

Strategic Objective 1 Action Steps:

1. Develop students' analytical and communication skills, understanding of diversity, global and cross-cultural awareness, and ethical behavior
2. Review the graduate curriculum
3. Complete the College of Business' diversity action plan for submission to the Office of Diversity and Inclusiveness
4. Review the business core, undergraduate majors, and graduate programs based on assessment outcomes and changing market forces
5. Implement curriculum changes with annual report on necessary curriculum adjustments
6. Enhance student engagement in professional development, career preparation, and leadership
7. Enhance student involvement with college and university-wide professional development and leadership opportunities
8. Establish baseline of student participation in student organizations and honor societies to track each year
9. Inventory student experiential learning experiences
10. Enhance feedback on performance of academic programs through alumni, employer, and student placement surveys
11. Evaluate employer and recent graduates survey instruments and response rates
12. Integrate survey responses in terms of refining academic programs and student professional development opportunities

Strategic Objective 5 Action Steps:

1. Monitor faculty recruitment, retention, development, and support
2. Expand topic coverage and participation for COBRA
3. Support faculty professional conference travel
4. Develop a personnel plan
5. Review the annual evaluation and promotion and tenure processes
6. Analyze faculty salaries to identify compression/inversion issues
7. Establish a process for a visiting scholars program and expectations of visiting scholar engagement
8. Establish international collaborative partnerships and increase the number of faculty in international exchange programs and participation in study abroad programs
- 9a. Be purposeful regarding staff professional development
- 9b. Establish monthly staff meetings to discuss issues and formulate solutions
- 9c. Analyze staff salaries in relation to equivalent staff positions within the university
10. Create faculty and staff recognition activities
11. Update Atkinson Hall public recognition of faculty, staff, students, and alumni accomplishments



Strategic Objective 4 Action Steps:

1. Enhance engagement and outreach activities throughout the College
2. Establish an inventory of engagement and impact
3. Assess industry projects and impact
4. Revamp the Executive Forum Series and Women's Leadership Series
5. Enhance relations with alumni, donors, and friends of the College
6. Develop on-going alumni follow-up on graduates one and five years from graduation
7. Develop outreach and cultivation strategy for graduates of fully-online academic programs
8. Develop the Dean's Parents Advisory Council
9. Improve visibility of outreach from the Centers in the College of Business
10. Establish an inventory of the Center of Design and e-Commerce (CODEC) activities and their impact

Strategic Objective 2 Action Steps:

1. Develop and Implement a CoB Communication Plan
2. Elevate CoB Graduate Program Rankings
3. Leverage Online Platforms
4. Spotlight faculty, staff, student, and program achievements on the website on a semester basis
5. Expand and monitor social media to disseminate College-wide events/stories
6. Assess continually external marketing firm strategies in promotion of online graduate programs
7. Use of Georgia College print and electronic publications
8. Coordinate with University Communications and the Office of Alumni Relations to disseminate stories
9. Use the university's daily internal newsletter to share timely information and to catalog stories regarding the College

Strategic Objective 3 Action Steps:

1. Develop a culture of philanthropy and resource generation
2. Cultivate and engage donors
3. Develop legacy sponsorship funding for College-wide events
4. Leverage faculty summer research grants for external grant submissions to government agencies and foundations
5. Recognize faculty grant submissions and awards in the annual evaluation and promotion and tenure processes
6. Fiscal stewardship in the alignment of resources to fulfill the College's mission
7. Set annual budget priorities in consultation with the department chairs and the Strategic Management Committee
8. Review and determine premium tuition levels for online graduate programs relative to competitors
9. Prioritize the use of summer school profits and differential tuition revenues from fully-online premium-priced graduate programs to meet College-wide initiatives and programmatic support



**J. Whitney Bunting College of Business - Strategic Plan, 2016-2021
Ratified by Faculty, March 11, 2016**

RECORD OF EXECUTING THE PLAN (as of September 11, 2020)

Vision Statement: The J. Whitney Bunting College of Business aspires to be the preeminent business school among public liberal arts colleges and universities by delivering programs of excellence.

Mission Statement: The mission of the J. Whitney Bunting College of Business is to develop business professionals who embrace intellectual inquiry through critical and analytical thinking, quantitative reasoning, and effective communication, while building upon the attributes of a liberal arts education.

Implications of the Mission

The faculty of the J. Whitney Bunting College of Business defines a liberal arts education as an ethos that develops capable intellectual processes beyond vocational skills. Our student-faculty interactions foster attributes such as openness to inquiry and discovery, considering difficult questions, and re-assessing one’s position based on fact. These attributes are embedded across the curriculum. Our goal is to prepare students to compete by developing their intellectual processes. We teach our students to effectively think, communicate, and analyze within a global context.

Guiding Values: We value the following hallmarks of a Georgia College liberal arts education: respect for others, open and transparent communication, ethical behavior, diversity and inclusiveness, social responsibility.

Profile: The J. Whitney Bunting College of Business serves numerous stakeholders including undergraduate and graduate students, faculty, staff, advisory board members, alumni, the university, and the community. Our undergraduate programs serve primarily residential, full-time students who are considered among the best students in the state. Our graduate programs serve primarily part-time, working professionals. Content is delivered in both a face-to-face and online format. Consistently our fully-online graduate programs have been nationally ranked.

J. Whitney Bunting College of Business Strategic Plan, 2016-2021

To support the mission of the University and the College, the faculty and staff of the J. Whitney Bunting College of Business, in partnership with our various constituencies, have adopted this 2016-2021 Strategic Plan. We focus on five objectives as the basis for continuous improvement in order to position the J. Whitney Bunting College of Business as the preeminent business school within public liberal arts colleges and universities in the country.

The strategic plan serves as a working document in which the objectives and corresponding strategies are implemented on an annual basis. At the beginning of the academic year, through consultation with the Strategic Management Committee, the specific objectives and strategies to be accomplished during the upcoming academic year will be determined with an assessment of the work completed for the prior year to inform the next year’s work plan.

Financial support for the strategic plan will be provided through the College’s annual budget process and from revenues generated by summer school, premium tuition programming, grants and contracts, and fund raising.

Strategic Objective 1: Enhance the quality of the College’s academic programs and the learning experience of our students
Action Step 1: <i>Leverage the University’s liberal arts foundation, as measured by assurance of learning, in developing students’ analytical and communication skills, understanding of diversity, global and cross-cultural awareness, and ethical behavior</i>
Action Step 2: <i>The Graduate Admissions, Curriculum & Standards Committee (GCC) will review the graduate curriculum</i>
Action Step 3: <i>The College of Business Diversity Leadership Team will complete the College of Business’ diversity action plan for submission to the Office of Diversity and Inclusiveness</i>
Action Step 4: <i>Review the business core, undergraduate majors, and graduate programs based on assessment outcomes and changing market forces</i>
Action Step 5: <i>Implement curriculum changes with annual report on necessary curriculum adjustments</i>
Action Step 6: <i>Enhance student engagement in professional development, career preparation, and leadership</i>
Action Step 7: <i>Enhance student involvement with college and university-wide professional development and leadership opportunities, by more effective communication, coordination, and evaluation of such opportunities</i>

Action Step 8: <i>Establish baseline of student participation in student organizations and honor societies to track each year</i>
Action Step 9: <i>Inventory student experiential learning experiences outside the classroom through research projects, business-related and community-based projects (CBEL), study abroad, professional conferences, and internships</i>
Action Step 10: <i>Enhance feedback on performance of academic programs through alumni, employer, and student placement surveys</i>
Action Step 11: <i>Evaluate employer and recent graduates survey instruments and response rates</i>
Action Step 12: <i>Integrate, where appropriate, survey responses in terms of refining academic programs and student professional development opportunities</i>

Strategic Objective 2: <i>Enhance the local, state, national, and international visibility of the College’s quality programs, student successes, and faculty and staff achievements</i>
Action Step 1: <i>Develop and Implement a CoB Communication Plan</i>
Action Step 2: <i>Elevate CoB Graduate Program Rankings</i>
Action Step 3: <i>Use of the College of Business website, social media, and “Make Your Next Move” online graduate programs platform</i>
Action Step 4: <i>Spotlight faculty, staff, student, and program achievements on the website on a semester basis</i>
Action Step 5: <i>Expand and monitor social media to disseminate College-wide events/stories</i>
Action Step 6: <i>Assess continually external marketing firm strategies in promotion of online graduate programs</i>
Action Step 7: <i>Use of Georgia College print and electronic publications</i>
Action Step 8: <i>Coordinate with University Communications and the Office of Alumni Relations to disseminate stories of accomplishments of the faculty, staff, and alumni of the College in Georgia College Connection, the alumni magazine</i>
Action Step 9: <i>Use the university’s daily FrontPage (an internal newsletter) to share timely information and to catalog stories regarding the College</i>

Strategic Objective 3: <i>Enhance resource generation and operational efficiency to support programmatic needs</i>
Action Step 1: <i>Develop a culture of philanthropy and resource generation to support programmatic needs and diversify revenue streams</i>
Action Step 2: <i>Cultivate and engage donors in fulfillment of the College’s capital campaign case statement with monitoring of progress toward the campaign goal</i>
Action Step 3: <i>Develop legacy sponsorship funding for College-wide events</i>
Action Step 4: <i>Leverage faculty summer research grants for external grant submissions to government agencies and foundations in monitoring the number and dollar amounts of external grant submissions and awards</i>
Action Step 5: <i>Recognize faculty grant submissions and awards in the annual evaluation and promotion and tenure processes</i>
Action Step 6: <i>Fiscal stewardship in the alignment of resources to fulfill the College’s mission</i>
Action Step 7: <i>Set annual budget priorities in consultation with the department chairs and the Strategic Management Committee to fulfill programmatic needs</i>
Action Step 8: <i>Review and determine premium tuition levels for online graduate programs relative to competitors</i>
Action Step 9: <i>Prioritize the use of summer school profits and differential tuition revenues from fully-online premium-priced graduate programs to meet College-wide initiatives and programmatic support</i>
Action Step 10: <i>Determine the appropriate University System of Georgia (USG) metrics to gauge program quality and productivity as well as student progression</i>

Strategic Objective 4: <i>Enhance engagement with and impact of various stakeholders through alumni relations, advisory boards, community partnerships, and outreach efforts</i>
Action Step 1: <i>Enhance engagement and outreach activities throughout the College</i>
Action Step 2: <i>Establish an inventory of guest speakers in classes; community partnerships with the College; industry/community-related projects and their impact; employers who regularly provide internship experiences; employer engagement and student recruitment activities; and on-going economic development efforts in the community</i>
Action Step 3: <i>Assess industry projects and impact</i>

Action Step 4: Revamp the Executive Forum Series and Women’s Leadership Series and monitor attendance
Action Step 5: Enhance relations with alumni, donors, and friends of the College
Action Step 6: Develop on-going alumni follow-up on graduates one and five years from graduation to assess program effectiveness and enhance alumni engagement
Action Step 7: Develop outreach and cultivation strategy for graduates of the College’s fully-online academic programs
Action Step 8: Develop the Dean’s Parents Advisory Council for the purpose of expanding College of Business networks in the Atlanta metropolitan area
Action Step 9: Improve visibility of outreach from the Centers in the College of Business
Action Step 10: Establish an inventory of the Center of Design and e-Commerce (CODEC) activities and their impact along with the dissemination of such information and location of the Center on the website

Strategic Objective 5: Enhance faculty and staff development and recognition
Action Step 1: Monitor faculty (tenure-track, non-tenure track, and adjunct) recruitment, retention, development, and support to ensure high academic standards and rigorous instruction
Action Step 2: Expand topic coverage and participation for the “Faculty Professional Development & Mentoring Series.” That Series is now called “The College of Business Research Assembly (COBRA)”
Action Step 3: Support faculty professional conference travel for teaching, research, and service mission of the College of Business
Action Step 4: Develop a personnel plan, consistent with the College’s strategic priorities, that examines staffing needs across departments and programs to coordinate faculty recruitment, recognizing the importance of diversity and inclusiveness to address retirements, resignations, and enrollment demands along with additional staff to meet programmatic needs
Action Step 5: Review the annual evaluation and promotion and tenure processes to ensure recognition for the breadth and quality of faculty contributions to the teaching, research, and service mission of the College and provide constructive feedback on faculty performance and expectations
Action Step 6: Analyze faculty salaries in relation to AACSB peer institutions to identify compression/inversion issues and share with Office of Academic Affairs
Action Step 7: Establish a process for a visiting scholars program and expectations of visiting scholar engagement with faculty, staff, and students
Action Step 8: Establish international collaborative partnerships and increase the number of faculty in international exchange programs and participation in study abroad programs
Action Step 9a: Be purposeful regarding staff professional development
Action Step 9b: Establish monthly staff meetings to discuss issues and formulate solutions
Action Step 9c: Analyze staff salaries in relation to equivalent staff positions within the university
Action Step 10: Create faculty and staff recognition activities in support of the teaching, research, and service mission of the College
Action Step 11: Update Atkinson Hall public recognition of faculty, staff, students, and alumni accomplishments

COB 2016-2021 STRATEGIC PLAN – RECORD OF EXECUTING THE PLAN

Strategic Objective 1: Enhance the quality of the College's academic programs and the learning experience of our students

Action Step 1: Leverage the University's liberal arts foundation, as measured by assurance of learning, in developing students' analytical and communication skills, understanding of diversity, global and cross-cultural awareness, and ethical behavior.

