THE PETER J. TOBIN COLLEGE OF BUSINESS

STRATEGIC PLAN

2011-2014

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INTRODUCTION

**Purpose:** The purpose of this document is to provide a comprehensive overview of The Peter J. Tobin College of Business and to articulate its strategic plan for the 2011-2014 timeframe. The plan has been developed to support established institutional goals and priorities for the University’s 2008-2013 Strategic Plan and its 2011-2014 Repositioning. Requests for funding to support the plan have been aligned with the University’s strategic priorities, which are used as a basis for resource allocation decisions at the College level. Although this plan covers a three year timeframe, the document will be updated annually to reflect changes and accomplishments.

**Planning Process:** Although the College had developed a 2008-2013 Strategic Plan, most of its initiatives had been accomplished by May 2010. The planning process for this document really began with the comprehensive Program Review that was launched in May 2010 and continued through the summer and fall. The faculty Planning Committee of the College and Department Chairs convened in January 2011 to revise the SWOT analysis and to establish the goals and objectives for the Plan; they suggested a number of strategies and specific tactics for fulfilling these goals. The summary goals and objectives were then presented to TCB’s Board of Advisors, which generated additional strategies and tactics. The BOA Planning Committee worked with the Dean and Associate Deans to refine and prioritize the initiatives proposed in the Plan and to develop the process for tracking outcomes. The Plan was then reviewed again by the faculty Planning Committee. It will be distributed to the Faculty Council in fall 2011 for review and discussion.

**Organization:** The structure of this plan mirrors that of the University Strategic Plan. The main document articulates the mission and vision statements of the Tobin College of Business, and includes a S.W.O.T. analysis, discussion of the College’s goals, objectives, strategies, timeframe for completion and intended outcomes, and their link to the university goals and academic priorities.
UNIVERSITY MISSION STATEMENT

St. John’s University is Catholic, Vincentian and Metropolitan.

As a university, we commit ourselves to academic excellence and the pursuit of wisdom, which flows from free inquiry, religious values, and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology, and an enthusiastic quest for truth serve as the basis of a vital teaching, learning process and the development of lifelong learning. Our core curriculum in the liberal arts and sciences aims to enrich lives as well as professions and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous teaching standards, and innovative application of knowledge. We aim not only to be excellent professionals with an ability to analyze and articulate clearly what is, but also to develop the ethical and aesthetic values to imagine and help realize what might be.

St. John’s is a Catholic university, founded in 1870 in response to an invitation of the first Bishop of Brooklyn, John Loughlin, to provide the youth of the city with an intellectual and moral education. We embrace the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual’s responsibility for the world in which we live. We commit ourselves to create a climate patterned on the life and teaching of Jesus Christ as embodied in the traditions and practices of the Roman Catholic Church. Our community, which comprises members of many faiths, strives for an openness which is “wholly directed to all that is true, all that deserves respect, all that is honest, pure, admirable, decent, virtuous, or worthy of praise”(Philippians 4:8). Thus, the university is a place where the Church reflects upon itself and the world as it engages in dialogue with other religious traditions.

St. John’s is a Vincentian university, inspired by St. Vincent de Paul’s compassion and zeal for service. We strive to provide excellent education for all people, especially those lacking economic, physical, or social advantages. Community service programs combine with reflective learning to enlarge the classroom experience. Wherever possible, we devote our intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete. In the Vincentian tradition, we seek to foster a worldview and to further efforts toward global harmony and development, by creating an atmosphere in which all may imbibe and embody the spirit of compassionate concern for others so characteristic of Vincent.

St. John’s is a metropolitan university. We benefit from the cultural diversity, the intellectual and artistic resources, and the unique professional educational opportunities offered by New York City, Rome and other international cities. With this richness comes responsibility. We encourage these metropolitan communities to use our resources to serve their needs. On the local, state, national and international levels, our alumni serve as effective leaders and responsible citizens. We pledge to foster those qualities required for anticipating and responding to the educational, ethical, cultural, social, professional, and religious needs of dynamic cities in a dynamic world.

Mission Statement of St. John’s University, New York
Approved by the Board of Trustees, March 15, 1999
UNIVERSITY VISION STATEMENT

“St. John’s University will empower diverse learners with quality education for life. Through innovative teaching, research and service, we will foster rational, spirited inquiry and intelligent reflection. Our student-centered approach will be shaped by a caring, energized, nimble culture. Enlivened by our distinctive mission, our graduates will excel in the competencies and values required for leadership and service in a rapidly evolving global community. As a Catholic and Vincentian university, we will be known worldwide for addressing issues of poverty and social justice.”

(Donald J. Harrington, C.M., President, November 2000)
INSTITUTIONAL GOALS AND PRIORITIES
2008-2013 STRATEGIC PLAN AND 2011-2014 REPOSITIONING

The institutional goals outlined below were established and refined through the Executive Planning Committee as a result of the May 2000 board of Trustees Retreat during which the external challenges facing higher education were examined in light of St. John’s internal strengths and weaknesses. They have been an integral part of our planning and budgeting efforts since then and were the guiding principles for the University’s 2004-2008 Strategic Plan. Given the timeless nature of these goals, they are foundational to how we operate at St. John’s. As indicated earlier, they have remained unchanged for the 2008-2013 planning cycle.

