG, has unveiled the findings of its latest study titled “2023 Sustainability Reporting in Focus.” This comprehensive analysis was centered on companies listed in the S&P 500 Index and the Russell 1000 Index, encompassing both large-cap (market value between \$10 billion and \$200 billion) and mid-cap (market value between \$2 billion and \$10 billion) U.S. public companies. The research illuminates a significant surge in sustainability reporting across both segments of the market. Notably, the largest companies in the S&P 500 are nearing full adoption of sustainability reporting, with nearly 100% compliance. Meanwhile, mid-cap firms are steadily narrowing the reporting gap, with 82% of companies publishing reports in 2022. These findings underscore the increasing momentum and importance of sustainability reporting practices, highlighting their integral role in promoting transparency, accountability, and responsible corporate governance in today’s business landscape ([Governance & Accountability Institute Inc., 2023](#)).

Furthermore, assessing sustainability (referred to as ‘green’ in the report) skills and knowledge intensity provides valuable insight into how workers in various countries incorporate sustainable practices into their roles. As illustrated in Appendix C – Figure 3, the average job in the U.S. utilizes approximately three times as many green skills, including corporate social responsibility and sustainable business strategies, compared to the global average. The COVID-19 pandemic has underscored the resilience of green talent compared to non-green talent. Therefore, it's imperative for every region and sector to prioritize the development of sustainability knowledge and skills and the creation of related jobs worldwide to facilitate the necessary transition toward sustainability ([Global Green Skills Report, 2022](#)).

According to the U.S. Bureau of Labor Statistics, jobs for sustainability professionals are expected to grow 8% through 2030 (BLS.gov). The projected employment changes and median pay for several pivotal occupations from 2022 to 2032 shed light on the evolving landscape of

sustainability professionals within the business sector. For example, Chief Sustainability Officers, positioned at the forefront of corporate sustainability initiatives, command a median pay of \$100,090 per year and anticipate 3% increase in employment ([BLS.gov-1](#)). As stewards of sustainability strategies within organizations, these officers play a critical role in driving environmental and social responsibility agendas, aligning business operations with sustainable practices, and fostering a culture of sustainability throughout the corporate hierarchy. Management Analysts, with a median pay of \$95,290 annually, are poised for a remarkable growth rate of 10%, far surpassing the average of 3% for all occupations ([BLS.gov-2](#)). In an era marked by increasing scrutiny of business practices and growing awareness of environmental and social impacts, management analysts specializing in sustainability are indispensable assets. They provide expertise in assessing, planning, and implementing sustainable business practices, helping organizations navigate complex sustainability challenges while optimizing operational efficiency and mitigating risks. Additionally, Emergency Management Directors, with a median pay of \$79,180 per year, are projected to experience a 3% employment change ([BLS.gov-3](#)). Their role in sustainability extends beyond disaster preparedness and response to encompass proactive measures for climate resilience and adaptation. As climate-related risks intensify, the demand for skilled emergency management professionals who can integrate sustainability considerations into disaster planning and response strategies becomes increasingly pronounced. Lastly, Social and Community Service Managers, earning a median pay of \$74,240 annually, anticipate a faster-than-average employment growth rate of 9% ([BLS.gov-4](#)). These professionals play a pivotal role in advancing social sustainability by spearheading community development initiatives, promoting equity and inclusion, and addressing socio-economic disparities. As businesses increasingly recognize the importance of social responsibility in their operations, the demand for adept social and community service managers is expected to rise, underscoring their integral role in fostering sustainable business practices and contributing to broader societal well-being.

Similarly, according to the 2022 State of the Profession report by Green Biz, which surveyed large U.S. companies, sustainability managers now command an average total compensation of \$146,900 to \$227,158, marking a historic shift towards a greener economy. Moreover, 76% of respondents reported an increase in sustainability professional headcount, underscoring the growing significance of sustainability. This growth is partly attributed to heightened investor pressure, with 76% of respondents noting an increase in sustainability budgets. Additionally, there is a growing interest from CEOs, with 60% of surveyed corporations rating CEO engagement in sustainability programs at 20% to 40% ([Tirodkar, 2023](#); [Davis, 2023](#)).

Moreover, the realm of Green Entrepreneurship is still in its infancy but is experiencing rapid growth, outpacing overall entrepreneurship rates. Highlighted in the [Global Green Skills Report of 2022](#), there is an urgent call for green innovators and entrepreneurs to bring forth their pioneering ideas to catalyze further advancements. The report emphasizes the upward trajectory of Green Entrepreneurship, which eclipses the rates of overall entrepreneurship both in the United States and worldwide. Although still relatively niche, the proportion of entrepreneurs integrating green skills into their portfolios has surged from 2% in 2016 to 3% in 2021 on a global scale, signifying a promising trend towards sustainable business practices (see Appendix C – Figure 4).

