

Organization: Georgia College & State University
Business School Name: J. Whitney Bunting College of Business
J. Whitney Bunting College of Business
CBX 010
Milledgeville, Georgia 31061
United States
Business Degree Level(s) Offered: Undergraduate, Masters
Date of visit: 2021-09-12 to 2021-09-14

Project: Continuous Improvement Review - 2020

Accreditation Type: Business

Date Submitted: N/A

Per AACSB's Confidentiality Policy, please remember, "Sharing the documents or the proprietary information with other parties who are not officially involved in the accreditation process is prohibited unless written permission from the school is obtained."



CIR Report Executive Summary (2016-2021)

Submitted by Dr. Micheal T. Stratton, Dean | July 12, 2021

Peer Review Team Visit Dates: September 12-15, 2021

J. Whitney Bunting College of Business | Georgia College & State University
231 W. Hancock St. | Atkinson Hall 203 | CBX 010 | Milledgeville, GA 31061
<https://www.gcsu.edu/business>

Overview

At Georgia College, the study of business and organizations is central to a 21st century public liberal arts education. The J. Whitney Bunting College of Business (CoB) values close faculty-student interaction in and out of the classroom leveraging High Impact Practices (HIPs), student organizations, and honor societies to prepare our learners to be productive and socially responsible, engaged citizens. Our students develop the knowledge, skills, abilities, and passion to become empathetic leaders prepared to identify and solve complex, local, and global problems. Combining a preeminent, residential experience with outcomes-focused education, Georgia College develops entrepreneurs with the critical thinking skills to challenge assumptions and to reimagine structures, processes, and systems. With the mentorship of faculty and practitioner experts, our students are not simply focused on creating opportunities for short-term gain but are intent on the pursuit of societal impact. Over the last five years, the CoB has led the way for creating a culture of scholarship and professionalism while utilizing our time and talents to provide meaningful engagement with the communities we serve.

Our teacher-scholars are committed to achieving the Georgia College ideals of respect for others, open and transparent communication, ethical behavior, diversity and inclusiveness, and social responsibility. Scholarship, primarily through pedagogical and practitioner-based research, serves to maintain the currency of the faculty and to complement the institution's teaching focus. In addition to delivering a high-quality public liberal arts undergraduate business education, our faculty also serve working professionals through our nationally recognized graduate programs, both in face-to-face and online delivery. The Georgia WebMBA®, celebrating its 20th anniversary in 2021 and for which the CoB is a founding consortium member, is the #2 ranked online MBA in Georgia by U.S. News & World Report¹ and ranked #1 in Georgia by the Online MBA Report². Our Master of Logistics in Supply Chain Management (MLSCM) program is ranked #3 in the nation by BestColleges.com³ with our Master of Management Information Systems (MMIS) graduate program ranked #38 in U.S. News & World Report⁴ for Best non-MBA Online Programs and our Master of Accountancy (MAcc) nationally recognized as #40 in Best Degrees in Accounting by Study.com⁵.

Adherence to the Guiding Principles of the 2020 Standards

Business education at Georgia College embodies the hallmarks of a preeminent public liberal arts experience. As such, our shared values and a consistent record of accomplishments affirm the following principles espoused by AACSB:

- **Ethics and Integrity:** All University System of Georgia (USG) employees, including part-time faculty, are required to complete annual ethics training. The USG has an ethics violation hotline while the University has a student complaint form that students can access through the Student Affairs website. All complaints are taken seriously and handled in an efficient and professional manner.
- **Societal Impact:** The CoB curriculum includes courses that have service learning as a component (detailed in [Addenda O, T, and X](#)). The CoB produces graduates as capable leaders who desire to have a positive impact on commerce and the community (as referenced in [Addenda M and S](#)). Our faculty, as described in [AACSB Table 8.1 \(myAccreditation\)](#) and in [Section B5](#), are engaged in scholarly activities that advance their respective disciplinary fields but also ensure meaningful implications for both practice and teaching. Our entire approach to teaching and learning is centered on engagement that brings together students, faculty, and professionals to identify and solve practical problems that better society.
- **Mission-Driven Focus:** Our public liberal arts identity drives our teacher-scholar model whereby pedagogical scholarship ([Addendum D](#) and in [Section B5](#)) and high-impact practices such as undergraduate research ([Addendum O](#)) are fixtures in our culture.