INSTITUTIONAL GOAL I:
*Develop our academic and institutional culture to be student-centered and committed to lifelong learning.*

INSTITUTIONAL GOAL II:
*Enhance resource development and prioritize resource allocation to achieve our vision.*

INSTITUTIONAL GOAL III:
*Build an organization of strong leaders where faculty, administrators are enabled, motivated and engaged.*

INSTITUTIONAL GOAL IV:
*Institutionalize our vision and planning culture in the context of mission and external challenges.*

In 2011, the University revisited its Strategic Plan. Through discussions of our position in the face of external challenges, it became apparent that we needed to effectively articulate, measure and market the value of a St. John’s education so that it was clear to all constituents. As a result, four areas needing heightened focus were identified.

1. **Quality Education and Student Experience:** identify and highlight a few key strengths, while ensuring that all programs provide rich and challenging curricula and that student learning outcomes are achieved.

2. **Career Placement and Furthering Education:** help to get our students jobs and provide the experiential learning necessary to prepare them for tomorrow’s workplace; ensure that students who are interested in furthering their education distinguish themselves through their academic accomplishment to gain entry and funding, even in the most competitive graduate programs.

3. **Mission:** integrate the Catholic and Vincentian Mission into all aspects of the student’s experience.
4. Diversity and Global Awareness: leverage our very diverse student body, promote our study abroad program as reflective of this diversity, and embed global perspectives throughout the curricula.

These focal areas are prominent in our 2011-2014 Strategic Plan, and attention will be given to measuring progress in these areas.
TOBIN COLLEGE OF BUSINESS PROFILE

The Peter J. Tobin College of Business (formerly The School of Accounting, Commerce and Finance and The College of Business Administration) was established in 1927. The College of Business Graduate Division was established on the Staten Island campus in 1972 and the Undergraduate Division in 1975. In 1995 St. John’s University established its Graduate Center in Rome, Italy, offering the MBA in International Finance and Marketing. In 1999, Peter Tobin, Dean of the College of Business, and his wife, Mary Tobin, donated $10.25 million dollars to the College, at which time it was renamed The Peter J. Tobin College of Business. On June 1, 2001, The College of Insurance (TCI) merged with St. John’s University. TCI is now the School of Risk Management, Insurance, and Actuarial Science, housed within the Tobin College of Business (TCB).

TCB is a professional school concerned with education in the theory and practice of business administration. Faculty research emphasizes applied research and instructional development. This emphasis enables the College to expand knowledge and promote applications of business concepts and techniques. Some of the faculty research is committed to discipline-based research. Areas of strength are: accounting, consumer behavior, ethics, strategy, leadership, international business, corporate finance, management information systems, risk management, and actuarial science. In fact, in 2010 the Tobin College’s School of Risk Management is one of nine schools in the United States named as a Center for Actuarial Excellence, a five-year designation awarded by the Society of Actuaries, the world’s leading professional organization in the actuarial field. Some faculty research is also conducted in pedagogical studies.

TCB offers several outstanding experiential educational programs and opportunities for students. These include the Executive-in-Residence program, the AAF Advertising Competition team, the NYSSA Investment Research Challenge Team, the Student Managed Investment Fund, GLOBE (the student-managed microfinance program), Federal Reserve Challenge, Georgetown Business Strategy Challenge, Business Plan Competition, several case competitions in the area of Accounting, and both academic year for-credit student internships and a special summer internship program. TCB also houses a Financial Information Lab, which offers state-of-the-art software systems and databases to support hands-on, real-world student learning as well as faculty research; it is equipped with FactSet and Bloomberg terminals in addition to a tracker board that displays real-time prices of the holdings in the Student Managed Investment Fund. Further, TCB faculty members often work with the Academic Service Learning office of the University to provide valuable in-course service learning opportunities to our students. The Volunteer Income Tax Assistance program has become an important resource in offering tax preparation experience to students.

The College is organized into seven academic departments: Accounting and Taxation, Business Law, Computer Information Systems/Decision Sciences, Economics and Finance, Management, Marketing, and Risk Management, Insurance and Actuarial Science. The academic affairs of the College are overseen by the Faculty Council and its standing committees. In addition, the College has several administrative departments. The TCB Dean’s Office includes Offices of Academic Advising in Queens, Manhattan, Staten Island, Rome, which provide support for administrative matters involving student services, the Office of Global Initiatives, the Office of
Graduate Admissions, and the Office of Planning, Budget, and Administration. Administrative offices at the School of Risk Management in Manhattan include the Office of the SRM Dean, the Division of Marketing and Industry Relations, the Center for Professional Education, and the Ellen Thrower Center for Apprenticeship and Career Services.

**Accreditation:** The Tobin College of Business received accreditation for undergraduate business programs by AACSB International—the Association to Advance Collegiate Schools of Business in 1968. Accreditation was extended to the Master’s level in 1982. Special accreditation in accounting was achieved in 2004. AACSB International is the premier accrediting agency for bachelor’s, master’s, and doctoral degree programs in business administration and accounting. The Tobin College of Business is one of the fewer than 3% of business programs in the world that have attained this prestigious dual accreditation. The next accreditation visit by AACSB International for both business and accounting will be in the academic year 2013-2014.

**Current Academic Program Offerings/Services:**
Bachelor of Science (BS) degrees are offered in eight areas of specialization: Accounting, Actuarial Science, Economics, Finance, Management, Management Information Systems, Marketing, Risk Management and Insurance. Fall 2010, undergraduate student enrollment was 2,006.