The Undergraduate Admissions, Curriculum & Standards Committee will review the undergraduate curriculum with respect to (i) oral and written communication skills; (ii) analytical and critical thinking skills; (iii) quantitative skills and reasoning; and (iv) diversity, global and cross-cultural awareness, and ethical behavior, along with the degree of integration throughout the curriculum based on evaluation of peer institutions with recommendations for curriculum revisions to College of Business faculty.

Responsible party: undergraduate admissions, curriculum & standards committee

Evidence of Progress:

- CoB faculty members meet annually to review assessment reports from each major and each program. The CoB Assessment Coordinator publishes an annual report of assessment outcomes. The items listed in this initiative (e.g., analytical and communication skills) are measured through assessment across the BBA. In addition, all BBA students in the CoB take a CoB-specific course in written communications, an international business course (major-level requirement), a course to build analytical skills and quantitative reasoning (B-STAT), and a course in business ethics. Diversity is addressed within individual courses as well as in a separate CoB-wide diversity action plan.
- Oral communication skills are addressed in a number of BBA courses, including the introductory Marketing course where all students are required to participate in the college-wide elevator pitch competition, with the top 20 each semester competing a second time for cash awards from a sponsor. Annually, 900 business majors compete in the college-wide competition, which is sponsored by GEICO. Dr. Renee Fontenot heads up this effort. She recruits over 50 volunteers per semester, local business professionals and corporate recruiters, who judge the opening round of pitches in a face-to-face, panel format. One outcome is that over twenty students in a recent competition were asked by judges who were recruiters to contact them as a result of their pitch. Eight students were offered and accepted positions with those firms.
- During the spring 2019 several CoB departments reviewed an investment in Bloomberg terminals, through a USG program, as a means of improving students' quantitative skills in areas such as equity markets, derivatives, and currency valuations. Some data, such as stock market movements and firm-level financials are online free. The conclusion was that the cost of the service was high relative to the anticipated amount of usage in CoB coursework.
- Regarding the CoB contribution to the university's liberal arts foundation, several CoB departments offer GC1Y (critical thinking) and GC2Y (global perspectives) courses as part of Area B (Institutional Options) of the university-wide general education curriculum. Economics offers ECON 2100 in Area E, Social Sciences and also participates in the Honors program. Information Systems and Computer Science offers 12 or more sections per semester in Area D, Natural Sciences, Math, and Technology.
- As a result of benchmarking other business schools, the CoB faculty voted to require a grade of C or better in business core courses in order to advance to higher-level courses, fall 2017.

Spring/Summer 2020

- 8 students from the Department of Economics and Finance presented their undergraduate research at the Academy of Economics and Finance Annual Meetings in Atlanta. This is a full academic conference with international participation. This is a link to the conference website: <https://www.economics-finance.org/conference.php> Unfortunately, the link to the program no longer works. However, I do have a draft copy, if needed.
- As study abroad experiences were canceled for summer 2020, Dr. Joy Godin took her students virtual where students from GC, West Georgia, and the University of Muenster in Germany worked together in virtual teams to create and present a project to a German company. All the students also participated in virtual Design Thinking training conducted by SAP.
- The GC Nudge Unit did a project with Sodexo as their client. This is an inter-disciplinary endeavor between Economics and Psychology. The advisors/instructors are Chris Clark and Diana Young.

Action Step 2: *The Graduate Admissions, Curriculum & Standards Committee (GCC) will review the graduate curriculum.*

This includes: (i) oral and written communication skills; (ii) analytical and critical thinking skills; (iii) quantitative skills and reasoning; and (iv) diversity, global and cross-cultural awareness, and ethical behavior along with the degree of integration throughout the curriculum based on evaluation of peer institutions with recommendations for curriculum revisions to College of Business faculty.

Responsible party: graduate admissions, curriculum & standards committee

Evidence of Progress:

- The part-time, off-campus MBA teach-out was completed spring 2019. That MBA program was the only cross-department graduate offering in the CoB. The intent of this initiative was to review that program; with the shut-down of the MBA there is no longer a need for this initiative. The remaining CoB graduate programs (MAcc, MLSCM, and MMIS) are specialty master's offerings that are assessed and reported on through the CoB annual assessment cycle.
- During AY 2018 and 2019 the GCC, in partnership with the CoB Strategic Management Committee, completed an extensive review of all graduate programs in the CoB. The outcome was a multi-year enrollment projection for each program and a review of any possible new program offerings. A report was submitted to the Associate Provost. From the Executive Summary of that report: "After review by the CoB Graduate Curriculum Committee and graduate program directors, combined with discussion among CoB faculty members, we do not see an opportunity for new graduate program offerings from the CoB in the next two years that meet the criteria of Goal 3 of the GC Strategic Plan. Additionally, the CoB lacks faculty resources in specialty areas such as finance or real estate to consider new programs that are outside our current faculty skill set or faculty resource base. Our immediate responses are to modify the college's graduate Web presence (now in progress), reallocate promotional spending, teach-out the PT MBA to eliminate its subsidy, and cut a cash-flow negative cohort of the MSLCM program (effective spring 2019)."

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- Four new courses, previously taught as special topics, were approved for the MMIS degree (Strategic MIS, Leadership in IT, Agile Project Management, and Global E-commerce).
- The Graduate Curriculum Committee approved the following curriculum changes:
- To remain in compliance with SACSCOC requirements, the following changes will be made by the Accounting Department, to become effective Fall 2020:
 1. Renumber ACCT 6310 as ACCT 5125 – Taxation of Business Entities
 2. Remove ACCT 6310 and ACCT 6360 as options for the MAcc
- Adjust the program of study for the MAcc:
 1. Replace ACCT 6310 with ACCT 5125 on list of accounting electives
 2. Remove ACCT 6360 from list of accounting electives
 3. Motion: Delete MMIS 6196 and MMIS 6920.
 - Rationale: These two courses have not been taught in a number of years and the department has no plans to schedule them again.

Action Step 3: *The College of Business Diversity Leadership Team will complete the College of Business' diversity action plan for submission to the Office of Diversity and Inclusiveness.*

Responsible parties: college diversity leadership team

Evidence of Progress:

- The CoB Diversity Leadership Team publishes an annual summary of diversity activities.
- During FY 2019 the CoB received a gift to support diversity activities for students and faculty members. Spending from the fund included support for a luncheon presentation by a CoB faculty member (fall 2018), a panel of speakers to discuss Diversity in STEM (spring 2019), and a visit from the head of Diversity and Inclusion at NC State's Poole College of Business to give a presentation on opportunities to improve diversity and inclusion in the students' freshman seminar experience (spring 2019).
- The CoB helped fund a faculty member's travel and presentation at an AACSB diversity conference, fall 2018.

- The CoB is represented on the university-wide diversity mentoring initiative. Those faculty peer educators and mentors work to increase diversity opportunities on campus.
- The Information Technology Advisory Board continues to provide scholarships and travel expense support for female information systems and computer science majors to attend the Annual Grace Hopper Conference <https://ghc.anitab.org/calendar/2019-grace-hopper-celebration/> . Students participate with 20,000 or more other females who are in various technology fields. In addition, our students interview with, and receive job offers from, many of the largest technology firms in the world at that conference.
- The CoB raised support to send minority male students to the Richard Tapia Conference <http://tapiaconference.org/> .
- Minority Youth and Business: MY&B is one of the longest-running diversity efforts at GC, operating for over 30 years. The program invites high school students to spend a week in residence at GC, during the summer. The program aims to increase minority participation in post-secondary education and in business ownership. MY&B is supported by an endowment, by annual gifts from the Georgia Council for Economic Education, and with operating support from the CoB. For more information, see: <https://www.gcsu.edu/admissions/visitation-events/minority-youth-business>

Spring/Summer 2020

- Here are our 2015-2020 graduates that have attended or are currently attending grad school (in order of graduation date oldest to most recent):
 - 9 out of 20 are female. Women are rare in economics. Here's a recent article discussing the scarcity of women in economics: <https://qz.com/1888566/women-author-only-17-percent-of-the-articles-in-top-economics-journals/>
 - Kelly Lee - currently in PhD in Econ program at Colorado State
 - Alaina Totten - has MS Econ from GA Tech
 - Cullen Wallace - has PhD in Econ from FSU (WE JUST HIRED CULLEN AS A NEW ASSISTANT PROFESSOR IN ECON)
 - Jacob Duncan - has MS in Climate Science and Policy from Bard University
 - Logan Creekmur - has MA in Teaching from GC, currently enrolled in PhD in Education program at UGA
 - Austin McTier - has MS in Econ from GA Tech
 - Blake Smallwood - has Doctor of Physical Therapy degree from Mercer University
 - Tim Smith - currently in PhD in Econ program at UGA
 - Fritz Young – attended the GA Tech PhD program in Econ
 - Kevin Morris - currently in MSc in History of International Relations at London School of Economics (Marshall Scholar)
 - Justin Suda - MA in Economics from UGA
 - Ragnheidur Bjarnadottir - currently in PhD in Econ program at American University
 - Isabelle Evans - currently in MA in Econ program at Georgia State University
 - Sungmee Kim - currently in PhD program in Econ at Georgia State University
 - Victoria Shoemaker - currently in Masters in Finance at Colorado State University
 - Kendyl Campbell - accepted to law school, but delayed due to health issues
 - Hanna Kagele - currently in PhD in Econ program at Emory University
 - Braden Little - currently in MA in Econ program at Georgia State University
 - Emerson Kleider - accepted to law school at Arizona State for this fall.
 - Noah MacDonald – currently in PhD in Econ program at Emory University

Action Step 4: *Review the business core, undergraduate majors, and graduate programs based on assessment outcomes and changing market forces.*

Review annual assessment outcomes to inform departments and curriculum committees on needed adjustments to the College's curriculum.

Responsible parties: assessment coordinators, department chairs, undergraduate admissions, curriculum & standards committee, graduate admissions, curriculum & standards committee

Evidence of Progress:

- Assessment in the CoB occurs at the course level and is reported through department-level assessment coordinators.
- CoB faculty members meet annually to review assessment reports from each major and each program. The CoB Assessment Coordinator publishes an annual report of assessment outcomes.
 - CoB Assessment Reports are available here: <https://www.gcsu.edu/business/information-faculty>
- The CoB participates in the GC supplemental instruction (SI) program to provide students out-of-classroom assistance with specific courses. CoB SI courses are CSCI 1301 and 1302 (computer science) and Economics 2100, 2105, and 2106. ECON 2105 and 2106 are the macro- and micro-economics courses taken by all CoB-BBA majors.
 - SI Leaders are undergraduates assigned to a section to increase students' successful completion of difficult classes. SIs attend class, and take notes. SIs lead study sessions outside of class time, discuss course concepts, review course material, and strengthen study skills. SIs are not responsible for grading, preparing exams, teaching new material, or assigning grades.
 - Across all SI sections, the average DFWI (final grade of D or F, Withdraw, or Incomplete) rate of SI-attending students is typically 35-45% lower than the average DFWI rate of non – SI attending students.
- The USG Momentum Year, which is being implemented at GC as GC Journeys, includes a “skills-infused curriculum” that will impact learning outcomes and thus assessment activities. That infusion process is on-going; it will extend into the time frame of the next CoB strategic plan. However, the fundamental GC Journey skills of critical thinking, ethical behavior, effective oral and written communications, and a service orientation are already important components of the CoB curriculum. For more details, see the GC Journeys Web page: <https://www.gcsu.edu/gcjournneys>.

Spring/Summer 2020 (Additional information available in the AOL Reports)

- The department began an initial evaluation of undergraduate/graduate required curriculum given the new skill set that Dr. Stephenson brings to the department
- Each academic program improved courses or curriculum based on the assessment results of the previous year. For example, the coverage of regression was increased in MGMT3165. Additional homework assignments related to hypothesis testing were provided in MGMT3101. Time spent on the macro review was increased in ECON4990. The importance of completing all assignments related to business ethics was emphasized in BUAD2172. The college of business written communication rubric was used in ACCT3106. New pedagogical techniques of transformative learning were used in CBIS3210.