At the State level, according to the report “Green Jobs for a Sustainable Economy” released by the NJ Council on the Green Economy, New Jersey is projected to experience an additional 314,888 net job-years supported over the next decade due to current green policies and investments enacted across the state ([NJ Council on the Green Economy, 2022](#)). The report emphasizes the importance of strategic recommendations in two education-related categories: training and support for a diverse workforce, and support for innovation to catalyze long-term green job growth. Under the section titled “Strategic Recommendations,” the report outlines nine key areas of focus. Opportunity #4 highlights the need to target gaps in workforce development by introducing initiatives that support a diverse pipeline of workers in filling current and future green employment opportunities. Although there are many open positions in the green sector, there is a lack of training and career support capacities and credentials specific to the green economy, posing challenges in meeting future demand for trained workers in certain sectors. Also, opportunity #8 in the report entails the expansion of manufacturing and supply chain operations within New Jersey, aiming to anchor these crucial components of the economy to maximize their contributions to sustainability goals. The report suggests that by fostering manufacturing and supply chain hubs within the state, New Jersey can leverage its resources and strategic location to drive growth in green industries, promoting innovation, job creation, and economic prosperity while advancing sustainability objectives. This initiative aims to position New Jersey as a pioneer in sustainable manufacturing and supply chain practices, attracting investment and fostering collaboration across industries to achieve long-term sustainability goals. Achieving these objectives will require robust business and supply chain management knowledge and expertise.

Furthermore, Opportunity #9 in the report emphasizes the need to align with the education ecosystem to develop the green workers, innovators, and entrepreneurs of the future. Despite New Jersey’s strong education system, concerns have been raised about students’ readiness for the workforce and a lack of focus on the green economy. There are opportunities across all education sectors, including K-12, community colleges, vocational-technical schools, and four-year colleges, to enhance awareness and provide training in emerging green careers. Increasing awareness of green career opportunities and specific education requirements will engage a broader cross-section of students, thereby filling jobs in the green economy. Recommendations include expanding awareness of green career opportunities, providing expanded financial assistance, fostering greater partnerships, and building on existing successful programs ([NJ Council on the Green Economy, 2022](#)).

Today, many young professionals increasingly want innovative and specialized degrees, but many business programs are offering outdated curricula that do not prepare students for modern business challenges (TWP, 2018). Also, with the impact of the recent pandemic, many individuals are worried about job security. An MBA degree with Global Business Sustainability concentration will help students to demonstrate their commitment to creating new solutions that allow businesses to grow and thrive sustainably, which will help them become more marketable in the domestic and global economy.

#### *Gray Associates Data Analysis*

Furthermore, the analysis of the Gray Associates’ data demonstrates the promising nature of this field for the School of Business. For the purpose of this analysis, we looked at number of page

views under the “Student Demand Data” between 2019 and 2023. According to this dataset, the “Business & Management” discipline has received 529,400 total page views in the US since 2019. For the subdisciplines, we identified closely related categories of Global Sustainability, namely, Corporate Social Responsibility and International Business. Out of 529,400 total page views, 1,403 were on Corporate Social Responsibility and 18,620 views were on International Business subdisciplines with a total of 20,023 page views. We also looked at other highly ranked business subdivisions, such as Accounting and Marketing, and identified comparable page views for these subdisciplines during the same time period (Accounting page views: 18,040, Marketing page views: 21,113) ([Gray Associates, 2023](#)).

In this analysis, we included International Business page views in the data because the Global Sustainability concentration and courses taught will have global business aspects to them, which will also meet the need of the current market demand in this field of study. This market demand data analysis demonstrated the promising nature of this specialized area of study.

### *AACSB Requirements*

The Association to Advance Collegiate Schools of Business (AACSB) accreditation body is a specialized credential that business schools (including Stockton School of Business) use to signify their commitment to graduate business leaders and employ quality faculty members ([AACSB-a, 2022](#)). This accreditation body sets high standards for business schools and, in order to receive and hold accreditation, schools must prepare their students for their future careers in accordance with the association’s rigorous requirements. With an increasing emphasis, the AACSB International advocates integration of ethics, corporate social responsibility, and sustainability in all business school disciplines (see [AACSB-b, 2022](#) and [AACSB-c, 2022](#)). The 2020 AACSB standards specifically advocate for business schools to actively contribute to positive societal change. Among the nine-step guidelines outlined by AACSB for implementing a comprehensive sustainable framework at the institutional level, administrators are encouraged to track their advancements in curricula, scholarship, and internal as well as external initiatives (Steidle and Henderson, 2023). The accreditation body uses the United Nations Sustainable Development Goals (SDGs) nomenclature as a convenient categorization tool in its 2020 business accreditation standards (see pg. 5 [here](#)). It utilizes the SDG designation for its comprehensiveness and growing familiarity in the corporate world.<sup>4</sup> The SDGs identify 17 categories of worldwide problems and a set of underlying goals and performance indicators that serve as a “blueprint to achieve a better and more sustainable future for all.” As an AACSB accredited school, Stockton School of Business will be able to align with these current changes and requirements of AACSB by developing a concentration in Global Business Sustainability.

