

2025 Sharing Information on Progress **(SIP) Report**

Feliciano School of Business

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Feliciano School of Business, including key details and basic institutional data.

Mission

FSB's mission was initially ratified in May 2014 and has received continuous reaffirmation from our faculty and staff throughout every strategic planning iteration.

Our Mission:

We Develop Talent for a Changing World

Vision

To serve as a catalyst for social mobility through access to market-centered academic programs, collaborative research, and corporate and community engagement.

Strategy

Strategy

The Feliciano School of Business views its strategy as a dynamic roadmap that adapts to changes in the environment and marketplace. Our current strategic plan, endorsed by the faculty in 2019, is focused on four core outcome-based goals with a fifth foundational goal dedicated to strengthening our internal capacity.

Core Goals:

1. *Student Success*: We will graduate students who are agile and have the analytical, communication, general, and discipline-specific competencies to succeed in their business and professional careers
2. *Academic Program Vitality*: We will continuously improve the quality, relevancy, and flexibility of our portfolio of degree and professional programs
3. *Community, Business, and International Engagement*: We will strengthen our domestic and global networks to increase our visibility, enhance our reputation, and provide value to our stakeholders
4. *Scholarly Inquiry*: We will create and support initiatives that shape conversations and develop solutions around globally significant issues
5. *Cornerstone: Strengthening Internal Capabilities*: We will attract, support, and retain an active, engaged, diverse, and highly qualified faculty and professional staff

Final Strategic Plan 2019-2025 Feliciano School of
Business

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Strategy Alignment

Strategy Alignment

FBS's strategic priorities align with advancing sustainable development, promoting the common good, and enhancing quality education through the following key connections:

1. Student Success

- By embedding career preparedness, strengthening mentorship, and supporting student engagement, the business school equips graduates with skills needed to contribute meaningfully to society and the economy. These efforts help ensure equitable access to quality education and foster professionals who are well-prepared for future careers.
- Initiatives such as revisions to the first-year experience, including adding MGMT 201: Social Impact of Business, and proactive academic advising help students develop analytical, communication, and discipline-specific skills that set students up for success in college. These initiatives align with the Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education.

2. Academic Program Vitality

- The integration of market-valued credentials and experiential learning enhances student success and strengthens their ability to address both societal and workplace challenges. By aligning new programs with industry needs, the college ensures students are prepared for careers that will continue to evolve as technology reshapes the workforce.
- Initiatives such as international experiences and interdisciplinary programs broaden students' perspectives, fostering innovation and global collaboration in support of SDG 17: Partnerships for the Goals.

3. Community, Business, and International Engagement

- The college's commitment to local and global partnerships, as well as community engagement, strengthens its social impact and contributes to overall community well-being.
- Participation in global partnerships and international collaborations promotes cross-cultural understanding and deepens awareness of the challenges facing the global community—highlighting how responsible business practices can help address these issues.
- These initiatives align with multiple SDGs that address the socio-economic challenges facing global communities, including SDG 10 Reduced Inequalities and SDG 17: Partnership for the Goals.

4. Scholarly Inquiry

- Support for research with a focus on globally significant issues directly aligns with advancing the United Nation's sustainable development goals (SDGs).
- Supporting faculty to engage in high-impact research elevates societal awareness of key challenges, including climate change, social inequality, and economic development, which also aligns with the United Nations SDGs.


5. Strengthening Internal Capabilities

- The focus on attracting and retaining diverse and talented faculty enhances the institution's ability to provide high-quality education and foster innovative thinking.
- By promoting strategic leadership development and celebrating faculty achievements, the college creates a positive learning environment that benefits students and the broader community.
- These initiatives align with SDG 4: Quality Education.

Conclusion: The college's strategic priorities collectively support sustainable development by fostering equitable access to quality education, promoting social impact, and enhancing community well-being. Through its focus on academic innovation, research, and partnerships, the institution advances the common good while preparing students to become responsible global citizens.

Institutional History

Institutional History

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Graduates & Enrollment

2024 Statistics	Number
Graduates	1553
Faculty & Staff at the University	3,820
Faculty & Staff at the Institution	160
Student Enrollment at the University	23,375
Student Enrollment at the Institution	4739
Undergraduate Attendance	3817
Masters-Level Postgraduate Attendance	884
Doctoral Student Attendance	0

2024 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	38

Degrees Offered













Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)
-  Bachelor of Arts (B.A.)
-  Bachelor of Science (BS) in Business Administration






Masters Programs

-  Master of Science (M.Sc. or M.S.)
-  Master of Business Administration (M.B.A.)

Undergraduate Degree Programmes

-  Management
-  Entrepreneurship
-  International Business
-  Marketing
-  Management Information Systems
-  Real Estate
-  Strategic Human Capital Management
-  Accounting
-  Business Analytics (B.S.)
-  Hospitality, Sports, Events and Tourism
-  Economics
-  Finance

Masters Degree Programmes

-  Master of Business Administration
-  Accounting
-  Business Analytics (M.S.)
-  Digital Marketing Analytics
-  Human Resource Analytics

Certificates, Professional Development, or Associate Programmes

- 📄 Certificate in Accounting
- 📄 Certificate in Entrepreneurship
- 📄 Certificate in Innovative Design
- 📄 Certificate in Neuroinclusive Practice and Leadership Interdisciplinary
- 📄 Certificate in Professional Selling
- 📄 Certificate in Digital Marketing
- 📄 Certificate in Forensic Accounting
- 📄 Certificate in Human Resource Management
- 📄 Certificate in Professional Accounting
- 📄 Certificate in Project Management
- 📄 Certificate in Real Estate Management
- 📄 Certificate in Supply Chain Management
- 📄 Certificate in Business Analytics



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

DEAN'S MESSAGE

As Dean of the Feliciano School of Business at Montclair State University, I affirm our strong commitment to the Principles for Responsible Management Education (PRME). Guided by our mission—*We Develop Talent for a Changing World*—we recognize our responsibility to be a catalyst for social mobility by preparing students for a rapidly changing world. We believe that business can and should be a force for good, and we are committed to embedding sustainability, social responsibility, and ethical leadership into all aspects of our teaching, research, and partnerships.

In the past year, we have made important strides toward these goals. We reimagined the first-year experience to include a new required course, *Social Impact of Business*, introducing students to concepts of social responsibility and systems thinking from the start of their academic journey. We expanded access to market-valued credentials that align with emerging global challenges, ensuring our graduates are not only career-ready but also equipped to lead responsibly. Through increased experiential learning opportunities, our students engage directly with communities and organizations, applying their skills in real-world contexts that foster impact and innovation.

We are also deepening our global engagement through new partnerships that support international collaboration and student mobility. These initiatives broaden perspectives and reinforce our belief that business education must be globally connected and locally grounded. We are proud to join the global PRME community in advancing a shared vision for responsible management education, and we remain dedicated to continuous improvement and collaboration in pursuit of a more just, inclusive, and sustainable world.

Dr. Kimberly Hollister
Dean, Feliciano School of Business
Montclair State University

Definition of Purpose

The Feliciano School of Business advances responsible management education through experiential learning, cross-sector partnerships, and public service—empowering our students to lead with purpose and equipping them to make a meaningful difference in the world.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

The business school supports Montclair's mission of social mobility by preparing students for meaningful careers that not only align with their own goals, but also benefit and contribute to a more sustainable global society. Our responsibility to our students is to foster lifelong learning, build professional expertise, and promote lasting connections with peers, the community, and the University.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Centralized sustainability office
- ❖ Interdisciplinary efforts across parent organization

Values Voices

Paul Stahlin: Creating Lasting Value

This following article, which was published in FelcianoBiz in 2024, highlights how Montclair State University fosters responsible and accountable management education. Alumni Paul Stahlin's career and lifelong commitment to service exemplify the University's mission. Through his professional accomplishments and deep involvement with Montclair—as a student leader, business advisory board member, and foundation chair—Stahlin has helped bridge academia and industry, ensuring that business education stays aligned with evolving professional standards and societal needs. His advocacy for curriculum innovation, such as a proposed healthcare business degree, and his leadership in organizations that serve the public good, reflect Montclair's values of ethical leadership and continuous learning. These values are central to the UN PRME principles. In the 50 years since he graduated from Montclair State University in 1974, Stahlin has built an exemplary professional career – and, at the same time, a record of giving back and sharing his knowledge and experience to help others succeed.