Action Step 5: *Implement curriculum changes with annual report on necessary curriculum adjustments.*

Responsible parties: department chairs, undergraduate admissions, curriculum & standards committee, graduate admissions, curriculum & standards committee

Evidence of Progress:

- As part of a cross-college review of graduate programs the CoB faculty reviewed enrollment declines in the off-campus, part-time MBA and voted to teach out that program during the spring 2017. The teach out was completed spring 2019. The vote to shut down the program came after a fall 2015 decision to reduce the PT MBA to a single, off-campus location and to cut the course rotation to a single course offering per academic year for each course, in order to better utilize resources.
- Economics removed ECON 3220, International Trade as a required course from the BA and BS/ECON to improve program flexibility and to align the program better with other economics majors at other universities, fall 2018
- Discipline-specific curriculum changes occur regularly, especially for computer science (CS) and MIS. Due to rapid growth in the major MIS reduced the number of required courses and increased elective option, which allows students to have a focus area in the major of either analytics, application development, or networking, fall 2017
- The CS program is ABET accredited; a number of CS curriculum changes reflect ABET expectations, for example:
 - Add Computer Security as a required course for all CS majors; change the Math course for CS majors as ABET's new guidelines require mathematical rigor at least equivalent to introductory calculus, spring 2018

- Accounting updates its curriculum as needed to meet changing expectations for the CPA exam as well as for students who are not on a CPA track. For example:
 - Increase credit hours for the ACCT professionalism course to include skills in software essential to the accounting profession. This addition was in response to feedback from interns and their supervisors, spring 2018
 - Add two Logistics courses to the list of electives for BBA – ACCT majors, spring 2018
 - Reinstitute Legal Environment of Business as a prerequisite for Business Law, spring 2018
- Examples of other curriculum revisions during the time period of this CoB Strategic Plan include:
 - Require C or better in CoB core courses that are a prerequisite for other core courses, approved fall 2017, following Undergraduate Curriculum Committee discussions about course rigor in the spring 2017
 - Require C or better in Math 2600, which is a prerequisite for MGMT 3101 Business Stat, fall 2018
 - During spring 2019 Economics reviewed the BA-ECON for possible shut-down due to low productivity. Effective fall 2019, faculty approved deactivation of the BA in Economics due to low enrollment
 - In 2019 IS/CS added a Data Analytics concentration to the MIS major, addressing market demand for those skills

Spring/Summer 2020

- Three concentration areas were approved within the MIS major (data analytics, information technology, and web development). Two concentrations were approved in the CS area (data science and information technology). The reduction in the number of science courses required, in alignment with the newest ABET standards, was also approved for the BS in CS.
- The dept of accounting finalized hiring with two SA qualified faculty during this time (Dr. Stephenson and Dr. Creel) (perhaps should go under objective 5)

Action Step 6: *Enhance student engagement in professional development, career preparation, and leadership.*

Enhance coordination of departmental and college-wide student engagement activities to effectively increase student attendance and participation in professional development activities through events by holding a planning session prior to each semester.

Responsible parties: department chairs and outreach coordinator

Evidence of Progress:

- The CoB Outreach Coordinator and department chairs meet regularly with GC Career Center personnel to coordinate scheduling and annual activities, such as major specific career fairs (in Accounting and MIS/CS), the Elevator Pitch Competition, and off-site networking events for alumni and current students. The Career Center provides logistical support for events, including check-in of student attendees.
 - Career Center information is available here: <https://www.gcsu.edu/career>
- CoB students are active users of the GC Career Center and GC university-wide career fair. For example, during 2019 approximately 85% of CoB students had some contact with the GC Career Center. Typical services from the Career Center included resume reviews, mock interviews, career planning, and assistance with LinkedIn networking. For the 2019 graduating class, over 77% of CoB seniors completed one or more of the Career Planning Milestones (<https://www.gcsu.edu/career/milestones>).

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- Dr. Brent Evans also worked with Will Achi, another economics undergraduate student, on a research paper this summer. They received a Mentored Undergraduate Research and Creative Endeavors (MURACE) summer research grant from Georgia College for this work. <https://www.gcsu.edu/murace/summer-research-grants>
- Dr. Brent Evans coauthored a research paper entitled "A Theoretical Examination of Cash-Back Credit Cards and Their Effect on Consumer Spending" with Noah MacDonald, an undergraduate economics major, that was recently accepted for publication in the SSRN Electronic Journal. DOI: 10.2139/ssrn.3549383 This research as also completed as part of a Mentored Undergraduate Research and Creative Endeavors (MURACE) summer research grant.

- Students in the CBIS/CSCI 2810 Professional Development class participated in virtual networking sessions with members of the IT Advisory Board in April. Students in this class participate in a job shadowing experience every spring. As some of the student groups had not completed their experience when Covid-19 forced the shutdown, these experiences were taken virtual so the students did not miss out on this opportunity.
- 8 students from the Department of Economics and Finance presented their undergraduate research at the Academy of Economics and Finance Annual Meetings in Atlanta. This is a full academic conference with international participation. This is a link to the conference website: <https://www.economics-finance.org/conference.php> Unfortunately, the link to the program no longer works. However, I do have a draft copy, if needed.
- The GC Nudge Unit did a project with Sodexo as their client. This is an inter-disciplinary endeavor between Economics and Psychology. The advisors/instructors are Chris Clark and Diana Young. (Action steps 1, 6 and 9)
- Spring 2020 Georgia College Elevator Pitch Competition – There are seven Winners of the Spring 2020 J. Whitney Bunting College of Business & GEICO Elevator Pitch Competition. These students had average scores across their judges that exceeded 99.30/100. In total 463 students participated in the competition in Spring 2020.

Action Step 7: *Enhance student involvement with college and university-wide professional development and leadership opportunities, by more effective communication, coordination, and evaluation of such opportunities.*

Responsible parties: department chairs and outreach coordinator

Evidence of Progress:

- During AY 2018 GC initiated GC Journeys. That program requires all incoming freshmen to complete the Career Planning Milestones (<https://www.gcsu.edu/career/milestones>) during their time at GC. Milestone activities include: registration at the Career Center, a career assessment, resume review, LinkedIn profile, completion of a career plan, participate in at least one mock interview, and include their resume in the GC Career Center database for employers. This CoB initiative has been significantly assisted by a university-wide program.
- One component of GC Journeys is the students' selection of two transformative experiences, from these options: study abroad, community-based engaged learning, leadership, undergraduate research, or an internship. Thus, leadership is now an optional component of each students' course of study at GC. Some examples of these activities follow.
 - In the summer 2019, twelve students completed a study abroad to the Netherlands, Germany and Belgium, led by Business Law faculty member Jehan El-Jourbagy. Students completed two courses in global corporate leadership and international, environmental law.
 - The CoB Marketing Major requires an engaged learning project from all its seniors in the Marketing Capstone course. In the most recent calendar year, across 22 clients, twelve of which were not-for-profit organizations, 93 students gave 5,595 hours of service, creating year-long marketing strategies, with an approximate value of \$144,000.
 - During the fall 2018 and spring 2019, 128 business majors participated in a leadership experience that was either program based, such as Emerging Leaders and Leadership Certificate, or was course based.
 - Business students participated in mentored undergraduate research (<https://www.gcsu.edu/murace>). In recent semesters several CoB students have received MURACE funding, including: 2 – MIS (fall 2018), 6 – Marketing (National Council of Undergraduate Research Conference, spring 2019), and 7 – Economics students (GC Student Research Conference, spring 2019).
 - Most CoB internships are completed during the summer. During calendar year 2019 for instance, 135 business majors completed paid internships for which they received course credit
- MIS Internships now count as one of the MIS required courses, effective fall 2018.
- The BBA majors have made career preparation and professional development part of coursework. For example, Accounting and MIS/CS have separate professional development courses required of their majors. Economics majors must take a year-long sequence to build research and professionalism skills. Marketing students complete a capstone project that requires a client presentation.

- Regarding communication to students, the GC Career Center publishes a list each semester of professional development and job search activities that are available campus-wide. The CoB installed a video monitor on the second floor to enhance outreach to business majors, fall 2018. CoB student organizations continue to use flyers posted in classrooms to advertise speakers and other activities.
- Effective spring 2019 the CoB has partnered with GC Leadership programs to promote speakers for the joint Inspire/Usery Speaker Series. The Usery Speaker Series is sponsored by a donor. GC Leadership Programs communicate to students through various media, including the university's OrgSync event notification and registration system.

Action Step 8: *Establish baseline of student participation in student organizations and honor societies to track each year.*

Responsible parties: department chairs and outreach coordinator

CoB students regularly receive honors and recognition, both on and off campus. For example, Economics major Cameron Watts was selected as the 2019-2020 GC Academic Recognition Day student representative, a state-wide honor and the highest honor that GC can bestow upon a student. Nominees are an undergraduate, have a GPA of, or near 4.0, and are a Georgia resident. At a February 2020 Board of Regents meeting, he received a commendatory letter from the chancellor of the University System of Georgia, a resolution from the Georgia Senate and House of Representatives, and a letter from the GC president.

Evidence of Progress:

- During execution of this CoB Strategic Plan the Strategic Management Committee decided that simple counts, such as the number of participants in a specific activity, was not an assessable measure of the impact of that activity on student professional development and learning, and only an indirect measure of student engagement.
- The CoB partners with the Career Center to register the number of participants at individual events, such as career fairs, but the CoB is not tracking an overall count across events.
- During AY 2017 the CoB moved to corporate sponsorship of the annual Atkinson Honors awards ceremony as a way to improve student participation and reduce the cost to students for attending the event.
- The CoB secured donor support for the Entrepreneurship Club during AY 2019 as a way to improve member engagement. Activities include hosting a panel of women to celebrate the 2019 Women Entrepreneurship Week where 40 students heard the startup stories of women business owners.
- Honor society participation varies annually based on student performance, thus the number eligible. Currently, students' willingness to pay the entrance fees to honorary societies such as Beta Gamma Sigma may present a limitation to participation.
- Our observations suggest that student organization special activities and events show improvements in attendance when the clubs sponsor joint events and actively promote the events through posters and electronic digital displays in Atkinson Hall and by direct solicitation of their members and by professors in associated disciplines.

Action Step 9: *Inventory student experiential learning experiences outside the classroom through research projects, business-related and community-based projects (CBEL), study abroad, professional conferences, and internships.*

Responsible parties: department chairs and outreach coordinator

Evidence of Progress:

- The inventory of experiential learning experiences is primarily driven by course offerings in the CoB. The GC Journeys program (<https://www.gcsu.edu/gcjourneys>) has three components – transformative experiences, career planning (including internships), and a senior capstone, which push all students to accomplish this initiative. Thus, this experiential learning initiative in the CoB Strategic Plan is now being addressed directly by a GC-wide curriculum process.
- CoB students are competing for and winning national scholarships, such as the Boren Scholarship and Fulbright Scholarship. Kevin Morris, BS – ECON 2017, is a 2019 Marshall Scholar. Jonathan Mangrum, Economics, was GC's first David L. Boren Scholar; he spent fall 2018 studying in India. See <https://www.gcsu.edu/national-scholarships/recipients> for examples.
- CoB faculty regularly accompany business majors to professional conferences. For example, Marketing majors compete in a state-wide sales competition and attend student sessions at American Marketing Association meetings. Females in MIS and CS attend the Grace Hopper Conference. Logistics students attend national conferences when held in State and regularly

travel for tours of the Port of Savannah. Economics majors make paper presentations at the Academy of Economics and Finance. Accounting majors participate in summer professional development workshops offered by hiring firms.

- CoB student participation in study abroad improves when CoB faculty members specifically lead study abroad activities. During summer 2018 one faculty member led a study tour to Spain and one to Australia. During summer 2019 one faculty member led a tour through Germany and the Netherlands.
- All Economics majors are required to complete a directed study with a faculty member as part of a year-long, two-course sequence in Econometrics and research.
- Marketing majors are required to complete multiple community-based engaged learning projects as part of that major.
- Each major in the CoB, as well as the GC Career Center, strongly encourages completion of an internship, but an internship is not a required component of any major in the CoB.

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- The Georgia College Nudge Unit engages with the community in a variety of ways. The Nudge Unit completed a Behavioral Economics intervention/research project partnered with Soxdeo and attempted to implement another intervention with the Office of Sustainability that was interrupted by the Covid crisis. The Nudge Unit is made up of primarily economics undergraduate students (with a few Psychology students) and is led by Dr. Diana Young (from Psychology) and Dr. Chris Clark (from Economics).
 - <https://frontpage2.gcsu.edu/announcement/table-milledgeville-gc-nudge-unit>
 - <http://catalog.gcsu.edu/en/2019-2020/Undergraduate-Catalog/Course-Descriptions/PSYC-Psychology/3000/PSYC-3940>
 - <http://catalog.gcsu.edu/2019-2020/Undergraduate-Catalog/Course-Descriptions/ECON-Economics/3000/ECON-3940>
- Despite many internships being canceled due to Covid-19, 17 CS students and 9 MIS students still participated in a for credit summer 20 internship.