The Master of Business Administration (MBA) degree requires the completion of a minimum of 36 credits beyond preparatory subjects that can be taken at the undergraduate level, and can be accomplished either in full-time residence or on a part-time basis. MBA students can select from a wide variety of specializations including: Accounting, Computer Information Systems for Managers, Executive Management, Finance, International Business, Marketing Management, Management of Risk, and Taxation. Classes are conveniently scheduled during the evening hours and on Saturday. Master of Science (MS) degrees are offered in Accountancy, Taxation, Management of Risk, Investment Management, and Enterprise Risk Management. The MBA in Accounting and the BS/MS combined degree program in Accounting qualify candidates for a one-year waiver of experience for licensure as a CPA in New York State. Total enrollment in graduate programs as of fall 2010 was 901.

Degree programs of the baccalaureate and master’s levels are offered at the Queens, Staten Island, Manhattan, and the MBA at the Graduate Center in Rome, Italy. A limited number of fields of specialization are offered in Manhattan, Staten Island and Rome. Beginning in fall 2011, TCB will launch two new Distance Learning MS programs in the fields of accounting and taxation.

**Professional Education Offerings:** TCB offers a broad array of executive and professional education programs designed primarily for the insurance and risk management industry through its Center for Professional Education (CPE). In addition to public and corporate onsite programs, which are designed to accommodate audiences ranging from new employees to senior executives, CPE also provides fully tailored educational programs and services designed for the specific needs of international clients and highly specialized audiences. CPE runs approximately 120 classes/programs annually and generates over $1.3 million in annual revenue.
**Academic Journals, Centers and Institutes:** TCB publishes two academic journals: The Review of Business and the Journal of Emerging Markets. In addition, TCB faculty members serve as editors of several other academic publications including the Journal of Business Forecasting, the Review of Political Economy, the Journal of Global Awareness and the Journal of Global Business and Technology. TCB is home to the Financial Services Institute, which seeks to advance knowledge in the financial services industry through the involvement and interaction of the TCB faculty, alumni and students with the financial services community.

**Other Activities:** TCB presents annual lectures in the Henry George lecture series and the Coleman Mockler lecture series. TCB co-hosts the annual International Conference Promoting Business Ethics with DePaul and Niagara Universities on a rotating basis, and the St. John’s coordinators serve as special editors for an edition of the Journal of Business Ethics. In addition, TCB faculty members often serve as program chairs for conferences in their professional areas.

The College is served by several external advisory groups. These include the TCB Board of Advisors and departmental industry advisory groups. Further, the School of Risk Management, Insurance and Actuarial Science is served by the SRM Board of Overseers, comprised of very well-known leaders in the insurance industry.
TCB STRATEGIC DIRECTION

To carry out our mission to develop men and women of character and global leaders, and achieve our vision to be recognized as a leader in business education, The Peter J. Tobin College of Business (TCB) must aim to be excellent in what we do and to be recognized for that excellence. To that end, our overall strategic direction for the 2011-2014 timeframe will focus on providing superior outcomes for all of our stakeholders, improving our competitive position and brand, continuing our pursuit of academic excellence, actively engaging in global opportunities and programs, and instilling the Vincentian mission throughout the programs and culture.

In order to achieve success in pursuing our strategic themes and transform TCB to the next level of excellence, we have identified some new initiatives, in addition to pursuing initiatives directed toward operational excellence (i.e., improving the quality of “business as usual”). In the 2011-2014 Strategic Plan that follows, we have specified five goals to achieve these aims. These goals are aligned with the University’s 2008-2013 Strategic Plan and its 2011-2014 Repositioning. For each goal, we have identified particular Objectives to be attained in this period, and we have specified Strategies for achieving them.

In the upcoming year, our primary focus will be on certain strategic priorities that we estimate to have the highest impact in achieving our goals in the short term; they are:

1) Establish and communicate the TCB brand;
2) Improve student outcomes;
3) Increase experiential learning opportunities;
4) Increase connections with industry and alumni/ae;
5) Enhance TCB global opportunities; and
6) Augment operational and academic excellence.

As recognized by our newly-formed advisory board, TCB has several excellent programs in place that engage students in practical business experiences that strengthen the bridge between academics and industry. We believe that these programs, coupled with a strong emphasis on ethics and Vincentian values, are part of what differentiates TCB from its competitors. By focusing on connections with alumni/ae and industry professionals and by improving the way we communicate our unique strengths and opportunities, we hope to improve job-placement outcomes for and exam pass rates of our students.

Progress toward meeting our strategic objectives will be measured using a relevant set of metrics, which can be found in the details of this document. Although this plan does not include a specific goal related to rankings, many of the initiatives that have been built into the plan should result in improved rankings.
Vision and Mission of The Peter J. Tobin College of Business

Vision

The Tobin College of Business is a recognized leader in business education – providing our students and others we serve with the opportunity to reach their full potential as business professionals in a global marketplace.

Approved by TCB Faculty Council
December 15, 1999

Mission

Our mission is to develop men and women of character able to lead the way in today's global economy.

Prepared with state-of-the art problem-solving skills and an international perspective, our graduates will be known for ethical leadership benefiting all stakeholders.