FelicianoBiz article: Creating Lasting Value

Pursuing betterment has been a drive force for alumnus Paul Stahlin

When Paul Stahlin was deciding what to study in college, it came down to psychology or business. His father, an accountant, told him that if he wanted to learn about business, he should study accounting because everything in business rested on that foundation. Accounting, his father said, would allow

him to pursue anything in the business world. That advice turned out to be prophetic. In the 50 years since he graduated from Montclair State University in 1974, Stahlin has built an exemplary professional career – and, at the same time, a record of giving back and sharing his knowledge and experience to help others succeed.

Stahlin's connection to Montclair and his fervent belief in being actively involved in the school has deep roots. As an undergraduate, he was a cofounder and first president of the Montclair State University's chapter of Alpha Kappa Psi, a national business fraternity. He and others started the accounting club and served as its vice president. He was on the College Life Union Board and participated in Homecoming. Stahlin was also part of the first class to graduate from the business school, just after it had been formally formed on campus after being known as business education. "I've seen the students that Montclair has produced. We've got some CEOs in the accounting world, in the Big Four. I am a strong proponent of the school and the way it's grown. I'm proud of it," Stahlin says.

Stahlin can count himself among the school's outstanding graduates. Starting his career in public accounting with Price Waterhouse & Company, he went on to be corporate controller at Summit Bancorp (formerly UJB Financial), CFO of Fleet Credit Card Services, and president and CEO of Somerset Valley Bank. In 2010, he became chairman of the American Institute of Certified Public Accountants – the first banker ever to lead the organization and more than 360,000 CPAs around the world at the time. "It wasn't GQ, but they had me on the front cover of the Journal of Accountancy, which is pretty funny," Stahlin says. That same year, he was named one of the "100 Most Influential People of 2010" by Accounting Today.

Stahlin readily admits that the tremendous success of his career has blessed him: a long, happy marriage with his wife, Nonny (whom he met the first week of school at Montclair during freshman orientation), four accomplished daughters, nine grandchildren, and time to pursue his interests. "I'm most grateful. Life is good," Stahlin says.

But there is another side to Stahlin's life that is equally impressive and rewarding. He has devoted a huge amount of his time, knowledge, soul, and money to causes and concerns to make the world better, notably at Montclair. For 15 years, he was a board member and then chairman of the Montclair State University Foundation – a not-for-profit that raises and manages funds for the educational mission of the school, including sponsoring more than 350 annual scholarships. Serving on the school's accounting advisory board, Stahlin worked to ensure "there was some connection between the college and the profession. It's making sure that the college curriculums are keeping up with the needs of the profession, [such as] technological change, analytical ability, and interpersonal skills."

Stahlin is in talks with the school about creating a healthcare business degree. “There needs to be more competence in the area of the business side of healthcare – [whether] being able to run a healthcare system or a doctor’s practice or a consortium of groups of physicians. They need the business sense. There’s a value proposition for people going into healthcare business.” As it affects everyone, healthcare is a major concern for Stahlin – or rather, applying his skills to make the system run smarter, serve people better, and reduce waste. “That’s what [CPAs] look to do – solve complex situations and provide solutions.” To that end, Stahlin serves on the boards of institutions including Robert Wood Johnson University Hospital and then RWJBarnabas Health.

In a way, Stahlin has forged a second full-time career of giving back, yet he does not see it that way. “I believe it’s kind of lifelong learning. I think anytime you’re involved with a different type of organization than what you’re normally doing within your career, I think you learn so much. I like to make a difference. I like to take my experience and my education and kind of leverage that to a point that I can make some type of transformation in an organization, make a change – not just for the sake of making change, but for betterment.”

Tamarra Causley Robinson: Bringing Tenacity, Courage and Resilience to women of Business and In Life

The following article, published in *FelicianoBiz* in 2024, illustrates how Montclair State University places organizational responsibility and accountability to society at the heart of its mission by highlighting the journey of alumni Tamarra Causley Robinson. Her career, shaped by values of compassion, inclusion, and empowerment developed during her time at Montclair, reflects the University’s commitment to nurturing leaders who drive positive social change. Through her company, TCR Coaching, and her role as a diversity leader at PwC, Causley Robinson has championed authenticity, equity, and resilience, particularly for women and women of color. Her continued involvement with Montclair through the MBA Advisory Board and the Ignite Entrepreneurs program further exemplifies the University’s dedication to fostering responsible leadership that addresses societal challenges and uplifts marginalized voices.

FelicianoBiz Article: Bringing Tenacity, Courage and Resilience to Women of Business and In Life

As an undergraduate at Montclair State University, Tamarra Causley Robinson ’90 was a resident assistant and assistant manager in Residence Life, a position that highlighted her compassion for humanity and showcased her natural talents of creating community and growing leaders. “I helped manage the safety of all students while ensuring that their experience was enjoyable. This shaped me in many different ways,” says Causley Robinson. Compassion and inclusiveness have been woven into her business career.

Causley Robinson is founder and CEO of TCR Coaching. The goal of TCR, which stands for Tenacity, Courage and Resilience, is to ensure that every woman achieves those unprecedented and unfathomable accomplishments she didn't initially believe she could realize. "There are times when women sometimes feel like they have to sacrifice their authenticity in order to get along, in order to be what others believe they ought to be in order to succeed. The work I do with my clients is to help them to know that's not necessarily true while also helping them to get to a place where they can own who they are and be all that they believe they can be," says Causley Robinson.

TCR's mission grew out of Causley's relationship with her mom. "My mother sacrificed quite a bit for my sister and I to have something more than what she had had in her life," she says. Before founding TCR Causley Robinson worked in IT at PwC for nearly 20 years. In her last year there, she became PwC's Diversity Leader. "They were going to outsource everything that was connected to IT support in the US and the diversity leader went out on maternity leave," says Causley Robinson. The relationships she forged in HR paved the way for a smooth transition to that role, one she'd been eager and suited to fill.

"I was always involved in something diversity-related through my career at PwC. Just to give voice, one of the things that seems to iterate with me. To speak and to have a voice or give voice to something or an area others may not have been able to do that," says Causley Robinson. "There's still a struggle for women in particular. Still a struggle for women of color." Causley Robinson recently completed the Ignite Entrepreneurs program sponsored by the Feliciano Center for Entrepreneurship + Innovation and actively participates on Montclair State University's MBA Advisory Board.

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

PRME_2025_Letter_of_Committment

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Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

Academic Program Vitality is one of the goals of the Feliciano School of Business. The integration of market-valued credentials and experiential learning enhances students' ability to address societal challenges and economic growth. By aligning new programs with industry needs, the college supports sustainable employment pathways and lifelong learning opportunities.

Courses that support RME

Feliciano School of Business reports 7 courses in 2024 that support responsible management education and sustainable development goals.