Finally, as previously noted, the robust backing of the MBA in Global Business Sustainability concentration by the School of Business Dean’s Executive Advisory Board (DEAB) Members underscores a profound endorsement of its significance and potential impact. Their unwavering support serves as a testament to the strategic alignment of this concentration with the overarching goals and values of the School of Business.

---

<sup>4</sup> According to a 2020 [report](#) by S&P Global on emerging trends related to SDG acceptance by companies in the S&P 500, among the 250 global companies participating in the survey, 82 percent have reported on the SDGs.

## Duplication with comparable programs of study in the State

A search of 4-year colleges and universities within the area provides good insight as to what programs/concentrations are being offered in the region. This also helps us to see how a new concentration would find itself situated within the region.

### *Process*

The graduate programs at 17 schools were examined: Drexel, Fairleigh Dickinson, Kean, Monmouth, Montclair, NJIT, Ramapo, Rider, Rowan, Rutgers, Seton Hall, St. Joseph's, TCNJ, Temple, University of Delaware, William Patterson, and Widener.

The list had been provided by the Office of Enrollment Management who noted that the listed schools were considered Stockton's direct competitors. This list included 16 schools with the exception of Drexel. Drexel has been added into current analysis because of its MBA and other graduate degree advancements and proximity to Stockton.

### *Competitor Analysis Findings*

The business sustainability-related programs and/or concentrations identified in the examination of 17 schools are as follows:

- Rowan University: Sustainable Business MBA Degree Concentration
- Rutgers University, Newark/New Brunswick: Supply Chain Sustainability and Social Compliance Concentration (stackable with the following master's programs: Master of Supply Chain Analytics, MS in Supply Chain Management, MBA)
- Rutgers University, Newark/New Brunswick: Global Business MBA Concentration
- Rutgers University, Master of Business and Science Degree in Sustainability (Professional Science Masters Program)
- Temple: Master of Science in Communication for Development and Social Change; Non-Profit Management Graduate Certificate
- University of Delaware: Socially Responsible and Sustainable Apparel Business Certificate
- William Paterson University: Sustainable Management Certificate
- Fairleigh Dickinson University: Managing Sustainability Graduate Certificate
- Drexel University: Corporate Sustainability and Social Impact MBA Degree Concentration

This analysis revealed that among New Jersey postsecondary institutions, only one other offers an MBA Degree in Sustainability: Rowan University, with its Sustainable Business MBA Degree Concentration. Additionally, outside of New Jersey, Drexel University provides a similar program with an MBA degree in Corporate Sustainability and Social Impact Concentration.

### **Requirement of significant additional State resources:**

There is no requirement for new faculty lines for the concentration. Instead, we plan to repurpose our existing MBA electives to align with the new concentration. Faculty members currently teaching MBA electives will transition to instructing the new concentration courses. Consequently, there will be no need for additional state resources to support this concentration, offering more options without incurring extra costs.

This new concentration will not need any additional library resources.

### **Future direction & Conclusion:**

The proposed Global Business Sustainability MBA concentration will open the possibility of offering an additional concentration in International Business since the developed courses will have global aspects to them. This will give students more options to choose from and keep the School of Business more attuned to current market trends and student demand.

Additionally, this new concentration presents an opportunity for the development of a Dual-Degree 4+1 program for the School of Business, pending approval of this concentration.

This report demonstrates that an MBA Concentration in Global Business Sustainability is feasible and should be implemented in the School of Business. The analysis indicates a comparatively lower level of competition in the region within the specialized field of business sustainability, presenting an opportunity for us to provide greater value. Given the existence of two elective MBA courses within the program, the creation of the aforementioned elective in global business sustainability will be adequate. The existing resources will be sufficient to develop the proposed MBA Concentration in Global Business Sustainability in the School of Business.