We will accomplish our mission via five key strategies:

1. Excellence in Teaching: Nothing is more important. We will strive to deliver a best-in-class business education.
2. Experiential Learning: Giving traction to theory, we will emphasize applied, experiential learning. By bringing the real-world of business into our classrooms, we will prepare our students to compete with the best from day one.
3. A Global Education for a Global Career: Our perspective will be global, and that perspective will inform every course of study.
4. Service to the Global Community: We will use our skills to benefit others, especially the economically disenfranchised, to create jobs, foster healthier communities, and offer hope where it is short supply.
5. Research: Scholarly research is key to the life of a business school. Our research will be applied as well as basic and will be integral to our teaching.

Approved by TCB Faculty Council
May 7, 2008
The Economy and the U.S. Job Market

Executives responding to a McKinsey Global Survey\(^1\) in June 2011, indicated that they are more pessimistic about the economy with a number expecting worsening conditions over the remainder of 2011. This outlook is supported by another McKinsey report\(^2\), which said that at the recent job creation rate, the estimate to replace all of the jobs that were lost in the 2008-2009 recession will take more than 60 months.

As the recession and sluggish economy continue, household incomes continue to be more sensitive to making an investment in formal education\(^3\). There continues to be a decline overall in interest in graduate business education.

Application Trends

The Graduate Management Admission Council (GMAC) surveys graduate admissions professionals twice each year to compile comprehensive information about the interests of applicants for different types, delivery methods, and locations of graduate management programs. Their Preliminary Application Trends Survey is administered in February and their Application Trends Survey is administered in June. Survey results provide us with a gauge of the interest of prospective students in graduate management education.

Just under three hundred business schools representing 564 graduate management programs responded to the 2011 Preliminary Application Trends Survey. Results reveal that online or distance learning MBA programs continue to report strong interest from applicants while full-time MBA programs continue to decline, and a larger number of programs have reported declines in part-time MBA interest. Specifically, in 2011, 54 percent of full-time two-year MBA programs reported a decline in applications compared to 49 percent from 2010.

However, continuing the positive trend seen in 2010, the percent of master-level programs in finance, accounting, and management have reported increases in applications. Ninety-four percent of master’s in finance programs reported an increase in application volume with 32 percent of programs reporting that they received 500 or more applications, a percentage that is nearly three times larger than all other program types. More than half of the master’s in accounting/taxation programs reported an increase in application volume. This is slightly higher (61 percent) than last year’s 54 percent. Increases in master’s programs are attributed to a


greater number of international applicants. China topped to list of countries from which programs experienced the greatest increase in application volume.

In 2011, other master’s programs varied with increases and declines in applications with no significant trends among the programs to report.

**Competition**

For the purpose of understanding which schools are considered our competitors based on student selection, we turned to the school reports provided to GMAT-using schools, the GMAT Score Report Frequency Ranking. These reports provide annual aggregate data of the top 15 programs that test-takers who send their score reports to TCB also send their score reports. This allows us to better understand where applicants may also be applying. While these reports are currently available for the past several years, we focused on the most recent reports of January to December 2010, January to December 2009 and January to December 2008.

While there are some variations among some TCB graduate programs, overall our primary competitors include: Pace University, Baruch College, Fordham University, Hofstra University, and New York University. Significantly fewer scores were sent to what we would consider our secondary level of competition which includes: Long Island University, Adelphi University, Columbia University, Rutgers – The State University of New Jersey, and State University of New York at Stony Brook.

All programs with the exception of Stony Brook are AACSB accredited, and all programs with the exception of LIU, Adelphi, and Stony Brook are AACSB Accounting accredited. Baruch, Rutgers, and Stony Brook are public institutions, the remainder are all private.

We have begun collecting data on different aspects of the application, application process and processes leading to enrollment, student services, and student experience at these institutions in an effort to better understand why students may choose these (as well as other) programs over TCB.

**Career Services**

Of the institutions that we have identified as our current competitors, all but Pace, LIU, Adelphi, and Stony Brook have a separate in-house Career Services office specializing on the needs of business students and their careers.

Among the services that most in-house career services offices provide include staff that are considered relationship managers that understand graduate management industries, maintain relationships with companies, expand recruiting opportunities for students, organize corporate presentations, review resumes, provide networking and professional development workshops,

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conduct mock interviews, and overall career counseling. Additionally, in-house career services staff members also collect employment data from graduating students to be able to complete graduate management surveys and provide profiles for prospective student recruitment, as well as new company recruitment.
## SWOT Analysis