¹ <https://www.usnews.com/education/online-education/mba/rankings>; also ranked #62 in the nation

² <https://www.onlinembareport.com/categories/rankings>; also ranked #14 on the Top 25 Online MBA Programs in the South

³ <https://www.bestcolleges.com/features/best-online-masters-supply-chain-management-programs/#row-11>

⁴ <https://www.usnews.com/education/online-education/business/rankings>

⁵ <https://study.com/resources/accounting-degrees>

- **Peer Review:** We have maintained transparent, open communication early and often with our Peer Review Team Chair, Dr. Mary Ellen Zuckerman, Dean of the School of Business at SUNY Geneseo. This has included initial conversations about the historical and current context along with early drafts of the CIR Report and associated information on strategic planning, faculty sufficiency, assurance of learning, and scholarship.
- **Continuous Improvement:** As explained in [Section B4](#), we have a documented process for evaluating student achievement of program outcomes. Additionally, our budgeting process in the CoB has recently been modified to be more transparent and more directly tied to our strategic objectives. The budget process is outlined on page 14 and in [Section B2](#).
- **Collegiality:** The CoB leadership strives to be collaborative in its decision-making processes. There is an appropriate cross-section of faculty members from different levels and areas on committees representing their Departments at the College and University levels. This shared governance structure and efforts are discussed in [Addendum B](#) and [Table 1](#).
- **Agility:** Faculty in the various majors communicate with our Leadership and Advisory Boards, alumni, and employers to get formal and/or informal feedback on areas where students are doing exceptionally well or need improvement. Internship supervisors provide this information on the student evaluations. Professional leaves are granted to support faculty development in scholarship and pedagogy to maintain relevance and currency in their field.
- **Global Mindset:** All CoB students are required to complete an international business course as part of the curriculum. Multiple faculty members within the CoB lead study abroad experiences for students to directly experience international business. [Addendum O](#) provides information on the scope and scale of this high impact practice. Additionally, Georgia College sponsors an International Week and an International Dinner which affords students an outside-of-the-classroom experience to learn about other cultures. We have also participated in the Border-Free Initiative⁶ with our International Education Center during the pandemic, including our annual (currently virtual) collaboration with the University of Muenster in Germany and the University of West Georgia to solve a business case problem for a German business⁷.
- **Diversity and Inclusion:** This is a strategic priority for Georgia College and the CoB. The Office of Inclusive Excellence offers programming for faculty, staff, and students. Admissions is focused on increasing the diversity of the student population while Academic Affairs strives to increase the diversity of the faculty. The CoB established a faculty Diversity Leadership Team in 2014 to facilitate programming and learning opportunities. From our GC WIT (Women in Technology) efforts to start a club called *Girls Who Code* to learning from a panel of experts on “Diversity and Inclusion Opportunities in Stem” to guest lecturers on diversity recruitment at UPS and transgender and intersex inclusion in sport industries, our faculty intentionally create space for our learners to explore and wrestle with complex issues of real importance to organizations and society.

Mission and Strategic Initiatives

Mission: *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*

The faculty define 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 reassessing 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 think, communicate, and analyze effectively within a global context. Strategic initiatives have focused on program quality, enhanced visibility and recognition of our programs, students, and faculty, generating additional resources, expanding impactful engagement efforts, and faculty development. The strategic plan and our record of achievement are detailed in [Section B1](#) and [Addendum C](#).