ACCT 515: Ethics in Business, Accounting, and Finance

| AACT 515

This on-line course emphasizes a practical understanding of the ethical responsibilities accountants and business leaders have to investors, creditors, customers, employees, suppliers, and the general public. Case analysis and on-line discussions develop critical thinking and written communication abilities regarding the ethical aspects of accounting and business in the context of individual, organization and societal perspectives. Review codes of conduct and ethical standards adopted by professional associations and state licensing boards for accountants, auditors, and fraud examiners.

Based on feedback received at the end of the semester, students expressed that this course had a positive and meaningful impact on their learning experience. The professor encouraged critical thinking, particularly around ethics in the workplace. Several students noted that they learned a great deal, including earning an ethics certificate, and appreciated the thoughtful integration of case studies, documentaries, and literature. Students felt that the course was well-designed, intellectually stimulating, and effectively facilitated deep engagement with ethical topics in a professional context.

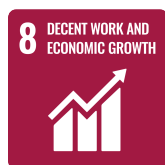


INBS 561: Emerging Trends-Global Markets

| INBS 561

This course introduces graduate students to the dynamics of a global business environment and how government influences global trade and investment. The course explains how and why national cultures, countries and regions of the world differ regarding international business practices. It addresses the challenges and issues posed by managing a firm in a global business context. It also examines international business issues related to ethics, corporate social responsibility and

sustainability, and explains the functions and forms of global monetary systems. Through individual as well as team assignments, the course strengthens students' ability to collect, analyze and interpret data for country evaluation, selection, entry modes, and other global business decisions.



Entrepreneurship: Ignite

| Not Applicable

One of the programs at the Feliciano Center for Entrepreneurship + Innovation, is the Ignite program. Ignite lives up to the Center's mission of "acting as a bridge between the university and the community." To that end, about 80 people have gone through the program over the last year – 90% of whom were BIPOC or women. Ignite is open to both students and members of the public, whether they are current or aspirational entrepreneurs. The program, which runs 20 weeks twice a year, offers on-demand video courses with practical instruction in essential aspects of establishing, running and growing a business. Participants view them at their own pace via the campus learning management platform. Topics range from learning how to create a business plan to marketing with social media to attaining funding. Research revealed that funding and the opportunity to talk with experienced professionals were the two biggest needs of entrepreneurs in the post-pandemic period – needs that Ignite meets. More than a dozen subject matter experts – in areas such as accounting, legal and product design – provided over 260 hours of individual mentorship to participants in 2022. Mentors hold accountability sessions every week via Zoom to make sure Ignite participants understand the course content and connect with fellow innovators. Ignite also hosted four inperson networking opportunities and meet-ups in 2023, called Montclair Starts Up. Typically attracting 150 people, the events are held on campus and might cover issues such as the impact of AI on small businesses, how to spin off a business, and how entrepreneurship could be a lifeline for trauma survivors. Ignite helps entrepreneurs with funding also. In April 2023, 10 finalists vied for \$25,000 in a one-day pitch competition of their business-building efforts, judged by subject matter experts, community partners and Montclair entrepreneur professors. Participants received training on how to make a good presentation. Judges require participants to demonstrate in concrete terms how the prize money would generate results. Three current students, one alumna and one entrepreneur from the community each received different portions of the total prize money. After completing the 20-week program, participants have full access to the course videos and mentors for one year.



MKTG 241: Consumer Behavior

| MKTG 241

Understanding consumer behavior is central to marketing in today's fast-paced markets. The course offers insights into consumer behavior through different perspectives (e.g., psychological, socio-economic, demographic, and statistical) along with various marketing research techniques. Several additional contemporary issues are covered, including digital and social media environments, changing technology, and social responsibility and sustainability. The course is taught from an applied perspective in which students are given opportunities to demonstrate their learned knowledge pertaining to actual marketplace situations.

Students reported that the Consumer Behavior course had a meaningful impact on their understanding of the ethical responsibilities of business leaders and the importance of sustainability. They found the discussions on how business decisions affect both consumers and society to be especially thought-provoking and relevant to the complex challenges facing today's world. The course encouraged students to critically examine the ethical implications of marketing and consumer practices, helping them develop a framework for responsible decision-making as future business professionals. Additionally, students gained valuable insights into sustainable business strategies, recognizing how sustainability can drive long-term growth and create value for both companies and communities.



ENTR 290: International Entrepreneurship and Innovation in Sustainability - Transatlantic Entrepreneurship Academy - 2024

| ENTR 290

This unique course is for students interested in international business, green entrepreneurship, and deep innovation. In a unique combination of travel, visits, tours, workshops, digital design, cultural engagement, and class work, students will learn in a fully immersive and life changing manner. At the program's core are two intensive experiences that involve: (1) traveling to Graz, Austria during Spring Break and (2) working with University of Graz students in the NYC area for a week in February. Nested within the semester are the travel intensives where 20 students from Montclair State University work together with 20 students from the Karl-Frazens University of Graz, Austria. Today, more than ever, there is a need for a conjoined understanding of sustainability, international collaboration, innovation and entrepreneurship. This course, developed in collaboration with the university of Graz and experts across many fields presents students with an up to the minute engagement with emerging trends, ground breaking researchers, innovators, and entrepreneurs who are working at all scales. Students will work in international teams receiving guidance and feedback from instructors, mentors, co-founders, entrepreneurs, and field experts. A unique and critical component of the program is digital

design: Students pursuing any major or discipline will benefit from the Innovation Framework to develop defensible endeavors through design, 3D Printing, testing, and rigorous prototyping. The workshops, reading, videos, lectures, lessons, cultural excursions and guest speakers support the programs ethos. Students will explore creative problem solving and, in teams, develop and test problem solutions using entrepreneurial business models. The Transatlantic Entrepreneurship Academy is a reciprocal exchange between Karl-Frazens University of Graz, Austria and Montclair State University. Each university has approximately 20 students in their cohort.

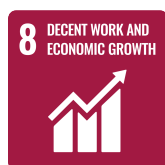


MGMT 201: Business Ethics and Social Impact

| MGMT 201

This course provides students with a basic understanding of contemporary business ethics as well as the social impact of businesses including, but not limited to, stakeholder management, sustainability, and environmental, social, and governance (ESG). Students will examine ethical dilemmas and decision-making frameworks and approaches to the individual and structural levels. Students will examine ethical theories and perspectives (e.g., utilitarianism, deontology, libertarianism, justice theory) and apply these to real-world situations through case analysis.

Based on feedback from students, the course had a significant impact by deepening their understanding of ethical and moral issues in business and encouraging students to think critically about the broader social implications of business decisions. Through debates and group work, students were consistently challenged to evaluate real-world dilemmas from multiple perspectives and to develop thoughtful, ethical solutions. The course emphasized collaboration, communication, and personal reflection, helping students become more aware of their responsibilities as future professionals and the role they can play in shaping a more just and ethical society. Many students reported increased confidence in expressing their views, improved problem-solving skills, and a greater appreciation for the social impact of ethical business practices.



INBS 250: Introduction to International Business

| INBS 250

The course is designed to introduce undergraduate students to the dynamics of the global economy, international trade and investment and their linkages with the U.S. economy. Students will learn the fundamentals and interrelationships among the components of international business operations. An emphasis will be on the role of multinational institutions and the cultural, economic, legal, and political environments facing businesses.

Student feedback indicated that the course had a meaningful impact by deepening their understanding of global trends and their relevance to business practices and decision-making. Students noted that the course challenged their thinking and expanded their perspective on international business relations, particularly through discussions that emphasized globalization and its influence on both business and individual lives. The professor's approach—incorporating ethical considerations, critical thinking, and real-world examples from various countries—helped students better grasp how global trends intersect with sustainability and responsible management. The emphasis on global awareness and ethical implications suggests that students gained a broader appreciation for the complex, interconnected nature of international business and its societal impact.