## APPENDIX A

### THE TRIPLE BOTTOM LINE FRAMEWORK

# The 3 P's of the Triple Bottom Line



Source: Miller, K. (2020). The triple bottom line: What it is & why it's important. *Harvard Business School Online*. Accessed on March 11, 2024 at <https://online.hbs.edu/blog/post/what-is-the-triple-bottom-line>

# SCHOOL OF BUSINESS DEAN'S EXECUTIVE ADVISORY BOARD (DEAB) MEETING AGENDA (see highlighted sections under the "Graduation Goals")

RE: Agenda for DEAB Meeting, Thursday, October 20, 2022

Henry Glickel <Henry@salesrecruiters.com>

Thu 11/10/2022 2:01 PM

To: Wallace, Susan <Susan.Wallace@stockton.edu>; Amanda <amandah@60north.net>; Bill Hagaman <bhagaman@withum.com>; Carl H. Bagell <CBagell@friedmanlp.com>; Cogossi, Michael <cogossim@go.stockton.edu>; Curley, Robert <Robert.Curley@td.com>; Gerald Hannah <gerald@geraldhannah.com>; Jafarjoo, Mina <Mina.Jafarjoo@stockton.edu>; Jason Wolf <jason.wolf@wolfcre.com>; Joseph A. Maressa, Jr., Esq. <JoeM@titleamericaagency.com>; Kleinsmith, Warren <Warren.Kleinsmith@stockton.edu>; Kofi Conduah <kc@regal-us.com>; Lawrence Dibor <lodadcon@aol.com>; Mahmudr@go.stockton.edu <mahmudr@go.stockton.edu>; Nolan, Kyle <knolan@sjindustries.com>; Nugent, Daniel <Daniel.Nugent@stockton.edu>; Onel, Naz <Naz.Onel@stockton.edu>; Roxpassarella@gmail.com <Roxpassarella@gmail.com>; Salad Robert E. <rsalad@cooperlevenson.com>; Silverstein, Steven (SpencerGifts) <steven.silverstein@spencergifts.com>

1 attachments (16 KB)

Success Factors for Osprey Students.docx

**EXTERNAL EMAIL ALERT:** The sender is not using a Stockton email address. Please use caution.

DEAB Members,

Item #1-Please see below the finalized version of the Osprey Keys to Student Success (also attached). Some submission recently gave me reason to review add. They were minor or clarifying thoughts that better defined some of the general items with more specific wording.

Item #2-Please select a specific objective that interests you. We are requesting you to provide one article you uncover from your resources on the specific items in the objective you adopt. Then you will be sending the link of the article to Rifat and Shane so they can add it to the post schedule. It is only one item per month. You can add value by coming on the posts your and others. You can also provide an original post from your insights, research, or observations. Basically, it is a one post content one a month. Please email me back on your area that you would like to assist with. His is voluntary and the posts can be stacked (email three submissions at one for once-a-month post. The material can be industry related to the area or an article you find that related to the area. Basically, you are providing Shane and Rifat the post material for a post 10-15 posts a month. Shane and Rifat will develop a schedule and let the members know the posting schedule.

**ACTION: Select an Area from the Keys to Osprey Success below and email Henry back (hit reply button) with your area of interest.**

Item #3-Working on Speaker Series 2 days around April. Will keep you informed.

Below is the final version of the **Keys to Osprey Student Success** encompassed in the 4 areas with specific objectives in each area.

### **Preparing For Interview**

By end of freshman year, business students will have a resume complete.

By the end of the freshman year, business students will have a current LinkedIn profile.

Students will be prepared for interviews as they will prepare for and understand purpose of interview, expectations from interviewer and student, and definition of success in an interview.

Attend 4 job fairs.

Interview with 5 firms/companies

### **Internship**

Have an awareness of Diversity, Equity, and Inclusion in the workplace.

Understand the concepts of negotiation, cooperation, and win/win awareness.

An ability to engage with all levels of management including senior management.

A knowledge of corporate structure, culture, mission, and purpose.  
The development of at least 3 corporate character references from engagement during their mentor/intern programs.

**Gainful Employment or Continued Advanced Education**

Students get a job in their field in 90 days from their entering the workforce.

Relationship-building including soft skills to complement the technical ones developed in today's digital world.

**Graduation Goals**

Students graduate in 4 years

Rethink, reimagine, and prepare students to understand and appreciate the concept of conscious capitalism.

Students understand and appreciate the concept of ESG (environmental, social, and governance (ESG) investing)

Students are comfortable in engaging in both written and oral communication with people outside the classroom and in the workplace.

Perform 100 hours of community service.