Action Step 10: *Enhance feedback on performance of academic programs through alumni, employer, and student placement surveys.*

Collaborate with University Alumni Relations to evaluate alumni survey instrument and response rates.

Responsible parties: dean and outreach coordinator

Evidence of Progress:

- During the execution of this strategic plan the GC alumni office assumed responsibility for surveying GC graduates university-wide and reporting the results back to the colleges. The CoB provides updates to the alumni database, but does not conduct a CoB-wide survey of graduates as that would duplicate university-level efforts.

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- Accounting and MACC student placement surveys. They are part of Accounting and MACC program assessments. I will receive the assessment reports about it in September.

Action Step 11: *Evaluate employer and recent graduates survey instruments and response rates.*

Responsible parties: dean and outreach coordinator

Evidence of Progress:

- GC's Alumni Office has assumed responsibility for the survey instrument and execution of the survey of graduates.
- The GC Alumni Office also uses social media searches to identify GC alumni and their employers.

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- The department tracked placement rates at graduation using the senior exit survey

- Please see below for the results of the AY2019 job placement survey of Accounting and MACC programs, which could fit into the highlighted item under Strategic Goal 1 Action Step 11. According to the AY2019 assessment report, Accounting and MACC programs planned to do the survey again. Since they have conducted senior exit surveys in the last several years in a row, I expect they also provide the survey data for AY2020. I haven't received the AY2020 assessment reports from the Accounting and MACC program assessment coordinators yet. I will let you know once I get the AY2020 survey data from them.
 - In AY2019, Accounting majors completed a survey upon graduation which allows for the tracking of interviews, graduate school acceptance, and employment offers. 68% (26/38) of graduates reported acceptance to a graduate school program. 5 (19%) of these students also reported accepting job offers for employment after graduation from the graduate program.
 - Job placements of graduating MACC students were tracked using a survey instrument/structured interview. MACC program graduated 40 students. All students had received and accepted offers of employment prior to their degree completion.

Action Step 12: *Integrate, where appropriate, survey responses in terms of refining academic programs and student professional development opportunities.*

Responsible parties: dean, department chairs, and associate dean

Evidence of Progress:

- Professional development is now integrated into coursework in several CoB majors, based in part on employer feedback.
- The BBA – Accounting and BBA – Marketing programs both survey their senior majors just prior to graduation.

Strategic Objective 2: Enhance the local, state, national, and international visibility of the College's quality programs, student successes, and faculty and staff achievements

Action Step 1: *Develop and Implement a CoB Communication Plan*

Responsible parties: dean, outreach coordinator, donor engagement officer

Evidence of Progress:

- In 2017 the CoB dean created a Communications Plan for the CoB. Prior to implementation, that plan was reviewed by GC University Communications, the CoB external advertising agency, the CoB Advisory Board, and the CoB Strategic Management Committee.
 - Elements of the CoB Communication Plan include: digital advertising (SEO/retargeting, banner ads); radio; video production (externally purchased and in-house created); an electronic newsletter – the *Atkinson Insider*, that is sent to CoB friends, faculty, and board members; social media – college wide and department specific (Facebook, LinkedIn, Twitter); the dedicated online graduate program recruitment Web site Makeyournextmove.org; and department-specific outreach to discipline-based boards in Accounting and MIS. We have made some limited use of geo-targeting. The plan content includes target audience, the purpose of each publication/outlet, publication frequency, and typical content.
- The CoB is the presenting sponsor for Lenz on Business (<https://lenzonbusiness.com/>), a long-form radio interview with Atlanta business leaders that airs on 95.5 WSB. It features alumni of CoB online graduate programs.
- With the assistance of GC University Communications, the CoB filmed a series of promotional videos for graduate programs during Fall 2019 to use on our website and in recruitment efforts. Targeted launch for the videos is spring 2020.
- CoB advertising focuses almost exclusively on our three, online graduate programs – the Georgia WebMBA, the Masters of Logistics and Supply Chain Management, and the Masters of Management Information Systems. The target audience is typically 25-40 year old professionals who are looking to advance within their current firm, thus are generally not career changers.
- The CoB Communication Plan is the coordinating mechanism for each of the Strategic Plan Objective Two initiatives that follow. For several years the CoB has used a portion of premium tuition from online graduate programs to fund the Web and social media advertising described in these initiatives to enhance CoB visibility.
- With very limited exceptions, communications from the CoB are electronic. The CoB no longer deploys print media such as direct mail and billboards (electronic and static); the CoB does not print an annual report; distribution is electronic. A casual observation: the dean's office is receiving dramatically less printed materials from other business schools than in past years.

Action Step 2: *Elevate CoB Graduate Program Rankings*

Responsible parties: dean, outreach coordinator, donor engagement officer, graduate program director

Evidence of Progress:

Program rankings are one way to show evidence of success in promotional activities. The U.S. News Ranking for *Best Online Programs*, released January 14, 2020, ranks two, GC College of Business online graduate programs.

- The *Georgia WebMBA at Georgia College* is a Top-50 program nationally (#40). More specifically, it is **the top ranked online MBA among universities in Georgia**. We are ranked just ahead of online MBA programs such as Mississippi State, Oklahoma State, and Baylor.
- The *Masters of Logistics and Supply Chain Management* program is a **Top-20 program nationally (#17) among other, non-MBA, Best Online Master's Business Programs**. That ranking includes programs in various disciplines, such as accounting, finance, and logistics. For that group of master's programs, GC is second in the State of Georgia, behind UGA.

In January 2020, MBA Central (<https://www.mbacentral.org/>) published a ranking of **The 15 Best Georgia Online MBA Degree Programs** (<https://www.mbacentral.org/top/best-georgia-online-mba/>). All of the distance-based MBA programs in Georgia were ranked based on affordability, quality of classes, and support services (weighted 33% each). Topping the ranking was Georgia College's Georgia WebMBA at Georgia College.

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- <https://frontpage.gcsu.edu/node/5044> and <https://frontpage.gcsu.edu/node/4791>
- Jehan Eljournbagy - finalist in this year's Charles M. Hewitt Master Teacher Competition: [https://alsbhewitt.weebly.com/news==I believe this appeared in various media outlets \(Action steps 2 and step 7\)](https://alsbhewitt.weebly.com/news==I+believe+this+appeared+in+various+media+outlets+(Action+steps+2+and+step+7))
- The department ranked 3rd in the state among accounting programs; <https://www.collegefactual.com/majors/business-management-marketing-sales/accounting/rankings/top-ranked/southeast/georgia/> ---I believe this appeared in various media outlets (action steps 2 and step 7)

Action Step 3: *Use of the College of Business website, social media, and “Make Your Next Move” online graduate programs platform.*

Analyze website hits and Google analytics on an annual basis.

Responsible parties: dean, associate dean, and outreach coordinator

Evidence of Progress:

- The CoB external advertising agency provides monthly reports and quarterly summaries of traffic comparisons from social media and Web advertising. The analysis is used by the agency for optimizing search results and driving qualified traffic to the GC and makeyournextmove.org (MYNM) Web sites.
- The CoB dean's office staff has worked with GC University Communications staff to review traffic to the CoB graduate Web pages. Native search is an important source of traffic that goes directly to internal pages. During the time period of this strategic plan graduate Web site content underwent significant changes to reduce the amount of text content and increase video usage since much of the inbound traffic comes from mobile devices.
- Prior to the time period of this five-year review, the CoB used Petersons for electronic outreach to prospective international students; efforts were unsuccessful. The CoB also used a commercial Web service in the UK to attract international students to online programs; the effort was not successful.
- <https://www.facebook.com/GCCollegeofBusiness/>

Action Step 4: *Spotlight faculty, staff, student, and program achievements on the website on a semester basis.*

Responsible parties: dean, department chairs, outreach coordinator, and program directors

Evidence of Progress:

- The CoB e-newsletter *Atkinson Insider*, Web site, and MYNM site, and social media are all used to post stories and videos about student and alumni accomplishments, advisory board activities, on-campus events such as career fairs, classroom visits by alumni and friends, student participation in conferences such as Grace Hopper, and graduate program rankings.
- The dean uses LinkedIn to post two to four items per month related to activities in the CoB and GC. As expected, alumni and student-related news items on LinkedIn garner the most views and likes.
- Examples of LinkedIn traffic follow:
 - A post on GC alumni serving on the newly elected governor's staff picked up 1,688 views and 31 likes.
 - “MMIS as a Top 25 Online Program” received 895 views and 18 likes.
 - “Happy Holidays from the CoB” e-card (December 2019) – over 4,500 views and 100+ likes
 - Elevator Pitch competition winner (fall 2019) – over 1,600 views
 - Diversity panel at a Georgia Chamber of Commerce event by Dr. Joanna Schwartz – 1,875 views
 - Faculty diversity in Computer Science about faculty member Gita Phelps – over 2,400 views
 - Women-owned business panel session for Entrepreneurship Week (fall 2019) – over 1,900 views
 - Class visit to the Atlanta headquarters of a multinational (fall 2019) – 1,375 views in the first 24 hours after posting
 - Announcement of new dean (January 2020) – over 3,400 views and 62 likes

- Content from stories on the GC Web site is used in the CoB email newsletter that is mailed externally to donors, board members, and other friends of the CoB.

Action Step 5: *Expand and monitor social media to disseminate College-wide events/stories.*

Responsible party: outreach coordinator

Evidence of Progress:

- Both the CoB outreach coordinator and University Communications monitor social media.
- The CoB Web site and social media – Twitter, Facebook, and LinkedIn, are used to regularly share CoB stories. For example, social media in the classroom includes a CoB marketing faculty member who has her class use Twitter during the Super Bowl (2018 and 2019) to share observations about the commercials that are televised during the game.
- The CoB outreach coordinator:
 - Serves on the GC Social Media Council, discussing best practices to increase traffic across social media platforms.
 - Monitors social media trends and publishes CoB-related items such as student success stories, alumni news, events and shares events and activities of student groups.
 - Works with University Communications to develop content for use on the Web and disseminate via social media.

Action Step 6: *Assess continually external marketing firm strategies in promotion of online graduate programs.*

Responsible parties: dean, associate dean, and graduate program director

Evidence of Progress:

- The advertising agency used by the CoB creates a calendar-year plan for CoB advertising funds. The mix of media for that budget changes from year to year depending on factors such as traffic patterns to the Web sites and the level of demand for each CoB online graduate program.
- Premium tuition from the WebMBA is the primary source of advertising funds used to promote online graduate programs
- During fall 2018 the CoB contracted with an external agency to review Web site content and page loading speed for graduate program Web pages. The consultant produced a detailed set of recommendations. The CoB worked with University Communications and the external advertising agency to implement the findings from the consultant’s study. For example, one of the first changes implemented was a modification of the Web form for gathering information from prospects. The form was shortened to improve page loading speed.
- During spring 2019, waiver applications increased because we added the GMAT waiver form to the graduate Web pages.
- In the fall 2019, we initiated a new process of mailing a personal, hand-written notecard and small GC gift to accepted students in our MLSCM and WebMBA programs in an effort to increase yield of accepted students and to enhance the acceptance experience. We are strengthening the connection to GC by sending an item with the GC brand. Early response to this initiative has been very positive.

Action Step 7: *Use of Georgia College print and electronic publications.*

Collaborate with University Communications and the Office of Alumni Relations to disseminate stories of accomplishments of the faculty, staff, and alumni of the College to local, regional, and national news services and other media.

Responsible parties: dean and outreach coordinator

Evidence of Progress:

- Use of printed materials by the CoB is extremely limited; almost all CoB communications are electronic.
- Local media have picked up stories with CoB connections, including the Super Bowl Twitter activities of Marketing students.
- GC maintains a Vimeo page for dissemination of video content, including CoB-related stories. Examples include:
 - Our first female MBA, Priscilla Ruckno <https://vimeo.com/305095565>
 - Kim Ryan, hospital CEO and MBA '93 <https://vimeo.com/250811291>
 - The Elevator Pitch Competition <https://vimeo.com/263014719>

- MIS Major and Women in Technology participant Chancelynn Ridley <https://vimeo.com/262058632>
- Computer Science major, GEM participant, and research scholar Kali Kimball <https://vimeo.com/261305453>
- Fulbright and Marshall Scholar, and Economics major Kevin Morris <https://vimeo.com/315684678>
- During the time period of this CoB strategic plan we have begun adding more video content to the CoB graduate program Web sites that is specific to our online graduate programs.
- During CY 2019 the CoB sponsored a weekly, Atlanta-based radio broadcast *LENZ on Business* featuring guests who were graduates of CoB online graduate programs.