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<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tr>
<td>AACSB-dual accreditation</td>
<td>Unranked business school</td>
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<tr>
<td>Building a culture of assurance of learning</td>
<td>Lack of articulated distinctive competitive advantage</td>
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<td>STJ name recognition in local market</td>
<td>STJ/TCB image &amp; reputation-secondary market</td>
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<tr>
<td>Celebrated niche programs - Actuarial Science (top ten), Risk Management</td>
<td>No decentralized career services in TCB</td>
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<td>Branding of niche schools within industry (SRM)</td>
<td>Technology-hardware, software, support</td>
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<td>Integration of theory and practice both inside and outside of the classroom</td>
<td>Manhattan campus facilities/technology dedicated to academics</td>
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<td>Scholarship-faculty scholarship; in-house scholarly journals</td>
<td>Lack of Manhattan “presence”</td>
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<td>Combined degree programs/dual majors</td>
<td>Inadequate facilities to support faculty interaction and student engagement</td>
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<td>Internship opportunities and enhanced internship access</td>
<td>Suboptimal outcomes and tracking of outcomes</td>
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<td>Global experiences</td>
<td>Constrained electives (due to program requirements)</td>
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<td>Strong ties with the United Nations</td>
<td>Weak advertising and marketing</td>
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<td>Manhattan location in major cultural/financial center</td>
<td>Limited experiential-learning programs/courses for general student population</td>
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<td>Financial Information Lab</td>
<td>Limited recruitment efforts at graduate level</td>
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<td>Broad alumni/ae network</td>
<td>Untargeted recruitment efforts at undergraduate level</td>
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<td>Diversity</td>
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<td>TCB/SRM targeted financial support</td>
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<th>Opportunities</th>
<th>Threats</th>
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<tr>
<td>Mission-driven initiatives/mission-specific differentiation</td>
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<td>Global expansion and partnering</td>
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<td>Interdisciplinary education / collaboration</td>
<td>Economy/slow economic recovery</td>
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<td>Partnerships/alliances w/community/junior colleges</td>
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<td>New innovative programs</td>
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<td>Leverage Queens county multiculturalism</td>
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<td>Projected job growth for IT professionals and financial advisors</td>
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<td>Increased demand for MS programs</td>
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<td>Greater demand for higher education degrees</td>
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<td>Distance learning</td>
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<td>Social networking</td>
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<td>Non-degree certification programs and continuing professional education</td>
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<td>Outreach to area high schools</td>
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<td>Academic and professional conferences (visibility)</td>
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<td>Enhanced optimization and use of Manhattan campus</td>
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<td>Leverage newly reconstituted TCB advisory board and alumni/ae base</td>
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<tr>
<td>Accelerated degree programs (SI 3-yr undergraduate)</td>
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<tr>
<td>Developing a distinctive business honors program</td>
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Summary of Goals, Objectives, and Strategies

Goal 1: Offer outstanding programs that support TCB’s mission and promote student engagement

Objective 1: Expand experiential learning opportunities and student participation rates

We see experiential learning as a crucial bridge between academia and practice and as an essential element in preparing students to be future business leaders. TCB already has several premier experiential learning opportunities; however, these programs are only open to students with high GPAs. Additional opportunities must be developed to reach a broader cross-section of students. Incorporating service-learning projects into existing courses, which is being done in some cases, is one way to expand participation in experiential learning activities and is directly linked to St. John’s Vincentian mission and values.

Success measures:
- Student participation in experiential learning opportunities
- Number and array of internships

Strategy 1: Increase the number of existing experiential learning offerings
Strategy 2: Develop and implement new, innovative experiential-learning opportunities into the curriculum at both the graduate and undergraduate levels.

Responsibility: Associate Dean for Faculty Affairs, Associate Dean for Planning, Finance, Administration & Business Programs, Associate Dean for Global Initiatives; Chairs; Director of SRM; Dean of SRM

Target date for completion: ongoing

Objective 2: Establish centers of excellence

Success measures:
- Seminars offered
- Participation in seminars, by students and others
- Number of “undecided” students and internal transfers to SRM

Strategy 1: Develop our Manhattan location as a Center of Excellence (including excellent facilities)
Strategy 2: Leverage the School of Risk Management (SRM) and the Center for Actuarial Excellence (CAE)
Strategy 3: Develop a Center for Global Business Leadership
Strategy 4: Collaborate with the School of Education to develop a National Center for Financial Literacy
Responsibility: Dean; Associate Dean for Faculty Affairs, Associate Dean for Planning, Finance, Administration & Business Programs, Associate Dean for Global Initiatives; Dean and Chair of SRM; Chair of Accounting & Taxation

Target date for completion: FY 2013

Interdependencies: Office of Facilities Management, Information Technology, School of Education; Institutional Advancement

Objective 3: Develop and implement a menu of innovative, engaging programs and program-delivery alternatives

Success measures:
- Number of students electing combined-degree programs
- Number of DL courses offered and number of students enrolled
- Number of students enrolled in DL program
- Changes to course content to include innovative technologies and social networking
- Number of professional experts invited to teach or guest lecture
- Number of TCB honors courses and number of TCB honors students

Strategy 1: Develop a menu of combined/joint degree programs within TCB and in partnership with the other schools and colleges

Strategy 2: Combine technology and innovative programming to develop niche distance learning programs and to expand distance learning course offerings.

Strategy 3: Ensure that students are educated in the use of innovative technologies and social networking to improve competitive position

Strategy 4: Develop innovative new programs in strategic areas and programs that prepare students for professional certifications/designations

Strategy 5: Enhance undergraduate business Honors program

Strategy 6: Promote student research

Responsibility: Dean; Associate Dean for Faculty Affairs; Associate Dean for Planning, Finance, Administration & Business Programs; Associate Dean for Global Initiatives; Chairs

Target date for completion: FY 2014

Interdependencies: St. John’s College; Law School; College of Professional Studies; School of Education; College of Pharmacy and Allied Health Professions; The Honors Program
Objective 4: **Create and expand values-based differentiated offerings to reinforce business ethics and the University’s Vincentian values**

The University’s Vincentian mission of educating first-generation students and serving the poor sets STJ and TCB apart from the competition. Furthermore, providing students with a solid ethical foundation to guide decision making and behavior is a critical component of business education as we prepare our students to be future global leaders.