Henry Glickel, CPC, CERS  
Executive Recruiter & President / Sales Recruiters, Inc.  
A: 85 Stiles Rd Suite 104 Salem, NH 03079  
P: 603.894.0007 ext. 215 M: 603.770.7175  
E: [henry@salesrecruiters.com](mailto:henry@salesrecruiters.com) W: [www.salesrecruiters.com](http://www.salesrecruiters.com)  
[twitter](#) [facebook](#) [linkedin](#)

[Need Talent Today? Tap Here to Submit a Job Order](#)

[Tap Here to Schedule a Call With Me](#)

[Tap Here to View Our Current Job Openings](#)

## APPENDIX B

TABLE 1. LEARNING OUTCOMES FOR MBA IN GLOBAL SUSTAINABILITY

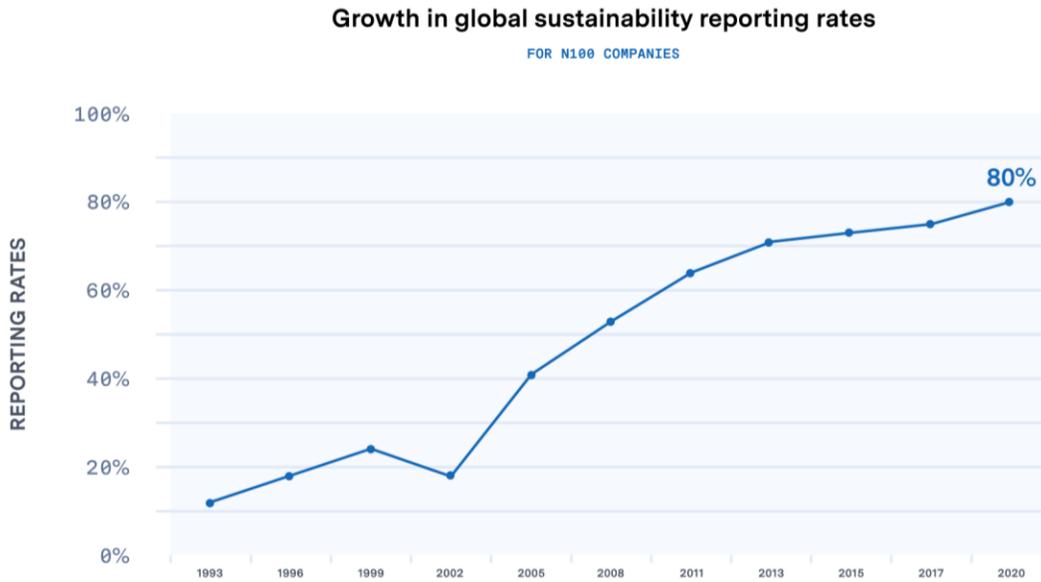
<b>MBA In Global Sustainability Concentration Learning Outcomes</b>				
		MGMT 5322 - Corporate Sustainability Strategies	MGMT 5445 - Global Sustainability Stakeholder Management	MKTG/MGMT 54XX – Marketing and Global Sustainability
<b>1. Management Specific Knowledge and its Application</b>				
	1.a) management, marketing, information technology, finance, business operations, accounting, business law, and strategic management	✓	✓	✓
	1.b) unique contributions made by diversity in organizations	✓	✓	✓
	1.c) perspectives and techniques of strategic thinking for managing organizations	✓	✓	✓
<b>2. Critical Thinking</b>				
	2.a) evaluate, integrate, and synthesize management information	✓	✓	
	2.b) frame organizational problems from a variety of functional and stakeholder perspectives in an integrative and interdisciplinary manner	✓	✓	✓
	2.c) evaluate and select appropriate models, methodologies and technologies for effective problem solving under all conditions	✓		✓
	2.d) think strategically about the organization in a global, economic, environmental, political, ethical, legal and/or regulatory context	✓	✓	✓
<b>3. Professional Conduct</b>				
	3.a) deliver professional individual and/or team oral and written reports utilizing appropriate technology	✓	✓	✓
	3.b) recognize and evaluate ethical dilemmas in the business environment	✓	✓	✓
	3.c) work collaboratively to produce a professional work product	✓		✓

TABLE 2. ALIGNMENT OF MBA IN GLOBAL SUSTAINABILITY COURSES WITH STOCKTON UNIVERSITY'S ESSENTIAL LEARNING OUTCOMES

MBA In Global Sustainability Concentration Course Learning Outcomes Mapped to Stockton University's Essential Learning Outcomes				
		MGMT 3322 - Corporate Sustainability Strategies	MGMT 5445 - Global Sustainability Stakeholder Management	MKTG/MGMT 54XX – Marketing and Global Sustainability
STOCKTON UNIVERSITY ESSENTIAL LEARNING OUTCOMES	Adapting to Change	✓	✓	✓
	Communication Skills	✓	✓	✓
	Creativity and Innovation	✓		✓
	Critical Thinking	✓	✓	✓
	Ethical Reasoning	✓	✓	✓
	Global Awareness	✓	✓	✓
	Information Literacy and Research Skills		✓	✓
	Program Competence	✓	✓	✓
	Quantitative Reasoning			
	Teamwork and Collaboration	✓		✓