Educator Recognition

At Feliciano School of Business, we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Teaching Voices

The following statements demonstrate ways in which educators at Feliciano School of Business support sustainability and responsible management in their classrooms.

Learning Goals

The Feliciano School of Business incorporates into our Learning goals responsible management education. Our goals emphasize ethical leadership, sustainability, and social impact as core competencies students are expected to develop. By embedding these principles into both curriculum design and pedagogy, the school fosters a learning environment where students are encouraged to think critically about the role of business in advancing ethical and sustainable practices. The following are examples of learning goals for various degrees:

- Business Administration - Students will be able to analyze activities regarding ethical and social responsibility and formulate approaches to deal with ethical issues in business.
- BS Accounting - Students will be able to assess the ethical aspects of alternatives involved in accounting and auditing.
- BS Business Analytics Learning Goal IV Students will be able to identify and confront ethical and legal issues in BA and AI
- HSET – Students will be able to evaluate business decisions with an ethical lens.
- MBA – Students will be able to identify choices and implications of business sustainability, ethical and/or corporate social responsibility challenges, and apply a systematic process for formulating responses.
- MS in Business Analytics - Students will be able to demonstrate awareness of ethical issues in data management.

Experiential Learning

Experiential learning is essential because it bridges the gap between theory and practice, allowing students to apply classroom knowledge to real-world situations. This hands-on approach not only enhances academic understanding but also fosters personal growth, civic engagement, and a deeper appreciation for the complexities of the professional world. Through internships, case studies, service learning, simulations, and project-based work, students develop critical thinking, problem-solving, and communication skills that are vital for success in their careers.

One powerful example of experiential learning is the university's faculty-led spring break programs, which offer students immersive, high-impact learning experiences. In 2024, Montclair State University students and faculty participated in trips that not only challenged their perspectives but also left lasting impressions. These short-term study and volunteer opportunities helped students explore pressing global and domestic issues—such as immigration, affordable housing, climate change, and green innovation—while exposing them to the arts, culture, and natural beauty of various locations.

In Austria, for example, students in the course, "The Entrepreneurial Mindset and Innovation", gained a greater appreciation and understanding of low-carbon technologies. Under the guidance of MIX Lab co-directors Iain Kerr and Jason Frasca, students developed their own green innovations and built

21st-century skills in an immersive environment. “We went everywhere, from far out in the countryside to meet radically innovative farmers, to the labs of scientists using biomimicry to develop new energy systems, to the City Hall to discuss regional initiatives,” says Iain Kerr, who along with Jason Frasca, is co-director of Montclair’s MIX Lab and program leader for the Transatlantic Entrepreneurship Academy, a reciprocal exchange between Montclair and Karl Franzens University of Graz.

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



A lot

Our institution supports a lifelong learning mindset significantly through teaching and learning.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Feliciano School of Business identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations
- ❖ Resource allocation challenges
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2024, Feliciano School of Business identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Learning curve for faculty
- ❖ Time constraints
- ❖ Resource constraints



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

Montclair State University is a dynamic research institution, designated an R2 – Doctoral University – High Research Activity – by the Carnegie Classification of Institutions of Higher Education. The school is dedicated to providing an atmosphere that encourages cutting-edge research by faculty and students looking to make the world a better place.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Feliciano School of Business was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2024, Feliciano School of Business contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations

Research Projects

In 2024, Feliciano School of Business reported 7 research projects that implemented responsible or sustainable activities.

A just green transition? Stakeholder Perspectives from South Africa.

Period Covering: January, 2024 - December, 2024

Department: Management

In collaboration with colleagues at the Gordon Institute of Business Science, the research team is conducting a study on the transition to a green economy within the sub-Saharan entrepreneurship ecosystem. Building on a policy paper presented at the 2024 Diana Conference, the team is developing a full academic paper focused on the role of environmental policies in encouraging entrepreneurial engagement in the green transition. The research involves an analysis of qualitative interviews with entrepreneurs and key stakeholders in finance and incubator networks. The final version of the paper will include a comprehensive qualitative data analysis, supplemented by quantitative data drawn from secondary sources.

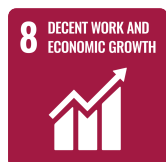


ACHIEVING SUSTAINABLE DEVELOPMENT GOALS: AN EXPLORATION OF TECHNOLOGY USES IN TOURISM

Period Covering: July, 2022 - July, 2023

Department: Economics | Hospitality and Tourism | Clean Energy & Sustainability Analytics Center

The tourism industry specifically experienced distinct falling revenues and was an economic sector among those most rigorously influenced by the pandemic. In the gradual recovery period after the pandemic, the technology implementation in travel has been a great achievement for travel companies. This study is based on a systematic literature review to examine the ability of Virtual Reality (VR), Geographic Information Systems (GIS), sharing economy, blockchain, and big data to serve as a facilitator of sustainable tourism development goals. The potential impact of VR and GIS within tourism will bolster the Sustainable Development Goals (SDGs) and will be conceptualized. The use of these technologies in connection to the SDGs can associate with SDG No. 8, SDG No.9, SDG No.11, and SDG No. 13, which are related to "decent work and economic growth", "industry, innovation, and infrastructure", "sustainable cities and communities", and "climate action."



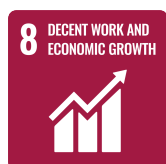
Incorporating Collaborative Online International Learning (COIL) into a Tourism Course: Lessons and Challenges

Period Covering: July, 2022 - March, 2023

Department: Hospitality & Tourism

Collaborative Online International Learning (COIL), as defined by the SUNY COIL Center, is “an approach that brings students and professors together across cultures to learn, discuss and collaborate as part of their class”. The main theme of COIL, “connect, engage, collaborate” across cultures, makes it a perfect learning tool for students in a tourism course. Globalization and cultural awareness are primary learning outcomes of an undergraduate tourism course entitled “HSET 315 International Tourism Marketing and Management”. The design of the teaching and learning activities aims to link students and teachers with completely different cultural realities, perspectives, and experiences. It helps students to engage in a process of reflection, exchange, and dialogue that contributes to a global dimension.

The COIL project incorporated in this course encourages students to thoroughly research the problems and solutions related to the Sustainable Development Goals (SDGs) to understand the components that make up a thriving economy through tourism in two different cultures. Students will identify tourism’s socio-economic contribution and its possible negative impacts, and be able to propose practices to maximize tourism’s socio-economic contribution while minimizing its potential negative impacts within the framework of the SDGs.



Does a Sustainability Orientation Increase Crowdfunding Success?

Period Covering: January, 2022 - December, 2025

Department: Management

Crowdfunding serves as an effective vehicle to address financing challenges for small entrepreneurial startups. Via access to small amounts of capital from many individual investors, entrepreneurs who are not able to access traditional loan-based capital at financial institutions can finance successful projects on several crowdfunding platforms. In response to UNPRME initiatives, the emergence of sustainable entrepreneurial projects hosted on crowdfunding platforms focus upon products, services, and technology to address environmental issues such as climate change and water conservation. Whereas large companies emphasize the benefits of green solutions in parallel with cost-efficiency, revenue growth, and risk management, social entrepreneurs with innovative products on crowdfunding platforms may offer a different core set of values to finance their projects. This research project analyzes how descriptions for entrepreneurial projects on crowdfunding platforms impact an entrepreneur's chance for successfully financing sustainable ventures. Specifically, we argue that crowdfunding decisions and its success would be influenced by environmentally-oriented descriptions in the project information.