**Success measures:**
- Number of syllabi submitted that incorporate business ethics and ASL
- Number of classes incorporating UN PRME initiatives
- Development and implementation of assessment
- Number of ASL projects and number of student participants in ASL
- Participation at Vincentian Business Seminar

**Strategy 1:** Emphasize business ethics and social responsibility throughout the curriculum to provide students with a solid ethical foundation.

**Strategy 2:** Increase academic service-learning opportunities to ensure that students across all majors can participate in the experience.

**Strategy 3:** Reinstitute the Vincentian Business Seminar for TCB faculty and administrators.

**Strategy 4:** Leverage TCB Vincentian Fellows to build ethics into the curriculum and promote student participation

**Strategy 5:** Offer support and education to Catholic school administrators to develop business plans and financial models

**Responsibility:** Dean; Associate Dean for Faculty Affairs; Associate Dean for Global Initiatives; Associate Dean for Planning, Finance, Administration, and Business Programs; ASL Coordinator

**Target date for completion:** FY 2014 and ongoing

**Interdependencies:** Academic Service Learning; Vincentian Center for Church and Society

Objective 5: **Enhance and maintain connections with industry professionals to continuously gauge the need to industry as it relates to curriculum.**

Now more than ever, given the rapidly changing and always-evolving state of business and technology, it is critical that we as educators continuously gauge the needs of industry in order to best prepare our students for the job market and the responsibilities that they will face upon graduation. In order to maintain a solid foundational bridge between academics and practice and to ensure that we are responsive to the needs of industry, the process for curriculum and course
Development must be nimble and should be built around input from various constituencies/stakeholders.

Success measures:
- Creation of all Departmental advisory boards
- Number and array of student internships and job opportunities
- Number of high profile guest speakers and number of student participants
- Number of leadership seminars and number of student/alumni participants

Strategy 1: Establish an advisory board for each department to gather valuable input to curriculum.

Strategy 2: Continuously gather input/feedback from advisory boards and alumni/ae to gauge needs and gaps relative to curriculum and outcomes

Strategy 3: Leverage alumni/ae and advisory boards to mentor students and provide internships and employment opportunities

Strategy 4: Establish a speaker/lecture series that involves guests from major international organizations.

Strategy 5: Establish a corporate leadership program taught by an industry professional (or professionals) as a differentiating characteristic of TCB’s programs.

Responsibility: Dean; Associate Dean for Faculty Affairs; Associate Dean for Planning, Finance, Administration & Business Programs; Associate Dean for Global Initiatives; Chairs; Dean of SRM; Director of SRM

Target date for completion: FY 2014

Interdependencies: Institutional Advancement; Alumni Relations
Goal 2: Establish a leadership position in global education

Objective 1: Expand opportunities for students to participate in global-based programs and courses.

Success measures:
- Number of courses offered as GDC
- Number students enrolled and visiting Rome campus
- Number of students participating in global programs (Study Abroad, GDC, international internships, GLOBE Student Fellows Program)
- Diversity of student population

Strategy 1: Develop a menu of Global Destination (travel) courses

Strategy 2: Increase enrollment in MBA program at our campus in Rome, Italy

Strategy 3: Examine the feasibility of adding an SRM graduate program on the Rome Campus

Strategy 4: Facilitate study abroad for TCB undergraduate students

Strategy 5: Recruit more diverse international students and provide enhanced international support services

Strategy 6: Maintain/expand the GLOBE Student Fellows program

Responsibility: Dean; Associate Dean for Global Initiatives; Associate Dean for Planning, Finance, Administration & Business Programs; Dean of SRM; Chairs

Target date for completion: FY 2014

Interdependencies: Office of Global Studies; Office of Multicultural Affairs; Institutional Advancement

Objective 2: Infuse globalization and diversity across the curriculum

Success measures:
- Number of IB students
- Approval of undergraduate International Management program
- Number of syllabi submitted that incorporate global and diversity themes
- Number of students, graduate and undergraduate, engaged in internships with international companies or with companies in international locations

Strategy 1: Enhance international business courses and programs and international focus in all TCB classes

Strategy 2: Develop international internships
Responsibility: Dean; Associate Dean for Global Initiatives; Associate Dean for Faculty Affairs; Chairs

Target date for completion: FY 2014

Interdependencies: Office of Global Studies, Institutional Advancement; St. John’s College

Objective 3: Promote and support international/global research and research collaboration

Success measures:
- Increased number of faculty-authored peer reviewed articles in internationally-themed academic journals
- Number of international conferences hosted or co-hosted by TCB (in NYC or Rome)
- Participation of faculty in international or globally-themed conferences at home or abroad
- Number of visiting scholars
- Number of research collaborations between TCB faculty and faculty from business schools in other countries

Strategy 1: Identify global-themed journals as outlets for faculty publications and facilitate faculty participation in relevant publishing

Strategy 2: Encourage faculty participation in TCB-hosted international conferences such as FSI and the International Business Ethics Conference

Strategy 3: Host conferences and seminars at our graduate Rome campus

Strategy 4: Develop a robust visiting scholar program

Strategy 5: Leverage global partnerships to encourage cross-country research collaborations

Responsibility: Dean; Associate Dean for Global Initiatives; Associate Dean for Faculty Affairs; Dean of SRM; Chairs

Target date for completion: ongoing
Goal 3: Provide students with first-class resources and services to facilitate superior outcomes

Objective 1: Enhance job placement outcomes and standardized exam pass rates

Leverage the resources of the Thrower Center for Apprenticeship and Career Services to support this initiative.