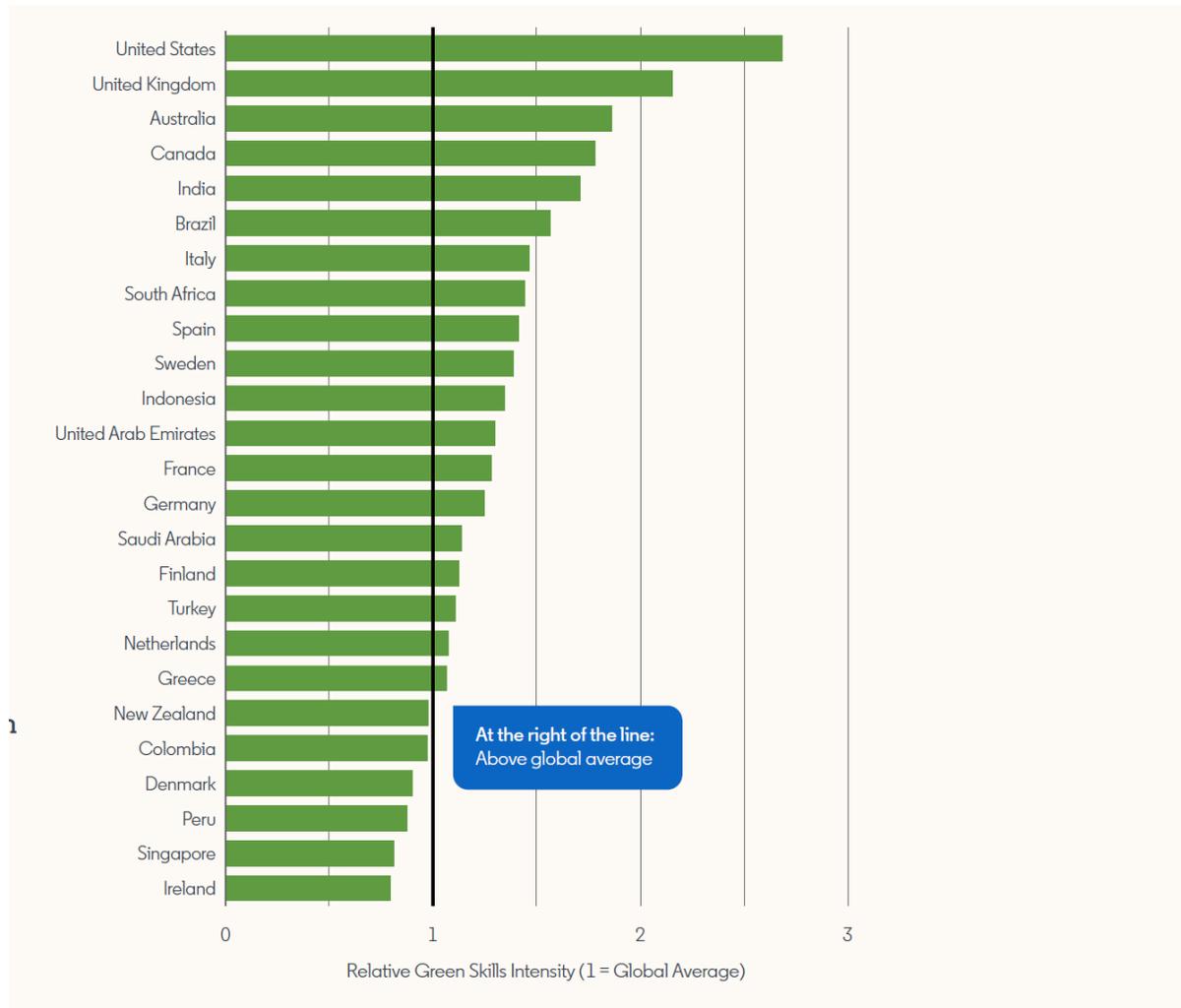
## APPENDIX C

FIGURES 1 & 2. SUSTAINABILITY REPORTING GROWTH OVER THE YEARS



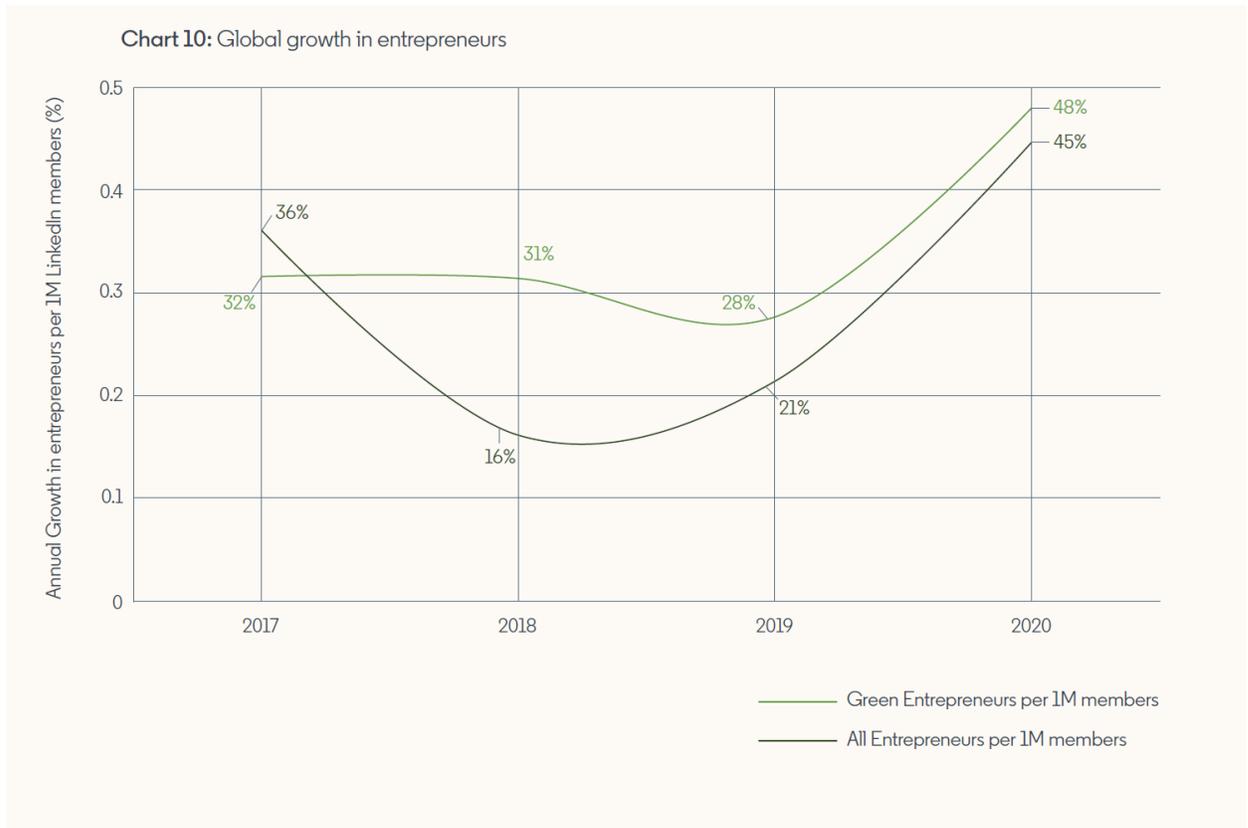
Source: KPMG, The Time Has Come: The KPMG Survey of Sustainability Reporting 2020

FIGURE 3. RELATIVE GREEN SKILL INTENSITY BY COUNTRY (TOP 25)



Source: [https://economicgraph.linkedin.com/content/dam/me/economicgraph/en-us/global-green-skills-report/global-green-skills-report-pdf/li-green-economy-report-2022-annex.pdf?trk=eg\\_fow\\_grn\\_nav](https://economicgraph.linkedin.com/content/dam/me/economicgraph/en-us/global-green-skills-report/global-green-skills-report-pdf/li-green-economy-report-2022-annex.pdf?trk=eg_fow_grn_nav)

FIGURE 4. GLOBAL GROWTH IN ALL ENTREPRENEURS VS. GREEN ENTREPRENEURS



Source: [https://economicgraph.linkedin.com/content/dam/me/economicgraph/en-us/global-green-skills-report/global-green-skills-report-pdf/li-green-economy-report-2022-annex.pdf?trk=eg\\_fow\\_grn\\_nav](https://economicgraph.linkedin.com/content/dam/me/economicgraph/en-us/global-green-skills-report/global-green-skills-report-pdf/li-green-economy-report-2022-annex.pdf?trk=eg_fow_grn_nav)