⁶<https://www.gcsu.edu/international/border-free>

⁷<https://frontpage.gcsu.edu/node/4990>

Summary of Alignment with AACSB Standards

Strategic Management and Innovation: The current strategic plan was developed by the then Dean, Dr. James Payne, in conjunction with the Strategic Management Committee. [Section B1](#) reports the achievements and challenges. In May 2021, Dean Stratton charged a task force to lead the CoB and our stakeholders through a strategic planning process for the next cycle (*2021-2026 Reimagining Our Future - Business Education for the Public Good*). The process and timeline, as outlined in [Addendum N](#), will be an inclusive one in which the task force itself represents academic leadership, faculty, staff, graduate and undergraduate students, alumni, employers, and donors. The multi-staged engagement will involve numerous stakeholder voices to avoid siloed perspectives; the process will engender both aspirational dreaming and focused priorities with measurable performance indicators that reflect a shared direction embraced by the various stakeholders. The task force will finalize the Strategic Plan in February or March 2022; faculty will consider and vote on the plan and the Leadership Board will have an opportunity to affirm with a target go-live in April 2022.

Innovation is inherent to our current and future strategic priorities. This was epitomized during the pandemic when our faculty took the initiative to adapt their pedagogy. For instance, Brad Fowler (MIS) implemented a flipped classroom concept wherein students interacted with content first and then class time was used for reinforcement rather than instruction. Also, Dr. Chis Clark (ECON) found that using a platform built for video gamers enabled him to create an interactive setting in real-time that allowed students to observe him solve complex equations and ask questions in a setting as close to the traditional classroom as possible.

Learner Success: The CoB tries to differentiate our graduates by including transformative experiences throughout our curriculum. From teaching courses for first year students focused on critical thinking, like Sex, Drugs, and Economics and The Pride Movement, to creating marketing plans for local organizations in Marketing Strategy classes to collaborating virtually with students in Germany when study abroad programs were canceled due to COVID, the faculty challenge our students to think creatively through our GC Journeys HIPs program ([Addendum O](#)). Each major, as well as each degree, has goals, objectives, and student outcomes. Our comprehensive AOL Plan, discussed in [Section B4](#), ensures our students' progress is being monitored. The University has an annual Assessment Day in August, and the College of Business has a fall meeting devoted to the overall discussion of how well our students are meeting our focused goals ([Addendum X](#)). Our faculty have access to a myriad of workshops from the Center for Teaching and Learning (CTL), and many have received University-level teaching awards ([Addendum L](#)). Our learners are also recognized for their accomplishments. Student successes are reported in [Addendum S](#). For instance, CoB student Kevin Morris became the first Fulbright recipient from Georgia College in 2017, Jonathan Mangrum became Georgia College's first recipient of the prestigious Boren Scholar, which enabled him to spend a semester studying in India, and two CoB students have been recognized by the USG as the Georgia College Academic Recognition Day student representative. This is a state-wide honor and the highest honor that Georgia College can bestow upon a student.

Societal Impact: As summarized below and in [Section B5](#), the CoB strives to better the scholarly and practice communities. Additionally, we strive to educate our students about the importance of leading a purpose-driven life that prepares them to adapt and respond to the ambiguity that surrounds organizations today and tomorrow. From community-engaged learning with non-profit organizations to investing in our support of inclusive excellence such as our annual participation in the Grace Hopper Women in Computing Conference and the Richard Tapia Celebration of Diversity in Computing conference, the CoB seeks to expand our students' understanding of what it means to be engaged, empathetic leaders in service to others.

Engagement, Innovation, and Impact: [Addendum O](#) provides details on high impact practices such as GC Journeys, study abroad experiences, and internships while [Addendum C](#) details several engagement activities. Examples include:

- The CoB has two centers that provide outreach by serving the local and state-wide community. The Center of Design and E-Commerce (CODEC) is a learning resource center that provides professional learning experiences to graduate and undergraduate students. CODEC provides Website development and maintenance to small businesses and non-profits in

the area. The Center for Economic Education trains high school teachers to teach Economics and coordinates our annual Minority Youth in Business program for high school students. Started in 1992, this our longest-standing diversity outreach initiative to local and regional high-school students.