Success measures:
- Placement rates, starting salaries (comparative)
- Number of advisors participating in student job placement
- Number of companies employing TCB graduates
- Number of students attending review courses and sitting for exams
- Improvement in exam percentage pass rates

Strategy 1: Partner with Career Services Office to provide placement opportunities and placement support services to undergraduate TCB students.

Strategy 2: Create a dedicated graduate career services office within TCB

Strategy 3: Build to completion the Thrower Center for Apprenticeship and Career Services within SRM

Strategy 4: Improve results on external examinations

Strategy 5: Establish a Center for Accounting Research and Technology (CART) to support student research and CPA exam preparation

Responsibility: Dean; Associate Dean for Faculty Affairs, Associate Dean for Planning, Finance, Administration & Business Programs; Chairs; Dean of SRM; Director of SRM

Target date for completion: FY 2014

Interdependencies: Career Services Office

Objective 2: Maintain and support a first-class faculty

Success measures:
- AACSB ratios
- Number of faculty participating in seminars
- Number of faculty applications for awards
- Number of adjuncts engaged in College/University activities

Strategy 1: Evaluate program needs and develop a hiring plan to address gaps

Strategy 2: Emphasize and support teaching excellence

Strategy 3: Emphasize and support research excellence; produce high-quality scholarly research
Strategy 4: Provide necessary resources and support to develop faculty competencies in emerging areas and programs and in technological skills for classroom delivery

Strategy 5: Leverage faculty strengths

Responsibility: Dean; Associate Dean for Faculty Affairs, Associate Dean for Planning, Finance, Administration & Business Programs; Associate Dean for Global Initiatives; Chairs

Target date for completion: FY 2014

Objective 3: Increase faculty participation in strategic initiatives that support student outcomes

Strategy 1: Offer seminars to support TCB faculty in identifying and furthering student outcomes

Responsibility: Associate Dean for Faculty Affairs, Associate Dean for Planning, Finance, Administration & Business Programs; Chairs

Target date for completion: ongoing

Objective 4: Assess inputs and outcomes for quality assurance and continuous improvement

Success measures:
- Completeness of AOL
- Follow up on Action Plans
- Quantity of input from stakeholders

Strategy 1: Continuously monitor and track assurance of learning for all programs

Strategy 2: Continue to evolve, enforce, and monitor a set of standards to identify academic (AQ) and professional (PQ) qualifications, as defined by AACSB standards, across all programs and locations

Strategy 3: Continuously monitor feedback from key stakeholders, including current students, alumni/ae, and employers

Strategy 4: Improve the academic profile of graduate students

Responsibility: Dean; Associate Dean for Faculty Affairs, Associate Dean for Planning, Finance, Administration & Business Programs; Chairs

Target date for completion: ongoing
Objective 5: Provide top-quality student service

Success measures:
- Student satisfaction with services
- Completion (and continuous updating) of manual
- Number of professional development opportunities for advising deans

Strategy 1: Develop a procedures manual to ensure high-quality service delivery and consistent application of standards across all campuses

Strategy 2: Continuously monitor demand to ensure that student course needs are met

Strategy 3: Continuously develop advising deans and strengthen the link between advising deans and department activities

Strategy 4: Improve communications / quality of information provided for students on website

Strategy 5: Develop procedures for advising students on career development, scholarship availability, and student competitions

Strategy 6: Leverage technology to improve service, streamline processes, and build operational efficiencies

Responsibility: Dean; Associate Dean for Planning, Finance, Administration & Business Programs; Associate Dean for Faculty Affairs; Dean of SRM; Director of SRM

Target date for completion: FY 2014
Goal 4: Build external awareness and image

Objective 1: Establish brand/key message that defines TCB to prospective students and key stakeholders and differentiates us from the competition

Success measures:
- External evidence of identification of TCB and SRM brand/messages

Strategy 1: Build a brand identity for TCB and SRM

Strategy 2: Enhance internal and external awareness of the TCB and SRM brands/messages

Strategy 3: Explore mechanisms (e.g., conferences) to reach a wider global audience to showcase TCB and SRM

Strategy 4: Further harness the Davis Library as a differentiating factor of SRM and in service to SRM’s overall mission

Responsibility: Dean; Associate Dean for Planning, Finance, Administration & Business Programs; Associate Dean for Global Initiatives; Associate Dean for Faculty Affairs; Chairs, Dean of SRM

Target date for completion: FY 2014

Interdependencies: University Marketing and Communications

Objective 2: Improve frequency and quality of communications with key stakeholders

Success measures:
- Number of visits to TCB website and other networking sites
- Number of outreach events/activities

Strategy 1: Develop and implement a communications strategy that leverages technology and reaches stakeholders

Strategy 2: Ensure ongoing promotion of TCB to key constituents

Strategy 3: Develop outreach to potential students

Responsibility: Dean; Associate Dean for Planning, Finance, Administration & Business Programs; Associate Dean for Global Initiatives; Associate Dean for Faculty Affairs; Dean of SRM; Chairs