## REFERENCES

- AACSB-a (2022). AACSB Accreditation. Retrieved from:  
<https://www.aacsb.edu/educators/accreditation>
- AACSB-b (March 23, 2022). Sustainability Across the Curriculum. Retrieved from:  
<https://www.aacsb.edu/insights/articles/2022/03/sustainability-across-the-curriculum>
- AACSB-c (December 5, 2022). Time for Educators to Lead on Societal Impact. Retrieved from:  
<https://www.aacsb.edu/insights/articles/2022/12/time-for-educators-to-lead-on-societal-impact>
- Adamczyk, A. (2021). [Sustainable investments hit record highs in 2020—and they're earning good returns](#), CNBC, Feb 11, 2021.
- BLS.gov (2022). Green growth: Employment projections in environmentally focused occupations. April 2022. Retrieved from <https://www.bls.gov/careeroutlook/2022/data-on-display/green-growth.htm>, February 10, 2024.
- BLS.gov – 1 (2023). Occupational Outlook Handbook. Retrieved from <https://www.bls.gov/ooh/management/top-executives.htm> on February 7, 2024
- BLS.gov – 2 (2023). Occupational Outlook Handbook. Management Analyst. Retrieved from <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm> on February 7, 2024
- BLS.gov – 3 (2023). Occupational Outlook Handbook. Emergency Management Directors. Retrieved from <https://www.bls.gov/ooh/management/emergency-management-directors.htm> on February 7, 2024
- BLS.gov – 4 (2023). Occupational Outlook Handbook. Social and Community Service Managers. Retrieved from <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm> on February 7, 2024
- Boone, C. and Seto, K.C. (2023). [Green jobs are booming, but too few employees have sustainability skills to fill them – here are 4 ways to close the gap](#). *The Conversation*, January 5, 2023.
- Corporate Knights (2023). Green to the core? Top business schools are drilling sustainability into their core curricula <https://www.corporateknights.com/rankings/top-40-mba-rankings/2023-better-world-mba/business-schools-sustainability-core-curricula/>
- Davies, J. (2023). State of the Profession 2022 Report, Accessed on January 22, 2023 at <https://www.greenbiz.com/report/state-profession-2022-report>
- Elkington, J. (1997). *Cannibals with forks – Triple bottom line of 21st century business*. Stoney Creek, CT: New Society Publishers.

- Gray Associates (2023). PES + Data Dashboard. International Student Demand Dashboard. <https://grayapp.grayassociates.com/sense/app/7f22c766-0b93-4386-a0af-2dace6720132/overview>
- HBS (2021). Harvard Business School. 15 Eye-Opening Corporate Social Responsibility Statistics <https://online.hbs.edu/blog/post/corporate-social-responsibility-statistics>
- Miller, K. (2020). The triple bottom line: What it is & why it's important. *Harvard Business School Online*.
- NYU (2019). Sustainable Share Index: Research on IRI Data <https://www.stern.nyu.edu/sites/default/files/assets/documents/NYU%20Stern%20CSB%20Sustainable%20Share%20Index%E2%84%A2%202019.pdf>
- Online College Students (2019). Comprehensive Data on Demands and Preferences. Research Report: June 4, 2019. <https://www.learninghouse.com/knowledge-center/research-reports/ocs2019-research-report/>
- Pew Research (2021). Gen Z, Millennials Stand Out for Climate Change Activism, Social Media Engagement With Issue <https://www.pewresearch.org/science/2021/05/26/gen-z-millennials-stand-out-for-climate-change-activism-social-media-engagement-with-issue/>
- RNL Marketing and Recruitment (2020). 2020 Marketing and Recruitment Practices for Graduate Students Report [file:///C:/Users/oneIn/AppData/Local/Temp/2020\\_Marketing-Recruitment-Practices-for-Grad-Students-1.pdf](file:///C:/Users/oneIn/AppData/Local/Temp/2020_Marketing-Recruitment-Practices-for-Grad-Students-1.pdf)
- Spiliakos, A. (2018). What Does "Sustainability" Mean in Business? Harvard Business School Online. Accessed on March 11, 2024 at <https://online.hbs.edu/blog/post/what-is-sustainability-in-business>
- Steidle, S. and Henderson, D.A. (2023). [Operationalizing Societal Impact](#). AACSB. January 23, 2023.
- Tirodkar, P. (2022). The Sustainability Job Market is Booming. What does that mean for hiring? May 2, 2022, Accessed on January 22, 2022 at <https://www.greenbiz.com/article/sustainability-job-market-booming-what-doesmean-hiring>
- TWP (2018). MBA enrollment is down again. What's the future of the degree? <https://www.washingtonpost.com/education/2018/10/07/mba-enrollment-is-down-again-whats-future-degree/?noredirect=on>