Action Step 8: *Coordinate with University Communications and the Office of Alumni Relations to disseminate stories of accomplishments of the faculty, staff, and alumni of the College in Georgia College Connection, the alumni magazine.*

Responsible parties: dean and outreach coordinator

Evidence of Progress:

- *Connection* is a university-wide publication, thus stories must be aimed at a wide audience for alumni and friends of GC.
- Story ideas come to University Communications from various sources, including the CoB outreach coordinator.
- CoB-connected stories have been featured in a number of issues of *Connection* during the period of this strategic plan. It is not uncommon for multiple CoB-related stories to appear in a given issue of the magazine.
- Examples of stories *Fall 2016* https://issuu.com/georgiacollege/docs/2016_fallweb
 - Marketing major and athlete who co-authored research with a faculty member, page 4
 - Community impact from the CoB's Center of Design and e-Commerce, page 6
 - Computer Science major attends Apple Web developer's conference, page 7
 - CoB Marketing Advisory Board member quoted on GC impact, page 19
- Examples of stories *Winter 2016* <https://issuu.com/georgiacollege/docs/2016winterweb>
 - Former CoB advisory board member honored by GC, page 4
 - Scholarship support for business students, page 6
- Examples of stories *Summer 2017*
 - ECON major Emma Brodzik involved with sustainable campus initiative, pages 10-15; Emma is donating an annual scholarship for students who are interested in sustainability studies
- Examples of stories *Fall 2017*
 - BBA Accounting '12 Thomas Archer is a country music songwriter in Nashville, pages 20-21
 - ECON major and GC soccer player, page 30
- Examples of stories *Winter 2018* https://issuu.com/georgiacollege/docs/2018_winter_issuu
 - Business students are raising money for homeless veterans, page 8
 - Business professor challenges students to find purpose through service, pages 20-23
 - Former CoB faculty member receives GC Honor Alumnus Award, page 31

Action Step 9: *Use the university's daily FrontPage (an internal newsletter) to share timely information and to catalog stories regarding the College.*

Responsible parties: dean, outreach coordinator, department chairs, and program directors

Evidence of Progress:

- FrontPage stories are referenced in the CoB electronic newsletter that is sent to CoB board members and friends.
- The CoB outreach coordinator:
 - Partners with University Communications to post stories to FrontPage and the GC Web site
 - Utilizes content on FrontPage for inclusion in the CoB social media presence
 - Works with the GC Alumni Office and FrontPage developing articles for the monthly *e-Connection* newsletter

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- Promoted Outstanding Graduate Student award winners for 2020 on FrontPage and COB FB. Also promoted all undergraduate Atkinson Honors award recipients.

Strategic Objective 3: Enhance resource generation and operational efficiency to support programmatic needs

Action Step 1: *Develop a culture of philanthropy and resource generation to support programmatic needs and diversify revenue streams.*

Create a development plan with clear objectives for each academic department.

Responsible parties: department chairs, development officer, and dean

Evidence of Progress:

- CoB development activities (e.g., prospect identification, cultivation, and direct asks) involve the dean and development officer (DO) working together, in coordination with the vice president for advancement. This cultivation is driven by a prospect's membership in the college-wide advisory board or their standing as an alumnus of the CoB, regardless of major.
- The college-wide advisory board has funded an endowment that supports student events, a scholarship for a business major, as well as annual, unrestricted gifts. Several board members are in the process of endowing scholarships.
- Logistical support for donor-centric or prospect-specific events often involves the CoB's Coordinator of Business Outreach.
- Department-level development planning is centered on discipline-specific advisory boards.
- The CoB has been successful in engaging practitioners where there is a natural linkage between a program's students and the interests of those practitioners. Departments are most directly involved with fund raising through their discipline-specific advisory boards, where there is the prospect for hiring CoB students or where board members are motivated to assist with the professional development of students. For example, approximately 25 accounting firms recruit on campus and actively support annual scholarships for CoB accounting majors; the MIS/CS board funds student attendance at the annual Grace Hopper Conference to assist with both student professional development and job searches.
- CoB faculty regularly make annual donations to support department-level initiatives (approximately \$12,000 in CY 2019).
- In the absence of a discipline-specific advisory board, prospect development may also involve an employer who makes repetitive hires from a specific major. For example, the DO can work with a department chair to solicit scholarship support in a firm where we have a critical mass of CoB graduates.
- Sponsorships extend across departments and disciplines, for example a sponsorship for the Entrepreneurship Club or for CoB diversity initiatives. The CoB dean has created a sponsorship template that has been used with multiple prospects.

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- Former ECON-FIN chair, Ken Farr has continued to contribute to Foundation accounts for two scholarships in his name. One for student athletes and the other for economics majors.

Action Step 2: *Cultivate and engage donors in fulfillment of the College's capital campaign case statement with monitoring of progress toward the campaign goal.*

Responsible parties: dean and development officer

The quiet phase of the current GC capital campaign (<https://campaign.gcsu.edu/>) began July 2014. The public phase kicked off with the Gala on October 14, 2017. The Capital Campaign has had a positive impact on donor generosity to the CoB.

The CoB has been led by two deans during the Campaign. As of December 2019, the CoB had 41 endowed funds that provide student scholarships. Among those scholarships, 15 were given between May 2016 and December 2019, during the term of the current dean. Another 12 scholarships were given in the previous three years, during the term of the prior dean, which started just after the kickoff of the Campaign. Thus, support for permanently-funded scholarships has remained steady throughout the campaign. In short, 27 of 41 (66%) of the endowed CoB student scholarships were funded between 2014 and 2019 for the capital campaign that ends in May 2020.

Additionally, between 2016 and 2019 donors have funded a speaker series (\$10,000), established a department-level operating fund, provided a \$57,000 estate gift to establish a CoB discretionary fund, and given annual support for Atkinson Honors, the

Entrepreneur Club, and student travel. During the fall 2019 GC Giving Challenge, 36 CoB donors contributed \$4,150 to support business student travel.

Evidence of Progress:

- The dean and development officer (DO) meet regularly as part of the process of contacting prospects.
- The dean and DO meet monthly with the vice president for advancement to discuss solicitation activities and pending asks, with a short-list of targeted candidates.
- The DO creates a weekly report of CoB development activity including LinkedIn contacts, introductory letters, telephone calls/emails listing specific outcome, meetings, proposals, and fund agreements.
- The dean and DO separately and together regularly call on prospects across the state. Out-of-state donor contact occur when traveling for other purposes, say to conferences. Call reports are entered into Raiser's Edge for each meeting.
- The DO receives monthly statements of donor funds received by the CoB. The dean uses the daily and monthly donor reports to acknowledge gifts to the CoB with a hand-written note.

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- Worked with the IT Advisory Board to encourage giving in order female students to the Grace Hopper Celebration of Women in Computing Conference

Action Step 3: *Develop legacy sponsorship funding for College-wide events.*

Responsible parties: dean and development officer

Evidence of Progress:

- Sponsorships are generally solicited by the dean and development officer, but faculty have also been successful in obtaining sponsorships for activities.
- During the time period of this strategic plan the CoB has been successful in raising sponsorships for our annual Atkinson Honors event from local businesses. The sponsorship enables the event to take place without having to ask students and parents to off-set the cost of the meal.
- For several years GEICO has been a recurring sponsor of the fall and spring elevator pitch competition. The dean made the decision to return all of the sponsor's donation to students in the form of prize money for the competition. This competition involves nearly 50 judges (the first round uses teams of judges who view live pitches) and over 450 students each semester.
- A CoB donor made a multi-year commitment to sponsor a speaker series on a business-related topic (employee relations) that has a university-wide reach. Management of that speaker series was transferred to GC Leadership Programs in 2019.
- The CoB has been successful in securing modest-donation sponsorships for specific activities such as diversity initiatives, the entrepreneurship club, student travel, and Constitution Week.

Action Step 4: *Leverage faculty summer research grants for external grant submissions to government agencies and foundations in monitoring the number and dollar amounts of external grant submissions and awards.*

Responsible parties: dean, associate dean, and faculty

Evidence of Progress:

- Monitoring of school-level grant submissions is managed by the university's Office of Grants and Sponsored Projects. The CoB receives monthly reports on grant activity from across the university.
- CoB faculty have used grants from state and federal agencies as a way to support programs and to fund research.
- The CoB has had some success in grant funding. For example, the Center for Economic Education has received recurring grants to support its work, as well as the Minority Youth and Business summer program.
 - <https://www.gcsu.edu/admissions/visitation-events/minority-youth-business>
- CoB summer research grants are funded internally. The CoB has awarded the grants since 2007 as a way to encourage faculty scholarship. The deans and department chairs work with the Faculty Development Committee to create proposal guidelines and to administer the awards.

- CoB faculty are encouraged to seek external support for their research, but during the time of this strategic plan the CoB faculty have not moved to require an external grant submission as a condition for applying for a subsequent summer grant. Current wording on the Call for Proposals is as follows:
 - “The purpose of the summer research grants is to increase output of peer-reviewed journal publications, as defined by the College of Business promotion and tenure guidelines. Faculty members must show evidence of a peer-reviewed journal submission stemming directly from the grant before they are eligible to apply for a grant in subsequent years. ... Grant recipients must present research progress in a College of Business Research Assembly (COBRA) event prior to applying for a subsequent College of Business faculty summer grant.”

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- Faculty Research Grants
- New Faculty Research Grants

Action Step 5: *Recognize faculty grant submissions and awards in the annual evaluation and promotion and tenure processes.*

Responsible parties: promotion & tenure committee

Evidence of Progress:

- During the time period of the strategic plan there was a university-wide project team that extensively reviewed P&T processes across the university and brought recommendations back for review and possible action by the individual colleges. The CoB P&T Committee acted on those recommendations, bring forward a number of changes to the CoB P&T document that were approved by CoB faculty members, spring 2018.
- CoB faculty members can include grant submissions and awards as an entry in their calendar year report of productivity. That report is reviewed by the department chair as part of the annual evaluation process.
- CoB faculty members can include grant submissions and awards in their package that is reviewed for promotion and tenure.
- Grants are recognized in the CoB as part of the P&T process but are not required for either promotion or tenure.
- In spring 2019 the CoB P&T Committee reviewed this Strategic Plan entry in light of prior discussions and faculty actions. The Committee agreed that grant awards can be recognized during the P&T process, but recommended against wording that suggested the CoB would require grant submissions as an element of P&T. The rationale is that article submissions are not explicitly recognized, only article acceptance and publication, so grants should be treated in the same manner. Grant submissions can still be included by candidates but should not be explicitly recognized.

Spring/Summer 2020

- Faculty Research Grants
- New Faculty Research Grants

Action Step 6: *Fiscal stewardship in the alignment of resources to fulfill the College’s mission.*

Use responsibility-centered budget management principles for internal resource allocation decisions based on a strategic examination of College of Business priorities for programs as informed by enrollment data and cost structure.

Responsible parties: dean and associate dean

Evidence of Progress:

- For several years the university has been using a prioritization and redirection process to evaluate and redistribute existing state funds across departments and colleges. Deans are expected to defend faculty lines when they come open. Off cycle, the dean works with the provost on requests to fill when an existing CoB line comes empty.
- Prior to and during the time period of this strategic plan the CoB leadership team has used a consultative process in the creation of the annual budget request and in allocating operating funds across the CoB. Departments submit requests, deans, chairs, and the college-level strategic management committee discuss as a group, and the dean creates a request that then goes forward for discussion with the provost.

- The dean and associate dean, in consultation with the department chairs, create a budget request based on factors such as trends in enrollment across the undergraduate majors, changes in the relative number of undergraduates and graduate students, and expected resignations/retirements. Given the salary inversion common across CoB disciplines, the retirement of a senior faculty member may leave a line underfunded for opening a search, even when using AACSB US Master's Large peers as a comparison rather than all AACSB schools.
- The dean presents the annual budget request to the provost for discussion, then to all of the provost's direct reports, who suggest to the provost which items from the group presented should be highest priority. The dean eventually presents the CoB budget request in an open hearing to the president, vp of finance, and others from the university community.
- During the fall 2019, in response to multiple months of lower tax collections by the State, the University System office instituted a "critical hire" process that requires all faculty and staff hires (above \$40,000 annual salary) to be reviewed internally and then to be approved by the system office.

Action Step 7: *Set annual budget priorities in consultation with the department chairs and the Strategic Management Committee to fulfill programmatic needs.*

Responsible parties: strategic management committee, department chairs, associate dean, and dean

Evidence of Progress:

- Georgia College's budget process includes redirection of existing funds. The CoB has, when needed, redirected faculty lines across departments in response to enrollment shifts. The CoB dean must make a case for retaining existing faculty and staff lines when lines come open due to retirements or resignations. Academic Affairs has been supportive of CoB needs.
- The CoB continues to be intentional about the allocation and reallocation of faculty lines. In 2019, for example, the dean in consultation with the leadership team, moved a tenure-track line from Business Communications to MIS to address enrollment growth in the BBA-MIS major. At the same time, the CoB moved a non-tenure-track lecturer from Marketing to Business Communications. Similarly, in fall 2019 the CoB gained a new logistics line as part of a net-new resource allocation from Academic Affairs. That new line enabled the Management, Marketing, and Logistics Department to shift a newly available line in logistics (due to a resignation) to Human Resources, in response to a more pressing need there.
- From FY 2013 (two years prior to the current CoB Strategic Plan) through FY 2019, 71 new faculty and staff joined GC in the form of newly created or redirected positions, excluding existing lines that were refilled. These positions total \$3.5M in salaries (excluding benefits) and are supported by \$1.7M in new funds and \$1.8M in redirected funds. The CoB received 32% of the new tenure-track lines and 18% of the new lecturer lines as GC added
 - 19 new tenure-earning positions: 9 in CoAS, 4 in CoHS, and 6 in CoB, and
 - 28 new lecturer positions: 16 in CoAS, 7 in CoHS, and 5 in CoB.