- Recurring CoB, faculty-led study abroad opportunities (e.g., Spain, Netherlands, Australia, and Sweden) facilitate student exposure to different cultures.
- Hundreds of COB students participate in the annual Elevator Pitch competition, which emphasizes career planning and public speaking. For example, in the fall 2019 competition, 497 students completed the prerequisite requirements to compete in the first round. This number represents roughly 30% of the undergraduates in the CoB. Across any given cohort of incoming freshman, nearly 100% will compete at least once and others more than once across the required Business Communications and Marketing Principles courses. We proactively adapted the competition to virtual format in Fall 2020 to align with the Georgia College Career Fair that also transitioned online. This not only afforded continuity during a pandemic, but also gave space for participation by recruiters who otherwise would not be permitted to attend an in-person event. The competition has received corporate sponsorship annually by GEICO and recently TTI (a multi-billion-dollar tech firm); those funds go back to the students in the form of cash awards.
- We have established rewarding relationships with employers. For instance, during the three-credit-hour Accounting professionalism course, students meet with approximately a dozen business professionals from major accounting firms. MAcc graduates frequently achieve a 100% placement rate, in their field, within six months of graduation.
- IT Advisory Board members annually provide up to \$10,000 for students to attend the Grace Hopper Conference. The Accounting firms regularly provide annual scholarships and make other donations benefiting the department. Board members and friends are providing scholarships and annual gifts that benefit business majors. The CoB awards banquet, *Atkinson Honors*, is also underwritten by corporate gifts.
- Each year, Economics faculty take approximately six undergraduate students to the Academy of Economics and Finance annual meeting to present their research. GC students have received the outstanding undergraduate paper award several times.
- As of December 2021, the CoB had 42 endowed funds that provide student scholarships. Among those scholarships, 29 were established between May 2016 and December 2020. Support for permanently funded scholarships has remained steady throughout the campaign. In short, 29 of 41 (70%) of the endowed CoB student scholarships were funded between 2016 and 2020 for the capital campaign that ended in May 2020. Refer to [Addendum J](#) for a complete list of funded CoB Scholarships.

Societal Impact

Societal Impact in Curriculum: Faculty regularly incorporate high-impact practices into their courses so that students engage local and national organizations not only for the opportunity to learn by example, but to apply their new skills and knowledge. From internships to undergraduate research, our learners seek out ways to make a difference. For instance, in our Strategic Marketing capstone, students spend over 4,000 hours in service to client-based projects with a market value exceeding \$100,000 each year. Over the last five-year period, the marketing students in this course have provided an economic value of nearly half a million dollars to the local community and nonprofits, with those impacts continuing to be felt for years to come. With respect to undergraduate research, our students and their faculty mentors are advancing theory and practice in their respective fields. Since 2016, an average of 30 learners participated in faculty-mentored research across eight courses; this includes an average of 12 learners each year who present and publish their scholarship at a variety of peer-reviewed outlets including the National Conference of Undergraduate Research, Marketing Management Association Conference, and the Academy of Economics and Finance Conference, to name a few. Projects have addressed highly relevant topics to businesses and organizations in society such as food insecurity, affirmative action, farm subsidies, consumer spending, advertising targets, and sport marketing, among others.

Thought Leadership: The CoB faculty are regularly recognized at Georgia College and at the state and national levels for their contributions to the academy and practice. As detailed in [AACSB Table 8-1 \(myAccreditation\)](#) and in [Section B5](#), the faculty have published 23 peer-reviewed journal articles in A or A* journals listed in ABDC. This is in addition to more than 30 editorial and reviewing activities in journals, conferences, and books (e.g., Dean Stratton served as co-editor of *Academy of Management Learning and Education's* 2019 Special Issue on faculty careers and Dr. Jack Yang is Editor-in-

Chief of the *International Journal of Electronic Finance*). The faculty also are leaders in pedagogical research with awards conferred by The University System of Georgia, Emerald Publishing, American Accounting Association, and the National Association of Economic Education. At Georgia College, the contributions of our faculty are regularly celebrated with research awards and grants. For instance, in AY20-21, the CoB faculty were honored with five out of eight University-wide awards for excellence in scholarship and excellence in pedagogical research, among others.