Greening the Delivery: Nudging Sustainable Choices in the Food Delivery App

Period Covering: May, 2023 - May, 2025

Department: Hospitality and Tourism

This research was conducted in response to the growing environmental impact of the food delivery industry and the urgent need to promote more sustainable and ethical consumption choices. By applying principles of choice architecture, such as default settings, information structuring, and rewards, alongside emotional triggers like anticipated guilt, the study aims to understand how to effectively guide consumers toward environmentally responsible behaviors.

Through two experimental studies focusing on carbon-free delivery and reusable containers, the research reveals that while incentives drive immediate action, default (Opt-out) settings and emotional cues are key to sustaining long-term ethical choices. This work is important because it offers actionable insights for app designers, policymakers, and businesses seeking to reduce carbon footprints and encourage eco-conscious behavior at scale. It contributes to the field of sustainable consumer behavior by demonstrating how subtle design interventions can lead to meaningful environmental and ethical outcomes.

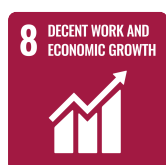


Artificial Intelligence and Corporate Social Responsibility: A Perspective on Stakeholders

Period Covering: August, 2024 - June, 2025

Department: Management

We propose an explanation of how artificial intelligence (AI) will play a crucial role for stakeholders in enhancing firms' corporate social responsibility (CSR).



Oil Prices, Monetary Policy, and Income Inequality: The Role of Education

Period Covering: January, 2023 - January, 2024

Department: Economics

Being one of the largest oil consumers globally, the United States' economy is susceptible to sudden shifts and fluctuations in oil prices. More precisely, oil price fluctuations can significantly influence various economic factors, such as interest rates and income inequality. To manage the economy's response to these oil-related fluctuations, central banks typically make adjustments to interest rates and employ other monetary policy measures to stabilize the economy. In this paper, we investigate how shocks in oil supply and subsequent monetary policy actions impact income distribution. Our particular focus lies in understanding the role of education in mitigating disparities in earnings resulting from oil price shocks and subsequent monetary interventions within a society. What makes our study unique is that it explores how different levels of education affect the distributional consequences of reactive monetary policy responses to oil price changes, a topic that has not been adequately explored in previous research.



Research Awards

In 2024, Feliciano School of Business was awarded 2 research awards for responsibility- and/or sustainability-related research.

Faculty Summer Research Award

Granter: Coastal Carolina University

Grantee: Yuanqing Li

Award Description:

Awarded \$5,250 for the Summer 2024 Faculty Research Award to continue research on crowdfunding as an effective vehicle to address financing challenges for small sustainable entrepreneurial startups. In 2022, preliminary findings were presented at the PRME North America 2022 Biennial Meeting: Li, Y., & Drougas, A. (2022). "Blessing or Curse: Will Adding Sustainability Gain More Support in Crowdfunding?" Presented April 21-23, 2022.



Best Paper Award - To ESG or not to ESG: Statistical Outperformance or Inconvenient Truth?

Granter: Society of Interdisciplinary Business Research 2024 Conference

Grantee: Dr. A. Seddik Meziani

Award Description:

Dr. A. Seddik Meziani, Professor in the Department Accounting and Finance, earned the Best Paper Award at the Society of Interdisciplinary Business Research 2024 Conference in Osaka Japan. Dr. Meziani presented the paper entitled "To ESG or not to ESG: Statistical Outperformance or Inconvenient Truth?"

Publications Related to RME and/or Sustainability

Assessing U.S. insurance firms' climate change impact and response

Authors: Aparna Gupta, Rensselaer Polytechnic Institute, Troy , NY, USA | Abena Owusu, Montclair State University, Montclair, NJ, USA | Jue Wang, University of Massachusetts, Amherst, MA, USA

Date of publication: May, 2025

Department: Accounting | Finance

Climate change poses a serious risk for insurance firms, threatening their sustainability from numerous channels of impact. Assessing this impact, however, is not straightforward. We assess and distinguish between insurance firms by impact and response to climate change and relate the firms' financial characteristics to climate risk exposure. A text mining approach using climate change sub-dictionaries on risk exposure, impact, and response, and a nested feature extraction method is developed to define and classify insurance firms' adaptation levels to climate change. These features reveal that casualty insurance firms are most susceptible to acute climate risk, while life insurance firms are more prone to chronic climate risk. Insurance firms with the highest exposure to climate change present a high level of adaptation to pecuniary impact of the risk. Nevertheless, many firms with exposure remain inadequately prepared for climate change and firms with high exposure show relatively higher financial weakness.



Inequality and inflation relationship in middle-income countries

Authors: Mahmut Zeki Akarsu, Faculty of Economic Sciences, University of Warsaw | Orkideh Gharehgozli, Associate Professor, Economics, Feliciano School of Business

Date of publication: May, 2025

Department: Economics

This research investigates the connection between inflation and inequality in 44 middle-income countries between 1996 and 2017. Our main objective is to determine whether a non-linear relationship exists between these two variables by utilizing a quadratic function and various estimation models and approaches found in existing literature. Our findings reveal an inverse U-shaped relationship where inflation initially leads to higher inequality, reaches a turning point, and then leads to lower inequality. We have also calculated the turning points under different scenarios and analyzed the relationship between inflation and inequality for countries with varying initial inflation and income levels. Finally, we have examined the effectiveness of tax policies in reducing the negative effects of inflation on income inequality during the study period.



An investigation of income inequality through autoregressive integrated moving average and regression analysis

| [DOI](#)

Authors: Dr. John Wang, Information Management and Business Analytics, Montclair State University | Zhi Kcaci Pei, The University of Texas at Tyler | Dr. Yawei Wang, Hospitality and Tourism, Montclair State University | Zhaoqiong Qin, Savannah State University

Date of publication: June, 2025

Department: Hospitality and Tourism

Income inequality is a prominent contributor to health disparities in the U.S. As a leading capitalist nation, the U.S. registers the highest healthcare expenditure among developed countries yet grapples with widening income disparities. The chasm between the rich and the underprivileged has expanded significantly in recent decades, profoundly impacting American society. This study explores the nuances of income inequality, its ramifications, and potential remedies, analyzed through the Gini Coefficient. Advanced forecasting models, including AutoRegressive Integrated Moving Average and Regression Analysis, are employed to anticipate future patterns. The research highlights the value of healthcare analytics in understanding the complexities of income inequality. The findings underscore the pressing need for effective policies to address this mounting challenge.



Impact of Fraxinus snag fall on electric distribution and infrastructure stability: An empirical analysis

| [DOI](#)

Authors: Erik Lyttek, Clean Energy and Sustainability Analytics Center, Montclair State University | Pankaj Lal, Clean Energy and Sustainability Analytics Center, Montclair State University | Eric Forgoston, Clean Energy and Sustainability Analytics Center, Montclair State University | Brad Oberle, New York Botanical Garden, 2800 Southern Boulevard, Bronx, NY | Dr. Ram S. Dubey, Economics, Montclair State University

Date of publication: June, 2025

Department: Economics | Clean Energy and Sustainability Analytics Center

With increasing climate variability and the movement of exotic pests and diseases, the rate of forest mortality has become an issue of global concern. Emerald Ash Borer (EAB), as one such pest, is causing the mass mortality of ash trees, *Fraxinus* spp., thus leading to an ongoing surge in the number of snags across North America. Snags are dead-standing trees that pose an extant threat to nearby infrastructure and buildings. In this article, we evaluate the impacts which snags pose to electrical

distribution infrastructure. New Jersey, a state with a high degree of urbanization, has an extensive electric grid located in forested areas. New Jersey is currently in the process of upgrading the electric distribution network, which will increase the height of electric distribution lines to increase resiliency and potential capacity. This article demonstrates a yearly risk assessment methodology for Fraxinus snags using an integrated GIS, differential equation, and applied regression model framework under two distribution network parameterizations. The framework is applied to three northern New Jersey counties (Warren, Sussex, and Morris), which are managed by one utility, New Jersey Central Power and Light, and which are home to most of New Jersey's Fraxinus trees.