Action Step 8: *Review and determine premium tuition levels for online graduate programs relative to competitors.*

Responsible parties: dean, associate dean, graduate program director, and program directors

Evidence of Progress:

- The CoB regularly reviews the tuition levels of its premium priced graduate programs relative to major competitors.
- If premium tuition for online graduate programs continues, there is very likely to be much stricter oversight at the state level and it will be increasingly difficult for programs like the WebMBA to raise tuition rates.
- During the time period of this strategic plan the University System of Georgia has become much less tolerant of premium tuition, hence tuition increases for competitive purposes must be supported by competitive data from other institutions nationwide. The WebMBA has applied for tuition increases but has been required to produce an annual pro-formal P&L to justify a tuition increase. Likewise, requests for reimbursement of the costs of orientation from incoming students for online programs must be based on the actual costs of that orientation.

Action Step 9: *Prioritize the use of summer school profits and differential tuition revenues from fully-online premium-priced graduate programs to meet College-wide initiatives and programmatic support.*

Responsible parties: dean, associate dean, and department chairs

Evidence of Progress:

- The CoB has two online graduate programs, Logistics and the WebMBA, that generate premium tuition. Funds from those programs are used to promote graduate programs. The Logistics program director budgets the premium tuition from that program; the dean manages the WebMBA funds, which cover items like CoB faculty summer research grants and advertising for CoB online programs.
- GC returns a portion of summer school revenue back to the colleges for use in faculty development. The colleges are responsible for covering salaries, benefits, and overhead. The balance comes back to the school as state funds that must be expended in the following academic year. Much of each year's summer profit is used by the CoB for faculty travel and for technology upgrades in classrooms.
- The department chairs, in consultation with their faculty members, determine an appropriate allocation of summer profits for travel and other faculty development activities.

Action Step 10: *Determine the appropriate University System of Georgia (USG) metrics to gauge program quality and productivity as well as student progression.*

Responsible parties: dean, associate dean, strategic management committee

Evidence of Progress:

- Quality measures include student placements. The CoB has been strategic about integrating professional development activities into its majors, holding discipline-specific career fairs, and participating in university-wide career events.
- An important productivity measure is the number of graduates from each major. The CoB tracks trends in number of majors and number of graduates as one way to allocate resources across disciplines.
- During the time period of this CoB strategic plan both the USG and Georgia College have become increasingly focused on student retention, progression, and graduation. The USG implemented several initiatives to assist with retention and progressions, including the Momentum Year. *GC Journeys* is the Georgia College implementation of Momentum Year.
- The institution provides each school with detailed data on graduation rates for each entering freshman class.
- GC uses a centralized advising model to assist student with registration issues. Advisors regularly communicate with CoB department chairs when there are progression and graduation issues.
- GC uses a wait-list system to monitor seat demand in each course. The CoB department chairs use early registration seat demand to allocate/reallocate sections and to adjust section sizes.

Strategic Objective 4: Enhance engagement with and impact of various stakeholders through alumni relations, advisory boards, community partnerships, and outreach efforts

Action Step 1: *Enhance engagement and outreach activities throughout the College.*

Schedule the dean to provide update at departmental advisory board meetings.

Responsible parties: department chairs

Evidence of Progress:

- The dean regularly provides updates to the discipline-specific advisory boards (accounting, marketing, MIS/CS) during their board meetings.

Spring/Summer 2020

- Faculty Research Grants
- The Georgia College Nudge Unit engages with the community in a variety of ways. The Nudge Unit completed a Behavioral Economics intervention/research project partnered with Soxdeo and attempted to implement another intervention with the Office of Sustainability that was interrupted by the Covid crisis. The Nudge Unit is made up of primarily economics undergraduate students (with a few Psychology students) and is led by Dr. Diana Young (from Psychology) and Dr. Chris Clark (from Economics).
- <https://frontpage2.gcsu.edu/announcement/table-milledgeville-gc-nudge-unit>
- <http://catalog.gcsu.edu/en/2019-2020/Undergraduate-Catalog/Course-Descriptions/PSYC-Psychology/3000/PSYC-3940>
- <http://catalog.gcsu.edu/2019-2020/Undergraduate-Catalog/Course-Descriptions/ECON-Economics/3000/ECON-3940>

Action Step 2: *Establish an inventory of guest speakers in classes; community partnerships with the College; industry/community-related projects and their impact; employers who regularly provide internship experiences; employer engagement and student recruitment activities; and on-going economic development efforts in the community.*

Responsible parties: department chairs, outreach coordinator, and dean

Evidence of Progress:

- During execution of this CoB Strategic Plan the Strategic Management Committee decided that simple counts, such as the number of participants in a specific activity, were not an assessable measure of the impact of that activity on student professional development and learning, and only an indirect measure of student engagement.
- Individual majors within the CoB maintain relationships to secure discipline-specific internship opportunities, such as in accounting and information systems.
- Impact of internships is assessed and reported through a required end-of-internship report submitted by the student. Also, employers evaluate student performance during the internship.
- The CoB provides economic impact through course-embedded projects that are completed in local for-profit and not-for-profit organizations.

Spring/Summer 2020

- Georgia College Executives Forum took place on Monday March 9, 2020 in the University Banquet Room. Our featured speaker is Mr. Michael Coles, co-founder of the Great American Cookie Company, and former Chairman, CEO and President of Caribou Coffee.
- Before the closure of campus, approximately 8 accounting firms sent representatives to present to the accounting Professionalism class
- Following COVID-19, contact was made with 10-15 accounting firms which had made offers to our current students. Virtually all firms indicated that they would honor their original offers.

- Additionally, the accounting advisory board (as well as the firm's) were contacted and made aware of the temporary changes in course delivery and recruiting that were now required.
- Furthermore, stakeholders (students, firms, etc...) were kept updated during the late Spring regarding our search for an accounting chair.

Action Step 3: Assess industry projects and impact

A CoB faculty member, Dr. Renee Fontenot, served as a loaner executive to the Central State Hospital – Local Redevelopment Authority (CSHLRA) from January 2018 to June 2019. Two outcomes from this activity were the formation of a SCORE (<https://www.score.org/>) branch in Baldwin County and the creation of the Milledgeville Incubator Community. The Incubator Community will support entrepreneurial activities in Milledgeville and Baldwin County. To date, the SCORE chapter has mentored a number of start-up businesses in the community, including student start-ups.

Another outcome was assistance in the CSHLRA project to bring a food production business onto the campus of the former Central State Hospital. The firm's CEO, Angelo Bizzarro, of Food Service Partners (FSP) (<http://www.fsp98.com/>), presented the business plan to area business leaders at the CoB Executives Forum on November 18, 2019. FSP is a privately held company founded in 1998. The firm designs, builds, and operates high-volume, central production kitchens for the healthcare industry. In addition to the new facility in Milledgeville, other locations include New York, Virginia, and California. FSP produces over 10 million meals a year.

FSP is investing in the Parham kitchen on the old Central State Hospital campus to create the Georgia Agribusiness Development Center. The GADC will focus on the agribusiness industry throughout the state encompassing research, logistics, and business development. In addition, the Center, in partnership with FSP, will prepare and ship meals across the state to healthcare and educational systems. The investment by FSP will create new jobs in the Milledgeville community. The GADC will create jobs and promote economic growth within Central Georgia related to agribusiness, educational needs, and expansion of Georgia-grown products. Thus, the impact of this investment by the CoB will be far-reaching for the local community.

Assess the effectiveness of the Faculty-in-Residence Program.

Responsible parties: faculty participants and dean

Evidence of Progress:

- During the execution of this strategic plan there was a change in CoB leadership, with a new dean and an interim assistant dean. The incoming dean decided to occasionally appoint a CoB-level executive in residence rather than establish a faculty-in-residence program.
- After initiation of this strategic plan the university received corporate funding for a university-wide leader in residence. The CoB has provided a number of the classroom speaking opportunities for that leader in residence. Both of the first two GC Leaders in Residence were members of the CoB Hall of Fame, which recognizes outstanding GC business leaders who have had an impact on the State of Georgia.

Action Step 4: Revamp the Executive Forum Series and Women's Leadership Series and monitor attendance.

Responsible parties: dean and outreach coordinator

The Executive's Forum is an evening social and dinner event that includes an informative program. It enables community leaders to meet those who make a difference in our state and region. Members are executives from Milledgeville and the surrounding areas.

The Women's Forum is a luncheon speaker series that allows women to network, improve their leadership skills, and hear from other women across the state and region. Successful women discuss a diverse range of topics including women in business, work life balance, leadership opportunities and skills, and breaking through the glass ceiling.

The Executives Forum has a typical audience of 30 and the Women's Leadership Forum averages an attendance in the mid-40's.

The CoB markets the two forums against competing events at the local, regional, and state level. Local events that draw from the same audiences include the Milledgeville/Baldwin Chamber *Eggs and Issues* series, the speaker series at Mercer University, and the Macon women's leadership roundtables.

Evidence of Progress:

- The outreach coordinator solicits new members and retains existing members for the forums by:
 - Sending out personalized invitations to select members of the community to attend one event as a guest of the outreach coordinator.
 - Partnering with the CoB development officer to meet with prospective members and inquire about issues and topics that are important to them and gauge their interest in the programs
 - Attending the Career Women's Network series in Macon to recruit new members and speakers and to develop a partnership between the two organizations.
- To recruit speakers, the outreach coordinator utilizes connections through university development officers and alumni relations to feature outstanding GC alumni.
- The outreach coordinator scans national and state events for new topics in industry and the nonprofit sector that could be beneficial to the members of both the Executives Forum and the Women's Leadership Forum.
- To best utilize the speakers' expertise, the outreach coordinator partners with other organizations and departments on campus to have speakers meet with students, speak to classes, or work with student organizations while on campus.

Action Step 5: *Enhance relations with alumni, donors, and friends of the College.*

Develop alumni database for each program to share with departments to facilitate alumni engagement by departments and in the development of donor prospects.

Responsible parties: dean, department chairs, outreach coordinator, development officer

Evidence of Progress:

- The GC Alumni Office, at about the mid-point of this strategic plan, began a program to very actively identify GC alumni through various social media channels, thus this initiative was executed centrally rather than at the business school level.
- Discipline-specific advisory boards in accounting, MIS/CS, and marketing are responsible for identifying member prospects and soliciting gifts from board members. The CoB development officer assists with those efforts.
- Some CoB Departments are maintaining LinkedIn pages for their graduates, but the bulk of alumni tracking is now centralized at the university level rather than have the departments create and maintain shadow databases.

Action Step 6: *Develop on-going alumni follow-up on graduates one and five years from graduation to assess program effectiveness and enhance alumni engagement.*

Responsible parties: dean, department chairs, and outreach coordinator

Evidence of Progress:

- During the execution of this strategic plan the GC Alumni Office assumed responsibility for job tracking of all GC alumni, as well as surveying graduates on a recurring basis, thus, this action item was shifted away from the CoB.

Action Step 7: *Develop outreach and cultivation strategy for graduates of the College's fully-online academic programs.*

Responsible parties: dean, development officer, graduate program director, and program directors

Evidence of Progress:

- Graduates of online programs are encouraged to participate in the on-campus graduation ceremony and CoB reception prior to graduation for the students and their family members.
- Several graduates from our online programs have accepted appointments on the various CoB advisory boards.

- During CY 2019 the CoB sponsored an Atlanta-based radio program that focuses on various business topics. Some of the guests on the show were graduates of the CoB's online programs (i.e., MMIS, MLSCM, and WebMBA). Engaging alumni of online programs as radio show guests is an effective way to promote the CoB online programs.
- The CoB regularly invites graduates from online programs to participate as panelists and speakers during the face-to-face orientation sessions of the WebMBA and MLSCM programs. In addition, graduates assist the CoB in recruitment for those programs at various open-house events in the Atlanta area, as well as by participating in Webinars for prospects.
- Graduates of our online programs have appeared in promotional videos for the programs. Those videos are posted on the CoB graduate Web pages.