Community: As well as community-engaged learning activities and the work of our two Centers, the CoB demonstrated an unwavering commitment to the local business community during the pandemic. As highlighted in a recent AACSB *Insights* article⁸, CoB faculty, students and alumni then took their impact a step further by joining in a partnership with the local chamber of commerce to provide webinars, videos and more to assist local business who were struggling to recover amid the pandemic. We delivered workshops for the Resiliency & Recovery Task Force on topics such as navigating new banking regulations and associated opportunities, analysis of housing market implications, strategic marketing for small businesses, legal and human capital strategies, tax implications for small businesses, entrepreneurship in times of crisis, student and broader consumer purchasing trends, and leadership. Additionally, the CoB partnered with the Office of Advancement to create a digital network called Bobcats for Business⁹, for alumni entrepreneurs from Georgia College to support and engage each other.

Most Significant Challenges Moving Forward

The CoB conducted a thorough SWOT analysis in January 2021 inviting various stakeholders to participate. While the internal and external challenges introduced in [Section A1](#) are significant, our donors and University leaders share a passion to further elevate the CoB as a leader in the public liberal arts. These challenges include, but are not limited to:

- **Finances:** Generally speaking, the finances of Georgia College and the CoB allow us the opportunity to invest in student, staff, and faculty success. However, tuition has remained flat, and the pandemic, as outlined in [Addendum A](#), has contributed to some fiscal contraction. We have also experienced an increase in an overhead tax on summer teaching revenue (from 25% to 37% in the five-year period), which has reduced our faculty development monies. In response, we started addressing this issue in Spring 2021 by converting to a bracket summer pay approach which allows the CoB to maximize profits while still ensuring appropriate pay for faculty. We will continue to schedule summer classes to ensure progression for our students while trying to maximize revenue generation. Additionally, yearly endowment spending allocations and annual gifts do not currently support endowed chairs, significant faculty research opportunities, or named gifts. Continuing to ignore this gap and not implementing a multi-year plan to acquire gifts in this range would be detrimental to the overall trajectory of the CoB. Donor and alumni outreach has been tightly held to Middle Georgia by past Advancement leadership. Pending new hires and leadership support, we limit opportunities for transformational gifts by not identifying and cultivating GC industry supporters and alumni in a broader geographical footprint. Funding is limited to a variety of smaller, newly formed scholarship endowments.
- **Faculty Recruitment:** We have been successful in our searches, including recent Chair appointments, but the market remains extremely competitive in certain disciplines. With anticipated retirements across the CoB, we will need to remain creative with our search tactics and strategies. For instance, this may include open-rank searches to broaden the pool of potential candidates. While our salaries are commensurate with AACSB schools in the public liberal arts sector (COPLAC)¹⁰, we must continue to position our mission, location, and teacher-scholar model to attract faculty.
- **Growth of Graduate Programs:** As a no-growth undergraduate institution in a system where some state funding is based on growth, we are pressured to expand enrollment in graduate programs. However, there is an opportunity to reimagine the MAcc program, which is currently the only face-to-face graduate program in the CoB. The new Department Chair, Dr. Herb Snyder, will explore delivery options in the coming year. Additionally, a School of Continuing and Professional Studies has been established with a search for the inaugural director currently underway. Collaborations between the CoB and this new school should result in revenue generation in new areas such as non-credit certificates, boot camps, and the like.

⁸ <https://www.aacsb.edu/insights/2021/january/bringing-balance-to-the-local-community>

⁹ <https://www.bobcatsforbusiness.com>

¹⁰ <http://coplac.org>



Continuous Improvement Review Report (2016-2021)

Submitted by Dr. Micheal T. Stratton, Dean | July 12, 2021

Peer Review Team Visit Dates: September 12-15, 2021

J. Whitney Bunting College of Business | Georgia College & State University
231 W. Hancock St. | Atkinson Hall 203 | CBX 010 | Milledgeville, GA 31061
<https://www.gcsu.edu/business>