Inflation–inequality puzzle: is it still apparent?

| [DOI](#)

Authors: Dr. Edmond Berisha, Economics, Montclair State University | Dr. Rangan Gupta, Economics, University of Pretoria | Dr. Orkideh Gharehgozli, Economics, Montclair State University

Date of publication: June, 2025

Department: Economics

The primary focus of this study is to examine the distributional consequences of the widespread increase in prices. The fundamental question the study aims to address is whether the dynamics of income distribution due to higher inflation differ in the short term compared to the long run. Design/methodology/approach: The authors estimated a panel-data model (fixed effects) using inequality and inflation data available at a high frequency, i.e. on a quarterly basis for over 30 years, and found evidence that inflation causes rapid swings in income distribution. Findings: The authors' contribution to the literature lies in providing evidence that inflation rapidly causes swings in income distribution, even after controlling for the state of the economy. The authors also demonstrate that the magnitude and direction of the effect of inflation on income inequality depend on whether the initial inflation rate is below or above the Federal Reserve's target of 2%. Originality/value: To the best of the authors' knowledge, the authors are the first to emphasize that the targets set by central banks can drive the strength and direction of the relationship between inflation and income inequality.



A fusion of machine learning algorithms and traditional statistical forecasting models for analyzing American healthcare expenditure

| [DOI](#)

Authors: Dr. John Wang, Montclair State University | Dr. Zhaoqiong Qin, Savannah State University | Dr. Jeffrey Hsu, Fairleigh Dickinson University | Dr. Bin Zhou, University of Houston Downtown

Date of publication: June, 2025

Department: Business Analytics

The American healthcare system allocates considerable resources compared to peer-developed nations. However, outcomes significantly trail behind, particularly in life expectancy. This study addresses questions about the enduring trends in healthcare spending as a percentage of Gross Domestic Product (GDP), notable factors contributing to this concerning trend, and the timing to apply an emergency brake to curb this accelerating trajectory. Advanced machine learning algorithms, such as Random Forest and Support Vector Regression (SVR), in conjunction with traditional statistical forecasting methods, are used to forecast future patterns. The research underscores the importance of healthcare analytics in unraveling the intricacies of the healthcare system. The findings highlight the pressing need for effective policies to confront this mounting challenge.



Gender and Workplace Promotion: A Case Study of a Multinational IT Corporation

Authors: Dr. Rae Yule Kim, Montclair State University

Date of publication: June, 2025

Department: Marketing

Gender equity in the workplace has been thought to have improved. Various policies in many countries have been implemented to improve gender-equal representation in upper management. The previous findings on gender variations in workplace promotion are rather mixed. This study examines workplace promotion records of more than 50,000 employees at an international IT service company to investigate the undiscovered mechanism of the potential gendered effect on workplace promotion. The findings of this study suggest that female employees tend to have a higher likelihood of workplace promotion, however, there is an unseen aspect. When employee performance is controlled for, female employees tend to have a substantially lower likelihood of workplace promotion. The

results indicate that female employees have to perform significantly better to win a promotion compared to male employees, and also, statistical results that show improvement in gender equity can alter when this gender variation in work performances is controlled for.





Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

At the Feliciano School of Business, corporate partners participate in a wide range of activities from internships and co-ops to speaking appearances, mentorships, course-related business challenges, and strategic consulting assignments. We've partnered with top companies of all sizes and across multiple industries to solve their business challenges while cultivating tomorrow's business leaders.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 10 key partnerships at Feliciano School of Business.

United Nations

During the Spring Break, **Tina Huesing** (Department of Management) participated in the Commission on the Status of Women (CSW68) at the United Nations. This annual meeting, hosted by the Economic and Social Council (ECOSOC), focuses on assessing global progress towards gender equality, aligning with SDG #5. Tina actively participated in dialogues alongside government officials and civil society organizations.

Though progress towards gender equity remains gradual, the importance of this work is undeniable. As a Business School dedicated to promoting inclusivity and diversity, we are firmly committed to advancing towards a more equitable future where every member of our community feels valued and supported. We believe Professor Huesing's invaluable participation embodies our school's commitment to driving positive change.

Women Entrepreneurship Week

Feliciano School of Business launched Women Entrepreneurship Week (WEW) in support of women entrepreneurs. WEW celebrated its 10th year in 2023, partnering with 275 colleges and universities across all 50 US states and 45 countries. 180 current and aspiring entrepreneurs were hosted on our Montclair campus with an additional 7,500 individuals attending other events hosted at our partner sites.

In 2024, Montclair State University and its Feliciano Center for Entrepreneurship + Innovation, welcomed the state's small business community to campus for the New Jersey Small Business Summit, an event dedicated to connecting, learning and sharing ideas on how to support entrepreneurs and small business owners.

In partnership with 10 New Jersey higher education institutions and 20+ community organizations, the event welcomed over 350+ attendees for a day of networking, learning and inspiration highlighted by a program featuring panel discussions and A-List entrepreneurs.

Panelists at the Summit included happy™ Products' Co-founder & CEO Craig Dubitsky, Culina Health Co-Founder and CEO Vanessa Risetto, and Shark Tank Season 14 contestant and Nopalera Founder Sandra Velasquez.

Sessions at the New Jersey Small Business Summit included:

- AI Trends For Small Businesses: Explored how artificial intelligence can benefit small businesses by improving efficiency, decision-making, and customer engagement
- Scaling Up: Women Entrepreneurs Turning Ideas into Profits: Women entrepreneurs shared their experiences of growing their businesses from initial ideas to profitable ventures
- From Bootstraps to Backers: The Different Paths to Success: Explored the various funding journeys entrepreneurs take, from bootstrapping their ventures to securing outside investment
- Doing Business with the NJ Government: We learned how small businesses can engage with the New Jersey government through contracts and partnerships

This successful day was rounded out by a panel on how to prepare for the FIFA World Cup 2026 – which included some photo opportunities with the official FIFA ball.

United Way of Passaic

During the tax filing seasons of both Spring 2023 and 2024, FSB students demonstrated their commitment to helping local communities through the United Way of Passaic County's (UWPC) Volunteer Income Tax Assistance (VITA) initiative. In Spring 2023, ten dedicated Accounting students volunteered a total of 357 hours, preparing over 400 tax returns and conducting quality reviews for 250

returns, marking the successful re-ignition of the program after a temporary pause due to the pandemic. In 2024, eight students and three alumni volunteered over 500 hours preparing approximately 350 returns and quality reviewing another 250. The VITA program aids low-to-moderate income individuals, persons with disabilities, the elderly, and other underserved groups.

Deloitte

FSB collaborated with Deloitte, one of the Big Four accounting firms, and the Montclair State Office for Hispanic Initiatives to host the Hispanic Student College Institute (HSCI) on campus in both July 2023 and July 2024. Deloitte supported a business career exploration program, delivering modules from their Making Accounting Diverse and Equitable (MADE) Initiative. This initiative underscores Deloitte's commitment to increasing racial and ethnic diversity in the accounting profession while empowering students of color to envision and pursue futures in business through the lens of accounting. Ultimately, the initiative seeks to foster greater racial and ethnic diversity in the accounting and tax industries.

Feliciano School of Business faculty members, Peter DeSarno and Yaou Zhou, along with accounting students also attended the 2024 Deloitte MADE event. The event was held at Deloitte University's Leadership Center in Texas. The event exemplified the firm's MADE (Making Accounting Diverse and Equitable) initiative, which "aims to empower diverse young talent in accounting."