Spring/Summer 2020

- The Graduate Director filmed a video to congratulate all spring 2020 graduates since commencement was canceled due to pandemic. The video was emailed to all graduates and posted to the COB FB page.
- Featured six graduate business alumni and two current graduate students on Lenz on Business Radio Show during spring and summer 2020 to promote the Georgia WebMBA, the MLSCM and the MMIS.

Action Step 8: *Develop the Dean's Parents Advisory Council for the purpose of expanding College of Business networks in the Atlanta metropolitan area.*

Responsible parties: dean and development officer

Action Taken:

- During AY 2018 it was determined that there was a significant amount of overlap between the activities of the CoB Parents Advisory Council and the university-level council with the same purpose. Dean Young discussed the issue with the Development Officers who were directly involved, as well as with the Associate VP for Development. The resulting decision was to roll the CoB Parents Council into the university-level council. Participants were notified and agreed with the combination. As of fall 2017 the CoB no longer has a Dean's Parents Advisory Council.

Action Step 9: *Improve visibility of outreach from the Centers in the College of Business.*

Establish an inventory of the Center for Economic Education (CEE) activities and their impact along with the dissemination of such information and location of the Center on the website.

Responsible parties: dean and center director

Evidence of Progress:

- During execution of this CoB Strategic Plan the Strategic Management Committee decided that simple counts, such as the number of participants in a specific activity, was not an assessable measure of the impact of that activity on student professional development and learning, and only an indirect measure of student engagement.
- The CEE publishes (separately) an annual report of activities, such as presentations at K-12 schools and conferences, and grants received.
 - Web site for the Center: <https://www.gcsu.edu/business/economics/center-economic-education>
- Research published by CEE faculty demonstrates that CEE training improves student outcomes in high school economics courses.

Action Step 10: *Establish an inventory of the Center of Design and e-Commerce (CODEC) activities and their impact along with the dissemination of such information and location of the Center on the website.*

CODEC is founded on two pillars, community service and education, ultimately for providing services to clients. See the Center's Web sites: <https://www.gcsu.edu/business/iscs/codec> and <http://www.gccodec.com/>. CODEC services and prices are available at: <http://www.gccodec.com/services/>.

CODEC provides Web site development and consulting services to small businesses and non-profits at service fees that are significantly lower than what would be charged on the open market. These savings are available for investment in other areas of the client's organization, thus enabling firms to be more productive.

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- Finish the redesign of the Georgia Charitable Care Network: <http://charitablecarenetwork.com>
- Finish the redesign of the Eatonton - Putnam County Chamber of Commerce and Office of Tourism website: <http://eatonton.com/>
- Finish the redesign of the Antebellum Installation, Sales, & Service website: <http://dev.gc-codec.com/antebellum/> (development site)
- Finish the redesign of the All Southern Industrial Supply website: <http://dev.gc-codec.com/industrial/> (development site)
- Maintenance of <https://www.baldwinsheriff.com>
- Maintenance of <https://www.hancockcountyga.gov>
- Maintenance of <https://www.nearariver.com>
- Maintenance of <https://www.bobbiejae.com/home>
- Maintenance of <http://grhainfo.org>
- Maintenance of <http://www.predator-soccer.com>
- Maintenance of <http://gcsu.edu/business>

Responsible parties: dean and center director

Evidence of Progress:

- During execution of this CoB Strategic Plan the Strategic Management Committee decided that simple counts, such as the number of participants in a specific activity, was not an assessable measure of the impact of that activity on student professional development and learning, and only an indirect measure of student engagement.
- These project development activities build new skills for CODEC employees and volunteers. While working for CODEC, students apply classroom skills and build practical experience. Skills areas include Web development, graphic design, networking, marketing, and business communications. As a bonus, some customers who are trained by CODEC learn to use new programs, which allows them to make basic edits to their Web sites.

Strategic Objective 5: Enhance faculty and staff development and recognition

Action Step 1: Monitor faculty (tenure-track, non-tenure track, and adjunct) recruitment, retention, development, and support to ensure high academic standards and rigorous instruction.

Develop transition guide for new faculty (tenure-track, non-tenure-track, and adjunct) and department chair appointments regarding departmental procedures and integration with the university's technology platform for instruction and reporting.

Responsible parties: department chairs and faculty development committee

Evidence of Progress:

- In CY 2018 the CoB Faculty Development Committee created an information guide for CoB faculty. That guide was posted on the "Information for Faculty" section of the CoB Web site.

Spring/Summer 2020

- Joy Godin (MIS) participated in the summer faculty workshop on High Impact Practices. Multiple faculty viewed training videos/workshops/webinars to learn more about WebEx/Zoom/Microsoft Teams/Mural/Peardeck/etc.
- All faculty members went through annual reviews.
- Two highly qualified economists were recruited and hired as tenure-track, Assistant Professors. They are already contributing to curriculum improvement.
- Several faculty took advantage of the CTL training modules when teaching went online in March

Action Step 2: Expand topic coverage and participation for the "Faculty Professional Development & Mentoring Series." That Series is now called "The College of Business Research Assembly (COBRA)."

Responsible parties: faculty development committee and dean

Evidence of Progress:

- The College of Business Research Assembly (COBRA) meets regularly during the fall and spring terms. The group, headed by Dr. Bren Evans - Economics (previously by Dr. Justin Roush – Economics), is a forum for CoB faculty to present to peers their research proposals, in-process research, and early-stage manuscripts.
- Participants in COBRA include faculty members from Management, Economics, MIS, Accounting, Marketing, and Legal.
- In spring 2019 the CoB began publishing the COBRA Newsletter featuring publications of CoB faculty. The CoB partners with University Communications to distribute the newsletter electronically through several channels (e.g., advisory boards, alumni, and a press release) and in-print.
 - The newsletter provides links to each publication by faculty. In each issue one publication from each CoB discipline is highlighted with the picture of the faculty member and a short description of the research findings that is aimed at a general audience. Departments create the process to decide which article to highlight.

Spring/Summer 2020

- College of Business Research Assembly "COBRA" meeting was November 19, 2019 when the Nudge Unit presented their work to a mixture of faculty and students. The program was paused due to COVID-19 and restarted in Fall 2020.

Action Step 3: Support faculty professional conference travel for teaching, research, and service mission of the College of Business.

Responsible parties: department chairs, associate dean, and dean

Evidence of Progress:

- In addition to professional development in the form of internal and external conferences that is funded by the departments, the dean's office provides financial support for faculty development opportunities.

- The dean's office Operating and Travel budget is used to fund trips to AACSB meetings (e.g., assessment, associate dean's conference, new chair's seminar), economic development training (e.g., incubator certification), and to the HERS conference for females interested in moving into administration.
- Summer profits returned to the CoB from Academic Affairs each year are used to support student and faculty research, as well as attendance at teaching workshops.

Spring/Summer 2020

- Multiple faculty members from the Department of Economics and Finance (JJ Arias, Brooke Conaway, Chris Clark, and Brent Evans) accompanied 8 economics majors to the Academy of Economics and Finance Annual Meetings in Atlanta where they presented their research. As mentioned: This is a link to the conference website: <https://www.economics-finance.org/conference.php> Unfortunately, the link to the program no longer works. However, I do have a draft copy, if needed.
- Faculty Summer Research Grant – Two faculty members received the faculty summer research grant in Summer 2020
- There were many online workshop opportunities provided by GC or external organizations in Spring 2020. CoB faculty members were encouraged to attend the virtual workshops.
- Four faculty members attended the annual meetings of the Academy of Economics and Finance to present papers and support students presenting their research. The conference was in Atlanta on February 5-8. Other conference travel was cancelled due to Covid-19.
- Some faculty attended virtual conferences in the spring and summer

Action Step 4: *Develop a personnel plan, consistent with the College's strategic priorities, that examines staffing needs across departments and programs to coordinate faculty recruitment, recognizing the importance of diversity and inclusiveness to address retirements, resignations, and enrollment demands along with additional staff to meet programmatic needs.*

Responsible parties: department chairs, associate dean, and dean

Evidence of Progress:

- The department chairs and deans discuss hiring needs during the annual budget cycle. The dean maintains a listing of pending retirements that augments the requests for new hires. The dean consults with the department chairs before establishing budget priorities that are moved forward to Academic Affairs.
- Criteria for evaluating requests for new hires across CoB departments include growth trends for the discipline, current staffing levels, average section sizes, credit hour production per FTE faculty member, program viability - number of majors and service credit hours, and productivity – number of graduates, and the existing mix of tenure-track and lecturer lines in a discipline.
- The CoB is a supporter of the PhD Project, a national initiative to encourage diverse candidates to enter business PhD programs. Open positions in the CoB are posted on the PhD Project job board. Internally, CoB search committees work with GC diversity officers to improve the diversity of applicant pools.
- During Calendar Year 2019 GC completed a salary study for all faculty, by rank and by discipline. Several CoB faculty members received salary adjustments, effective January 2020.

Spring/Summer 2020

- Continued member of the PhD Project

Action Step 5: *Review the annual evaluation and promotion and tenure processes to ensure recognition for the breadth and quality of faculty contributions to the teaching, research, and service mission of the College and provide constructive feedback on faculty performance and expectations.*

Responsible parties: promotion & tenure committee, department chairs, associate dean/dean

Evidence of Progress:

- Prior to implementation of this strategic plan CoB faculty conducted an extensive review and update to the annual faculty reporting document – the Individual Faculty Report (IFR). All CoB departments use the same IFR.
- Relative weights for faculty activities are embedded in the IFR through the shared values adopted by CoB faculty members: teaching (50%), research (35%), service (10%), and professional growth and development (5%). Ratings for these activities directly influence P&T decisions, and drive the calculation of merit raises during years when merit funds are available.
- During the time period of this strategic plan the faculty approved several changes to the CoB P&T document, as recommended by the college-level P&T committee. Changes included the adoption of external review letters as part of the process for promotion to full professor. All CoB departments use the same P&T document.
- During the time period of this strategic plan the CoB faculty members approved updates to the following: faculty qualifications, faculty workload document, and journal approval procedures.
- CoB annual reports, annual assessment reports, P&T document, by-laws, workload document, approved journals listing, and journal procedures are posted to the “Information for Faculty” section of the CoB Web site.
- Since the time of the last AACSB visit publishing expectations were updated to three-in-five to maintain SA status.
- Faculty adopted the Australian Business Deans Council Journal Quality List as well as created a process for reviewing and adding journals to the approved list for the CoB.

Spring/Summer 2020

- Comprehensive analysis of Faculty AACSB accreditation status was undertaken by Dean Young and the department chairs. Course schedule changes were made as a result of this study.

Action Step 6: *Analyze faculty salaries in relation to AACSB peer institutions to identify compression/inversion issues and share with Office of Academic Affairs.*

Responsible parties: associate dean and dean

Evidence of Progress:

- During the time period of this CoB strategic plan the university initiated an institution-wide faculty salary study to examine issues such as inversion relative to GC peers. That study was based on CUPA data.
- The CoB regularly examines salary levels as a participant in the AACSB annual faculty, staff, and administrator salary survey.
- For comparison purposes the CoB uses AACSB Master’s Large data, targeting the discipline mid-point for new hires.
- Faculty members on the CoB Strategic Management Committee assist the deans and department chairs in reviewing the business schools on the CoB AACSB peer and aspirant list. That list informs the selection of suggested participants for the maintenance of accreditation visits.

Spring/Summer 2020

- The university completed a salary study last year and implemented a set of salary adjustments meant to move faculty across campus toward the national median for comparable schools. I believe the first set of adjustments aimed for the 40th percentile. [I'm not 100% certain the 40th percentile was the target.] (Dr. John Swinton from Economics and Finance was an integral part of that study.) <https://www.gcsu.edu/provost/faculty-salary-review-task-force>
- Several faculty received raises in January as the results from the faculty salary study were implemented.
- The university made salary adjustments as the result of a university-wide faculty study.

Action Step 7: *Establish a process for a visiting scholars program and expectations of visiting scholar engagement with faculty, staff, and students.*

Responsible parties: strategic management committee

Evidence of Progress:

- During the execution of this CoB strategic plan there was a change in CoB leadership, with a new dean and an interim assistant dean. The incoming dean decided to not pursue the visiting scholars program due to execution of other strategic plan priorities.

Action Step 8: *Establish international collaborative partnerships and increase the number of faculty in international exchange programs and participation in study abroad programs.*

Responsible parties: dean, department chairs, and faculty

Evidence of Progress:

- During the execution of this strategic plan there was a change in CoB leadership, with a new dean and an interim assistant dean. The incoming dean decided to not pursue CoB-only international collaborative partnerships.
- The GC International Office continues to establish collaborations between GC and selected institutions worldwide. Those collaborations are based on a revised strategic plan for the International Office, as guided by university-level initiatives, the CoB 2016-2021 Strategic Plan of which international programs are a component, and as a result in a change of leadership in that office, thus a change of emphasis in the locations being sought for partnerships.
- The CoB continues to offer faculty-led study abroad opportunities for business majors. CoB faculty generally offer one study abroad opportunity per year. In recent years CoB faculty have led studies to Spain, Australia, the Netherlands, Taiwan, and Germany.