CIR Report Table of Contents

Section A: Overview	1
Preface: Introduction to the Institution and Unit	1
A1. Situational Analysis	2
A2. Progress Update on Issues from the 2016 Review	4
A3. Consultative Guidance	5
Section B: Business Accreditation Standards – Past and Future Look	6
B1. Strategic Management and Innovation	6
Mission Statement and Major Strategic Initiatives	6
Leveraging the Strategic Plan to Inform CoB Decision-Making Process	9
Process for Monitoring Success towards Planned Initiatives	10
Process for Reviewing and Updating the Strategic Plan	11
Risk Analysis and Remediation	11
Strategic Intentions to Make a Positive Societal Impact	12
B2. Financial Overview and Strategic Allocations	14
Summary	14
State Appropriations and Program Revenues	17
Non-State Income	19
Funding Strategic Initiatives (FY17-21)	19
Potential Areas of Strategic Focus in the Next Cycle	20
B3. Faculty Qualifications, Sufficiency, and Deployment	22
Faculty Management Policies	22
FTE Faculty Composition	24
Position Allocation and Recruitment	24
Guidelines for Faculty Sufficiency and Workload	25
Faculty Qualifications and Deployment	26
High-Quality Program Outcomes in the Accounting Discipline	28
Maintaining Currency and Relevancy: Developing Faculty as Exemplary Educators	29
B4. Learner Success	30
Curriculum: Relevant, Forward Looking, Globally Oriented	30
Current and Emerging Technology	32
Curricula Revisions and Potential Future Plans	33
Assurance of Learning Program	34
Learner Demographics: Enrollment Trends and Implications	38
Faculty Development to Ensure High-Quality Teaching	40
B5. Thought Leadership, Engagement, and Societal Impact	43
Cultivating a Teacher-Scholar Culture that Values Quality and Impact	43
Examples of CoB Activities that Generate Positive Societal Impact	45
Into the Future	48

CIR Report Table of Contents (cont.)

Tables & Figures

Table 1:	Shared Governance Efforts	10
Table 2:	Examples of Strategic Commitment to Societal Impact	12
Table 3:	New Funding Requests for Continuous and One-Time Appropriations (FY17-FY21)	15
Figure 1:	FY21 Funding Sources and Expenditures	16
Table 4:	CoB Summer Teaching	18
Table 5:	Financial Support for 2016-2021 Strategic Initiatives	20
Table 6:	Participating and Supporting CoB Faculty by Discipline	25
Table 7:	Faculty Qualification Ratios by Discipline (AY20-21)	27
Table 8:	Summary of Programing/Software Used in Courses	32
Table 9:	Curricula Revisions (2016-2021)	33
Table 10:	CoB Undergraduate Enrollment & Degrees Conferred (AY2016-AY2021)	38
Table 11:	CoB Graduate Enrollment & Degrees Conferred (AY2016-AY2021)	39
Table 12:	CoB Faculty Participation in CTL Workshops	40
Table 13:	Departmental Faculty Development Funds (FY2017 – FY2021)	41
Table 14:	Societal Impact of Intellectual Contributions (Select Examples from 2016-2021)	44

Materials on AACSB Peer Review Team Portal¹:

- **AOL - Data Collection and Assessment Results from Watermark©**
- **CoB Information**
 - Virtual Tour of the J. Whitney Bunting College of Business; Annual Reports; GCSU Fact Book 2020
- **Engagement**
 - Past Issues of *Atkinson Insider*; CoB Leadership/Departmental Boards; Select Alum Profiles
- **Faculty Information**
 - AY20-21 Faculty Profiles and CVs

Materials on MyAccreditation©

- **Executive Summary**
- **Faculty Qualifications & Sufficiency Criteria**
- **Strategic Plan**
- **Table 2-1:** Potential Strategic Initiatives and Expected Source of Funds for the Next Accreditation Cycle
- **Table 3-1:** Faculty Sufficiency and Qualifications Summary
- **Table 3-2:** Deployment of Faculty by Qualification Status in Support of Degree Programs
- **Table 5-1:** Assessment Plan and Results for Most Recently Completed Accreditation Cycle
- **Table 8-1:** Intellectual Contributions

¹ A SharePoint site URL will be provided to PRT Team Members in advance of the virtual visit.