The summit brought together students and faculty from across the country to connect with Deloitte leaders and pioneers in the accounting industry. Over the two-day event, students were inspired by powerful keynote speakers, panel discussions, breakout sessions, participated in interactive, game-based accounting sessions, and engaged in programs designed to enhance their leadership skills and showcase the dynamic opportunities within the accounting profession.

Association of Latino Professionals for America

Several members of the Business School led the establishment of Montclair State's ALPFA chapter (Association of Latino Professionals for America), a premier organization empowering Latinx leaders. In March 2023, the ALPFA NJ Student Leadership Summit was hosted at the Feliciano School of Business, attracting 89 Latinx students from New York and New Jersey—the largest turnout in the event's history. Sponsored by major firms like Horizon BCBSNJ, Bristol Myers Squibb, and KPMG, the summit featured sessions on networking, mental health, and mentorship. Since then, additional ALPFA events, including panel discussions, workshops, and meet-and-greet sessions, have continued to offer students valuable networking and professional development opportunities.

Business Entrepreneurship and Innovation

In 2023, the Business School introduced a new pre-college summer program, Business Entrepreneurship and Innovation, tailored for rising 10th to 12th graders. This engaging one-week program focused on the transformative power of social change, encouraging students to explore how entrepreneurs can revolutionize communities. Participants delved into enriching experiences, including visits to an urban farm, a redesigned city park, and innovative sites in Montclair. Interacting with activists, environmentalists, and change agents provided valuable firsthand insight into placemaking and demonstrated how entrepreneurial ideas can lead to positive changes in the world.

ADP

This FeicianoBiz 2024 article highlights how Montclair State University actively engages partners from business, government, civil society, and academia to advance responsible and accountable management education and practice. Through its multi-year collaboration with global HR leader ADP, the Feliciano School of Business co-created innovative academic programs, such as the Professional Selling and Sales Management certificate and the Strategic Human Capital Management concentration. These initiatives combine academic rigor with real-world application by incorporating executive input, hands-on software training, and direct engagement with industry professionals. The partnership exemplifies how the University connects students with leaders across sectors to develop practical skills, ethical leadership, and a deep understanding of strategic human resource practices—aligning education with the evolving needs of business and society.

Innovative Partnership

A new program with ADP gives students a competitive advantage

Finding the right partner to collaborate with can benefit both sides and lead to outstanding results. One extraordinary example of this synergy can be found in the multi-year relationship between ADP and the Feliciano School of Business. Operating in 140 countries, ADP is a global provider of human capital management solutions and a leader in the human resource management industry, employing more than 200 Montclair State University alumni. FSBUS is well known for its rigorous academic curriculum and for giving students hands on experience in the business world. In 2019, ADP and FSBUS worked together to create the Professional Selling and Sales Management certificate program, a 12-credit track that emphasized analytical, leadership and communication skills. Setting their sights on an even more ambitious educational goal, the Management department formed an advisory board of top executives willing to share their insights, expertise and current thought leadership in the HR field. The result of these efforts became the Strategic Human Capital Management concentration for the Bachelor of Science in Business Administration degree program. Launched in fall 2023 with 21 enrolled students, the program revolves around the new expanded role of HR in business – one where the human resources department actively helps companies achieve their overall objectives, instead of

hewing to the more traditional HR model of employee management. “Most companies today are thinking about HR more strategically. We wanted our program to reflect the latest state of HR,” says Melissa Gutworth, associate professor of Management and coordinator of the program. Arguably, the most important feature of the Strategic Human Capital Management program is that students are given hands on training with ADP’s software. Called Workforce Now, the software is used by more than 900,000 companies around the globe and covers topics such as onboarding, hiring, training, performance appraisal and compensation – in short, the entire employee life cycle. Students gain proficiency in how to use this software through two lab courses, giving them a competitive advantage when they graduate. “Even if they end up at a company that’s not using Workforce Now, our students are going to be able to adapt very quickly to whatever HR software that company is using,” Gutworth says. In April 2024, students in the Strategic Human Capital Management program got to further strengthen their bonds in the business world with an on-site visit to ADP’s corporate headquarters. They had the opportunity to meet with HR executives and recruiters – and ADP got to scout out new talent for their own ranks. In a reunion of sorts, students shared a celebratory session with the Montclair alumni employed by ADP, forging connections and hearing firsthand experiences of working in the trenches. Even though the program is less than a year old, it has already resulted in some notable achievements. One student enrolled in the concentration applied for and won a \$1,000 scholarship from a local chapter of the Society of Human Resource Management. “The biggest thing that makes the Strategic Human Capital Management program unique is the fact that we have this partnership with ADP. We’re the only school in New Jersey that does,” Gutworth says.

American Council on Education, the Doerr Institute for New Leaders at Rice University, and the Carnegie Foundation for the Advancement of Teaching

Montclair State University is one of only 25 U.S. colleges and universities – including the lone New Jersey public institution and one of just 15 public institutions nationwide – to receive the first Carnegie Leadership for Public Purpose Classification.

The elective designation is awarded by the American Council on Education, the Doerr Institute for New Leaders at Rice University, and the Carnegie Foundation for the Advancement of Teaching.

The prestigious classification recognizes institutions that have committed to campus-wide efforts to advance leadership in pursuit of public goods including justice, equity, diversity and liberty.

Association for the Advancement of Sustainability in Higher Education

The Association for the Advancement of Sustainability in Higher Education (AASHE) is the leading association for the advancement of sustainability in higher education. Montclair State University has been a member of AASHE since 2017 and, even before becoming a member, had regularly reported institutional data to the organization in support of its sustainability mission. AASHE empowers higher

education faculty, administrators, staff and students to be effective change agents and drivers of sustainability innovation to ensure that our world's future leaders are motivated and equipped to solve sustainability challenges. AASHE also owns the Sustainability Tracking, Assessment & Rating System™ (STARS®) which is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. STARS is intended to engage and recognize the full spectrum of higher education institutions, from community colleges to research universities. The framework encompasses long-term sustainability goals for already high-achieving institutions, as well as entry points of recognition for institutions that are taking first steps toward sustainability. Montclair completed its first STARS report in 2025 with an anticipated rating of Silver.

ENGIE Resources LLC

In 2023, Montclair State University entered into a renewable energy agreement with ENGIE Resources LLC, under which the University will purchase Green-e® certified Renewable Energy Credits (RECs) through 2025. The RECs, sourced from wind, solar, and hydro projects across the U.S., will match 100% of Montclair's forecasted retail electricity consumption and are expected to avoid more than 7,600 metric tons of CO₂ emissions.

This initiative directly supports Montclair's Facilities Sustainability Plan, launched in 2022, particularly Goal 01-5 to reduce and ultimately neutralize Scope 2 emissions. The agreement builds on Montclair's longstanding leadership in sustainability, which includes being the first U.S. university to sign an MOU with the Environmental Protection Agency in 2009 and constructing LEED-certified campus facilities. By advancing renewable energy procurement, Montclair continues to align its operations with PRME principles and its mission to serve the public good through sustainable practices.

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Feliciano School of Business support sustainability and responsible management education.

Peapack-Gladstone Bank: A Partner To Bank On

In 2024, the business school's online magazine, *FelicianoBiz*, published an article titled *A Partner to Bank On*. This article demonstrates how Montclair State University actively engages business partners like Peapack-Gladstone Bank to advance responsible and accountable management education and practice. Through a long-standing relationship built on shared values of integrity, community investment, and leadership development, the University collaborates with the bank to provide students with hands-on learning experiences, professional development workshops, and meaningful internships. These programs expose students to ethical leadership, strategic thinking, and inclusive hiring practices—core tenets of responsible management. Joint initiatives like the Strategic

Leadership Academy further reflect Montclair's commitment to integrating real-world business challenges into education, equipping students with the skills and values to lead in diverse, evolving industries.