Spring/Summer 2020

- <https://frontpage.gcsu.edu/node/4990>

Action Step 9a: *Be purposeful regarding staff professional development.*

Expand topic coverage and participation in the Staff Professional Development Series.

Responsible parties: dean and staff

Evidence of Progress:

- The CoB uses in-house resources, such as Human Resources, to make presentations on an as-needed basis to staff. The CoB is purposeful about professional development for staff, providing opportunities for dean's office staff to participate in annual/recurring events, such as a national recruiting meeting for the graduate programs director and a regional women's leadership series for the outreach coordinator. These activities are funded through the dean's operating account, as well as through premium tuition revenue.

Spring/Summer 2020

- The Graduate Programs in Business staff participated in several staff development webinars during spring and summer 2020 to address concerns during the COVID-19 pandemic.
- The Graduate Director participated in the following:
 - The GMAC Fireside Chat for Business Schools in Georgia
 - GMAC "Announcing the GMAT Online Exam" Webinar
 - NAGAP Webinar: GEM in the Times of COVID-19 (Session 1)
 - NAGAP Webinar: International GEM in the Times of COVID-19 (Session 2)
- The Office Coordinator for Graduate Programs in Business participated in the following:
 - NAGAP Webinar: GEM in the Times of COVID-19 series (Session 1)
 - NAGAP Webinar: International GEM in the Times of COVID-19 (Session 2)

Action Step 9b: *Establish monthly staff meetings to discuss issues and formulate solutions.*

Responsible party: dean

Evidence of Progress:

- The Dean meets every 4 to 6 weeks with associate/assistant dean and all dean's office staff members as a group. Approximately once a semester the department administrative assistants also participate in the meeting.

Action Step 9c: *Analyze staff salaries in relation to equivalent staff positions within the university.*

Responsible parties: associate dean/dean

Evidence of Progress:

- During the period of this strategic plan department administrator turnover has occurred through retirement and resignations. For each replacement hire there is a review of the position description and a review of the salary level relative to guidelines established by the university. Salary levels for other dean's office staff members are set by the university pay scale, and where applicable, by the annual AACSB Master's-Large salary comparison.
- During FY 2020 the university is conducting a staff salary study.

Spring/Summer 2020

- There is an ongoing university level staff salary study occurring. It is described here: <https://www.gcsu.edu/humanresources/compensation-and-benefits>

Action Step 10: *Create faculty and staff recognition activities in support of the teaching, research, and service mission of the College.*

Revise the selection process for College of Business Faculty and Staff Excellence Awards to ensure nominations for each category from each department.

Responsible party: honors & awards committee

Evidence of Progress:

- During the time period of this strategic plan the CoB has become very purposeful in nominating candidates for each category of the annual, university-wide awards. The dean works with the department chairs to identify candidates; the chairs then work with those candidates to prepare packages. The CoB Annual Report, published separately, lists the award winners from the CoB.

Spring/Summer 2020

- There is a university level set of faculty and staff awards annually. The College of Business has won MANY awards over the last few years. By my count the Department of Economics and Finance alone has won at least 8 over the last 5 years.
- Professors Ling and Duesing (and others) were up for University Excellence Awards. As far as I know, the university has not announced any of the award winners. They are normally presented in April.

Action Step 11: *Update Atkinson Hall public recognition of faculty, staff, students, and alumni accomplishments.*

Responsible parties: honors & awards committee and dean

Evidence of Progress:

- During the time period of this strategic plan the dean's office staff has reviewed placements of all public recognition items in Atkinson Hall. A few items from past years have been retained, but the CoB has generally moved away from maintaining individual plaques for specific awards because of the large number of items that must be maintained and the resulting clutter in the building.

- The CoB will maintain public display of AACSB Maintenance of Accreditation materials.
- The CoB will maintain public display of a faculty directory and photos of all full-time faculty members.
- During CY 2016 there was a major HVAC and lighting update to every floor of Atkinson Hall. At that time all new directional signage was installed and the 1980's-era signage was replaced. Additionally, the university installed motion sensors in the hallways to control light usage.
- The dean's staff, in consultation with University Advancement, made the decision in AY 2019 to remove the annual donor posters from the second floor of Atkinson Hall. The CoB was advised that annual recognitions using a public display were not as prevalent as in the past.
- The CoB has installed a display case for our Hall of Fame awardees. That case is on the second floor, across from the founder's wall. Awardees are CoB alumni or friends who have made a major impact on the business community within the State of Georgia.

APPENDIX: AACSB Maintenance of Accreditation Notice – dated February 27, 2017

Concerns to be Addressed section of the visit team letter

“Additionally, the School should begin to address the following concern(s) identified by the peer review team and Continuous Improvement Review Committee. As part of the next Continuous Improvement Review Application, J. Whitney Bunting College of Business will be asked to update the CIRC on the progress made in addressing these concerns.”

1. The College should maintain its focus on advancing approaches aimed at demonstrating innovation and impact. In addition, the College should strengthen the infrastructure related to the implementation of the Strategic Management Plan. In particular, focus on the refinement of indicators and mechanisms for monitoring and demonstrating progress in the achievement of expected outcomes. (Standard 1: Mission, Impact, and Innovation)

Response: The CoB Strategic Management Committee (SMC) is regularly refining and monitoring progress on the 2016-2021 Strategic Plan. The details provided in this record of plan execution show the results of that progress in each area of the plan. We believe the “Evidence of Progress” listed for each initiative in the plan demonstrate the development of indicators of innovation and impact that show progress in achievement of expected outcomes. Infrastructure related to plan accomplishment includes the process for monitoring the plan by the SMC, as well as development of financial support for various aspects of executing the plan.

2. The College should expand its current efforts to elevate the quality of intellectual contributions and address the unevenness of high quality intellectual contributions across disciplines. (Standard 2: Intellectual Contributions and Alignment with Mission)

Response: Since the 2016-2017 AACSB team site visit the CoB faculty have taken a number of steps to elevate the quality of intellectual contributions and the production of peer-reviewed research across disciplines, including:

- Offering first-year summer research support to all newly hired tenure-track faculty members
- Increasing the research expectations for CoB faculty members as specified in the college-wide P&T document, fall 2017
- Update the college-wide workload document in regard to the higher research expectations, fall 2017
- Formalize a CoB journal listing, using the Australian Business Deans Council list, and create procedures for including journals on that list, fall 2017
- Formed the faculty-directed College of Business Research Assembly as a means of regularly presenting the research of CoB faculty to peers using a seminar format and annual publication of research productivity, spring 2018

3. The College should revisit and modify its faculty qualifications document to assure consistent alignment with the faculty qualifications and engagement criteria. In particular, review criteria for qualified faculty status related to the PA category so as to assure that there is consistent alignment between meeting the criteria and significant interaction with business and management practice. (Standard 15: Faculty Qualifications and Engagement)

Response: The CoB faculty voted, fall 2017, to modify the PA definition to significantly increase the expected amount of interaction with industry each year as part of consulting duties. The college-wide Workload Policy was updated at that same time.

4. If you have not already done so, post student achievement information on your school’s web site. In addition, it is advisable to make this information available to the public through other means, such as brochures and promotional literature. Examples of student performance information include but are not limited to: attrition and retention rates; graduation rates; job placement outcomes; certification or licensure exam results; and employment advancement. (Standard 4: Student Admissions, Progression, and Career Development)

Response: During Academic Year 2019 the CoB hired an outside consultant to review its graduate Web pages and make recommendations about improvements that would improve usability, page loading speed, and usefulness of the content. Both undergraduate and graduate Web pages have been edited during the time period of this strategic plan to meet the goals just listed. In addition, the university’s Institutional Research office has made available on the public Web site a significant amount of data related to student academic performance. CoB Student Achievements are available from the main page of the CoB Web site: <https://www.gcsu.edu/business/student-achievements> .

CONTINUOUS IMPROVEMENT REVIEW TIMELINE

2021-2022 Visit Year

The Continuous Improvement Review Process is displayed below as a timeline. This five-year review cycle remains constant throughout the cycle of consecutive review for a school, irrespective of whether a continuous improvement review 2 is required. Therefore, Year 1 represents the academic year immediately following an on-site review, regardless of whether or not an accreditation decision has been made. The next visit will occur in Year 5. The Continuous Improvement Review Committee is responsible for oversight of the Continuous Improvement Review process for review.

Year 1 (July 1, 2017 – June 30, 2018)	Year 2 (July 1, 2018 – June 30, 2019)	Year 3 (July 1, 2019 – June 30, 2020)	Year 4 (July 1, 2020 – June 30, 2021)	Year 5 (July 1, 2021 – June 30, 2022)
<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan
<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year
		<ul style="list-style-type: none"> July 1, 2019 - Submit Continuous Improvement Review Application(s) 	<ul style="list-style-type: none"> Peer Review Team and visit date confirmed. See Accreditation Policies & Procedures for Volunteer Deployment and Selection 	<ul style="list-style-type: none"> Distribute Completed Continuous Improvement review Report(s) 60 Days Prior to Visit
		<ul style="list-style-type: none"> CIRC or AAC rules on exclusions and the scope of the accreditation visit 	<ul style="list-style-type: none"> Begin communications with Peer Review Team 	<ul style="list-style-type: none"> Accreditation Statistical Reports will be distributed to applicant and team members by AACSB at least 60 days prior to visit date upon request only
		<ul style="list-style-type: none"> Date and Peer Review Team Nomination Request sent to school (February 2020) 		<ul style="list-style-type: none"> Work with Peer Review Team Chair to finalize the Visit Schedule
		<ul style="list-style-type: none"> Return Date and Peer Review Team Nominations form to AACSB (March 2020) 		<ul style="list-style-type: none"> Peer Review Team Visit

AACSB CONTINUOUS IMPROVEMENT REVIEW TIMELINE, BY ACADEMIC YEAR

2017-2018 Year 1; 2018-2019 Year 2; 2019-2020 Year 3; 2020-2021 Year 4; 2021-2022 Year 5 VISIT + Report due 60-days prior

COB STRATEGIC PLAN TIMELINE, BY ACADEMIC YEAR

2016-2017 Year 1; 2017-2018 Year 2; 2018-2019 Year 3; 2019-2020 Year 4; 2020-2021 Year 5

APPENDIX: College of Business ENROLLMENT and GRADUATES

College of Business - NUMBER OF MAJORS - FALL TERM

CIP CODE	PROGRAM NAME	2020	2019	2018	2017	2016	2015
BS/BA							
110701	BS - Computer Science		114	122	117	134	143
520601	BA - Economics		13	17	12	15	19
520601	BS - Economics		71	86	91	73	80
BS/BA TOTAL:			198	225	220	222	242
BBA							
521401	BBA - Marketing		473	434	422	445	454
520201	BBA - Management		355	329	352	395	368
520301	BBA - Accounting		194	218	223	214	219
111004	BBA - Mgmt Info Systems		222	193	169	142	125
BBA SUB-TOTAL:			1,244	1,174	1,166	1,196	1,166
240102	BBA - Undecided		246	275	223	247	251
BBA TOTAL:			1,490	1,449	1,389	1,443	1,417
UNDERGRAD TOTAL:			1,688	1,674	1,609	1,665	1,659
GRADUATE							
520101	MBA, PT		0	14	25	35	54
520101	WebMBA		31	27	42	47	45
520203	MLSCM		73	66	79	76	52
521206	MMIS		53	38	35	26	26
520301	Macc		37	44	33	20	33
GRADUATE TOTAL:			194	189	214	204	210
COB TL ENROLLMENT ALL PROGRAMS:			1,882	1,863	1,823	1,869	1,869

College of Business - NUMBER OF GRADUATES BY AY

CIP CODE	PROGRAM NAME	2020	2019	2018	2017	2016	2015
BS/BA							
110701	BS - Computer Science		25	22	22	24	14
520601	BA - Economics		3	1	2	3	1
520601	BS - Economics		17	19	17	18	10
BS/BA TOTAL:			45	42	41	45	25
BBA							
521401	BBA - Marketing		96	114	112	91	92
520201	BBA - Management		108	113	112	100	126
520301	BBA - Accounting		51	49	51	53	52
111004	BBA - Mgmt Info Systems		41	39	37	20	24
BBA SUB-TOTAL:			296	315	312	264	294
UNDERGRAD TOTAL:			341	357	353	309	319
GRADUATE							
520101	MBA, PT		13	15	18	35	38
520101	WebMBA		21	28	24	29	27
520203	MLSCM		43	37	21	20	19
521206	MMIS		13	12	11	10	8
520301	Macc		31	25	21	36	21
GRADUATE TOTAL:			121	117	95	130	113
COB TL GRADS ALL PROGRAMS:			462	474	448	439	432