Target date for completion: FY 2014

Interdependencies: University Marketing and Communications; Enrollment Management
Objective 3: **Leverage alumni/ae network and advisory board**

*Success measures:*  
- Participation in events by TCB alumni/ae and advisory board members

Strategy 1: Engage alumni/ae and advisory board members in promotion and recruitment activities, including connections to feeder high schools and colleges

Strategy 2: Connect students with alumni/ae and advisory board members

*Responsibility:* Dean; Associate Dean for Planning, Finance, Administration & Business Programs; Associate Dean for Faculty Affairs; Chairs; Dean of SRM; Director of SRM

*Target date for completion:* FY 2014

*Interdependencies:* Institutional Advancement, Alumni Relations

Objective 4: **Develop and implement a marketing and advertising strategy**

*Success measures:*  
- *U.S. News* rankings

Strategy 1: Strategically increase exposure and awareness of TCB to other business school deans and employers, two very important constituencies as it relates to rankings

Strategy 2: Pursue separate ranking for specialty programs

*Responsibility:* Dean; Associate Dean for Planning, Finance, Administration & Business Programs; Associate Dean for Faculty Affairs; Associate Dean for Global Initiatives; Chairs; Dean of SRM; Director of SRM

*Target date for completion:* FY 2014
Goal 5: Enhance resource base

Objective 1: Increase student enrollment

Success measures:
- Number of students enrolled
- Diversity of graduate students enrolled
- Student enrollment at Manhattan campus, especially during the daytime
- Student enrollment in DL programs and other innovative programs
- Amount and number of graduate scholarships awarded
- Graduate student enrollment at Staten Island campus
- Graduate student enrollment at the Rome campus

Strategy 1: Expand domestic and international graduate recruiting efforts in an effort to increase enrollment, diversity in the classrooms, and mitigate the risks associated with recruiting a large percentage of students from one area of the globe

Strategy 2: Develop programs to better utilize the Manhattan campus, including using available daytime space.

Strategy 3: Strategically develop a menu of distance learning programs and courses and other innovative programs that differentiate TCB from its competitors

Strategy 4: Expand scholarship offerings at the graduate level

Strategy 5: Reexamine approach to Staten Island graduate offerings

Strategy 6: Enhance recruitment efforts targeting the Rome campus, with special emphasis on attracting an increasing number of international (particularly Italian) students

Strategy 7: Targeted fundraising for full scholarships to support the recruitment of high-level, talented students

Responsibility: Dean; Associate Dean for Faculty Affairs, Associate Dean for Planning, Finance, Administration & Business Programs; Associate Dean for Global Initiatives; Chairs; Dean of SRM; Director of SRM

Target date for completion: FY 2014

Objective 2: Improve student retention on the Queens campus

Student retention (first time, first-year students returning to sophomore year) on the Queens Campus has been identified as an issue by senior administration. Although retention on the SI and Manhattan Campuses has been strong historically, these should also be continuously monitored.
Success measures:
- Improved retention rates
- Decline in undecided majors
- Decline in number of students dismissed for academic reasons
- Student satisfaction polls

Strategy 1: Develop and implement initiatives that assist students who are at the highest risk for attrition, including those at the margin academically and those students who have not yet declared a major (the “undecided” student)

Strategy 2: Develop and implement initiatives that increase student engagement, which has been shown to improve retention rates

Strategy 3: Establish a position in the Dean’s Office to develop and support student retention and engagement initiatives

Responsibility: Dean; Associate Dean for Faculty Affairs, Associate Dean for Planning, Finance, Administration & Business Programs

Target date for completion: FY 2014

Interdependencies: Freshmen Center

Objective 3: Increase Donated Resources

Increasing resources to support TCB initiatives is vital to our success. Although an increased level of donated resources can be viewed as an outcome showing that we know we are doing a good job branding and marketing our programs if donations increase, it is also important that we develop strategies to increases donations to support our strategic priorities

Success measures:
- Increase in alumni/ae giving and other donations
- Increased involvement of alumni/ae in fundraising efforts

Strategy 1: Identify strategic funding priorities

Strategy 2: Establish relationships with industry professionals and alumni/ae

Strategy 3: Engage alumni/ae and advisory boards in fundraising efforts

Responsibility: Dean; Associate Dean for Faculty Affairs, Associate Dean for Planning, Finance, Administration & Business Programs; Associate Dean for Global Initiatives; Dean of SRM

Target date for completion: FY 2014

Interdependencies: Institutional Advancement
Objective 4: Seek external grant funding for program and faculty development

Success measures:
- Number of grant applications

Strategy 1: Increase the number of grants obtained by TCB faculty

Responsibility: Associate Dean for Faculty Affairs

Target date for completion: ongoing

Interdependencies: University Grants Office

Objective 5: Expand offerings in the Center for Professional Education to compete with NYU and Cornell in a niche way.

Success measures:
- Number and array of online CPE offerings
- Number of preparatory review courses offered

Strategy 1: Develop and offer a menu of continuing professional education courses online

Strategy 2: Expand offerings of preparatory review courses for professional licensing/certification / designation exams (i.e., actuarial, CFA, CPA)

Strategy 3: Expand professional customer base for specialized/custom programs

Responsibility: Dean; Associate Dean for Planning, Finance, Administration & Business Programs, Associate Dean for Faculty Affairs; Director of SRM; Dean of SRM; Director of SRM

Target date for completion: FY 2014