Addenda Table of Contents

Addendum A:	COVID-19 Context
Addendum B:	CoB Organizational Chart & Bylaws
Addendum C1:	Record of Strategic Plan Execution
Addendum C2:	Examples of Shared Governance Efforts
Addendum D:	Summer Research Grants Progress and Outcomes
Addendum E:	Workload Policy
Addendum F:	Promotion & Tenure Policy
Addendum G:	College of Business Research Assembly (COBRA)
Addendum H:	CoB Website Assessment and Actions
Addendum I:	CoB & University Strategic Plan Alignment
Addendum J:	CoB Non-State Income & Scholarships
Addendum K:	AY21-22 Graduate Program Advertising Plan
Addendum L:	Faculty & Staff Grants and Awards
Addendum M1:	Summary Results of 2021 Stakeholder Survey
Addendum M2:	Summary Results of 2021 Dean's Student Advisory Board Survey of Students
Addendum N:	2021-2026 Strategic Planning Process
Addendum O:	GC Journeys: High Impact Practices (HIPs)
Addendum P:	Summary of Physical and Virtual Resources
Addendum Q:	Five-Year Financial Summary
Addendum R:	Faculty Composition and Recruiting Activities (FY17-FY21)
Addendum S:	Student Success
Addendum T:	Report on Centers and Institutes
Addendum U:	2020-2021 Technology Agility and Competency Task Force
Addendum V:	Curricula Revisions
Addendum W:	Accounting Curriculum Task Force Findings
Addendum X:	Assurance of Learning Plan and Outcomes
Addendum Y:	Request for Inclusion or Re-Rating of a Journal on the College of Business Journal List
Addendum Z:	2020-2021 Societal Impact Task Force
Addendum AA:	Five Year Summary of Peer-Reviewed Journals (Quality and Impact)

Section A: Overview²

Preface: Introduction to the Institution and Unit

Georgia College & State University (referred herein as Georgia College or GC) is Georgia’s designated public liberal arts University serving 5,605 traditional age undergraduate students and 1,268 graduate students (Factbook, 2020). GC is nationally recognized by U.S. News & World Report as the highest-ranked Georgia public institution for “Best Undergraduate Teaching (South)” (#4), “Most Innovative (South)” (#4), and “Top Public Schools (South)” (#9). We foster a holistic learning environment for students through high-impact learning experiences both in and beyond the classroom and engagement in the community in which GC resides. As a winner of the 2020 Council on Undergraduate Research's (CUR) Campus-Wide Award for Undergraduate Research Accomplishments (AURA), GC is committed to fostering student learning through high-quality, innovative, and rigorous pedagogy.

The J. Whitney Bunting College of Business (referred herein as the College of Business or the CoB) aspires to be the preeminent business school among public liberal arts colleges and universities. 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 with content delivered in both face-to-face and online formats. Consistently, our fully online graduate programs have been nationally ranked. The scope of the CoB extends across four academic departments: Accounting, Economics and Finance, Information Systems and Computer Science, and Management, Marketing and Logistics, along with two academic centers³: The Center for Economic Education (CEE) and the Center for Design & E-Commerce (CODEC). As of Fall 2020, 1,869 students were enrolled (1,662 undergraduate and 207 graduate). Total faculty includes 59 FTE (49 tenured/tenure-track and 11 lecturers) and 4.7 FTE part-time instructors. In addition to the Dean and an Associate Dean (currently interim), the administrative staff include three Departmental administrative assistants, a Graduate Programs Office Coordinator, a Director of Graduate Programs in Business, a Business Outreach Coordinator, and an assistant to the Dean. The CoB has a designated Donor Engagement Officer (DEO) employed by University Advancement. Please refer to the CoB organizational chart (**Addendum B**) for additional information.