Article:

A Partner to Bank On

Peapack-Gladstone Bank has built an enduring legacy with Montclair State University

Peapack-Gladstone Bank has a well-deserved reputation for integrity and commitment to its customers and the greater community, so it's no surprise then that they forged a close relationship with Montclair State University.

Founded in 1921, Peapack-Gladstone Bank provides innovative wealth management, investment banking, commercial and retail solutions, including residential lending and online platforms, to businesses and consumers.

Collaborating with Montclair State University dates back to around the year 2000 when Peapack-Gladstone Bank President & CEO Doug Kennedy, was made a trustee of the University. In 2014, Susan Cole, then-president of Montclair, began serving on the Peapack-Gladstone Bank Board of Directors. When Peapack-Gladstone Bank launched its career outreach program, Montclair was a natural choice.

"We've partnered with some other schools since, but our relationship with Montclair is definitely the strongest," says Erin Villagra, assistant vice president/talent and culture specialist at Peapack-Gladstone Bank, and a 2019 recipient of the New Jersey Bankers Association Rising Star Award.

Peapack-Gladstone designed professional development opportunities for Montclair students. In the Resume & LinkedIn Tips seminar, Villagra gave "an insider's look" at what the HR team looked for in candidates and how they could stand out in a crowded field of job seekers. The Breaking into Banking workshop was aimed at students unfamiliar with the banking industry and what it has to offer.

Perhaps most enlightening for students was discovering that Peapack-Gladstone Bank actively sought candidates from diverse backgrounds – not just finance or accounting majors. "I was an education major myself," Villagra says. "There are lots of transferable skills. The Breaking into Banking workshop helps students see that it's more than just numbers and opening accounts and things that you see on the outside."

Peapack-Gladstone Bank invited students to their corporate site where they got to question banking team members from different divisions – including some of the 16 Montclair alumni, each of whom could trace an upward trajectory in their careers at Peapack-Gladstone Bank. Doug Reyes, for example,

went from client service officer to senior investment analyst. Nicole Economy was promoted from help desk analyst to its team lead in less than two years. The day was capped with lunch with CEO Doug Kennedy, where students could “pick his brain” and hear him speak about leadership.

Montclair students who qualify can apply for Peapack-Gladstone Bank’s internship program: a 10-week, paid summer opportunity for 10 to 15 students that runs Mondays through Thursdays. Unlike companies that use interns as free labor, Peapack-Gladstone Bank interns engage in meaningful, hands-on activities, such as working with the bank’s clients and documents system. Lunch & Learn sessions with Peapack-Gladstone Bank senior leadership, including CEO Kennedy, broaden their learning experience.

What distinguishes the program, Villagra says, is the opportunity for interns to undertake a timely challenge facing the bank, and then present their analysis and recommendations to the executive leadership team. For example, interns recently investigated how the bank could incorporate AI into their processes and customer relations.

Working with Montclair students also helps Peapack-Gladstone Bank get more exposure and compete for talent with larger institutions. Indeed, two interns got job offers from Peapack-Gladstone Bank after completing the program. “One of our core principles is to be invested in our community. We’re not necessarily looking for anything in return, but if we can help a student get to where they want to go or find that first job, that’s just as valuable,” Villagra says.

Amongst the core principles on which CEO Kennedy focuses are putting clients first, performing as one team, and perhaps most importantly, being invested in the community. Peapack-Gladstone Bank looks for community involvement when interviewing job applicants. To that end, Peapack-Gladstone Bank supports approximately 270 organizations and allows employees – including Montclair student interns – ample time to volunteer, even on the bank’s time. Customers can bank anywhere, Villagra says, “but if you want to feel like the people you work with care about you and your financial goals, that’s really what we’re going for when we hire and recruit.”

The relationship between bank and school is mutually beneficial. The HR team at Peapack-Gladstone Bank partnered with the Dean’s Office at Montclair to plan and execute the Strategic Leadership Academy (SLA). Running from November 2022 through January 2023, the SLA held a series of four four-hour sessions at MSU that explored the many facets of strategic decision making. The final session at the company headquarters led to the creation of Peapack-Gladstone Bank’s Strategic Plan for 2023.

“We received a lot of great feedback,” Villagra says. “It was a win-win for us and for Montclair to put together such a great program.”



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

The University is committed to environmentally responsible practices, especially in campus operations. This commitment is guided by our Sustainability Plan, which outlines goals and strategies to reduce environmental impact and promote long-term stewardship of resources.

Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Employee equity, diversity, inclusion
- ❖ Ethical data sourcing guides
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Responsible procurement policies
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Water

Policy Documents Related to RME and/or Sustainability

Practice Policies University Sustainability Facilities

View document 

Download document 

Practice Voices

The following statement from stakeholders at Feliciano School of Business demonstrates our commitment to sustainable and responsible practices.

We Open the Doors To Opportunity at Montclair State University

University Facilities:

Montclair's Facilities team is comprised of 330 professional and skilled workers who are responsible for the uninterrupted operation of the University's 252-acre campus infrastructure. As a support organization, the team is committed to delivering exceptional customer service to Montclair State University students, faculty, staff and visitors in: [architecture](#); [building access](#); [construction services](#); [energy and utility management](#); [environmental](#), [fire](#), and [workplace](#) safety; [grounds](#); [housekeeping](#); [mechanical trades](#); [moving](#); [parking](#); [postal services](#); [space planning](#); [sustainability](#); [transportation and fleet management](#) and [waste removal](#).

Sustainable Facilities

Facilities has been involved in sustainable efforts since the 1940s, when our first steam generation plant went into operation on campus. Montclair will continue to encourage and develop responsible and responsive practices that will foster positive behaviors and attitudes towards environmental stewardship for the sustainability of both the present and future generations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

At the Feliciano School of Business, we share our successes through online newsletters, our annual magazine, and other digital platforms. We also foster internal dialogue by encouraging feedback on coursework, research, and partnerships, creating learning loops that strengthen our commitment to responsible management education and our shared values.

Engagement Opportunities

Feliciano School of Business offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Public events and panel discussions
- ❖ Partnerships with local organizations
- ❖ Community events and consultation forums

Communication Audiences

Feliciano School of Business communicates its policies and progress on sustainable development and responsibility with:

- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Accreditation bodies
- ❖ Prospective and current students
- ❖ Research and academic networks

Sharing Voices

The following statement from stakeholders at Feliciano School of Business demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Research Collaboration

The Feliciano School of Business embodies the United Nations PRME Principle of *Share* through the reciprocal exchange of knowledge between faculty and students. Marketing Professor Archana Kumar, for example, told *FelicianoBiz* magazine in 2024, “Many times, the idea for research comes from my students. They help me understand what the bigger social demographic trends are. Students are right there at the forefront.” When developing a research project, Professor Kumar actively invites students to contribute their insights on consumer behavior and sustainability trends, which help shape the direction of her work. This open dialogue enhances students’ understanding of ethical business practices and connects academic learning to real-world challenges.

Professor Kumar fosters a culture of mutual respect and shared learning by openly discussing her research process—including project goals, methodologies, and findings. She has incorporated student perspectives into projects such as her research on local food systems and supply chain transparency, and in turn, shares her findings with students. This two-way exchange reinforces the belief that knowledge is most impactful when co-created, truly reflecting the PRME *Share* principle through collaborative, values-driven learning.

SIGNATORY

Feliciano School of Business



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