The current Dean, Dr. Micheal Stratton, joined GC on July 1, 2020 from The University of North Carolina Asheville. Predecessors Dr. James Payne resigned in 2017 and Dr. Dale Young retired in June 2020 after a three-year Dean appointment. The CoB also experienced other key leadership changes during this current accreditation cycle. The Accounting Department Chair, Dr. Catherine Whelan, resigned in 2019 with the position remaining vacant for two years. Long-time Chair of the Department of Economics and Finance, Dr. Ken Farr, retired in 2019; Professor of Economics, Dr. JJ Arias, was appointed in 2019 as Chair of the Department of Economics and Finance at the conclusion of a national search. After the Chair of the Marketing Department stepped down and a failed search for a Management Department Chair, the two Departments were consolidated into the Department of Management, Marketing, and Logistics, and an Interim Chair was appointed in 2018. After two successful national searches in AY20-21, Dr. Herb Snyder is now Chair of the Department of Accounting and Dr. Bill Donoher is Chair of the Department of Management, Marketing, and Logistics both starting July 1, 2021. Dr. Young appointed an interim Assistant Dean who served between 2018-2020. An Interim Associate Dean was appointed in January 2021 to expand the Associate Dean role and a national search will be conducted in AY21-22 for a permanent appointment to begin July 1, 2022. The Donor Engagement Officer position changed three times including a 15-month vacancy in the position and recent departure of our current DEO in June 2020. There will be a search for a new DEO with an unknown period of vacancy. We are confident that recent key hires should help alleviate the transition stress as the CoB begins a period of renewal and opportunity.

² **NOTE:** There are no substantive change requests nor new degree programs during the current cycle.

³ The Institute of Transportation and Logistics (ITL) was recently discontinued in June 2021; see Sections B1 and B5 for additional details.

A1. Situational Analysis

Organizational change and disruption are a part of the CoB story over the last five years. Mostly caused by repeated leadership transitions, changing vision and priorities, and departmental realignments, this period of upheaval also overlapped a global pandemic and the associated impact on teaching delivery, personal interaction, events, and classroom structure. Variable leadership consistency resulting from three Deans, three Interim/Associate Deans, three Donor Engagement Officers, and two vacant Department Chairs further weakened normal operational tempo, confused processes, and limited reporting transparency. External stakeholders such as our Leadership Board members, hiring managers, recruiters, parents, and alumni have experienced confusion and disruption in their engagement with the CoB and expectation management. ***In spite of all this, the CoB persevered in delivering quality education opportunities and using innovative practices to ensure students felt the least impact from repeated transitions.*** Indeed, stakeholder survey results indicated that student success rates and positive experiential learning were still rated highly across all surveyed constituencies. Our programs continue to garner national accolades and our students are more competitive than ever in today's business environment.

Entering a new era of stability, Dean Stratton spent his first year investing in a deep organizational assessment and in intentional relationship building - internally and externally - to rehabilitate weakened affinity and to strengthen rapport across all constituent groups. The rewards can be seen in a renewed commitment from the Leadership Board, increased alumni engagement, and rebounding donor support. In the spirit of collaboration, the Dean convened a group of faculty, academic leaders, students, and CoB Leadership Board members in January 2021 to assess the context in which the CoB operates (2016-2021). A brainstorming exercise was used to identify specific strengths, weaknesses, opportunities, and threats that influence our contributions to various stakeholder groups. In the following analysis, we address the internal and external contextual factors that influence our mission and operations now and in the future. The internal and external environments shape the degree to which we sustain and adapt our curriculum offerings to achieve our mission. While the weaknesses and threats give context to our challenges, we remain committed to capitalizing on existing strengths and potential opportunities to create a sustainable teaching and learning environment for our learners and faculty that also contributes to positive societal impact for our stakeholders.

INTERNAL STRENGTHS

- ***Learning Beyond the Classroom – GC Journeys⁴***: As part of this campus-wide initiative, students receive experiential learning opportunities through industry speakers, corporate site visits, consulting projects with industry clients, service-learning projects, undergraduate research projects, internships, mentoring, study abroad, and professional conference presentations. The CoB has a strong reputation among alumni, donors, and employers gaining notoriety among recruiters through the Accounting Professionalism course, the IT Professionalism Course, and the Elevator Pitch Competition.
- ***Community Collaboration & Engagement***: The CoB is well poised to continue building and supporting collaborative programs that have extended reach on campus and beyond the Georgia College footprint by participating in strategic partnerships focused on local and regional community outreach and engagement. The 26-member Leadership board and departmental boards provide advocacy for the school, input on recruitment trends, feedback on academic programs, connect the CoB to sources of student internships, mentors, and jobs; event speakers; and provide financial contributions to support scholarships, buildings, and programs.

INTERNAL WEAKNESSES

- ***Brand Recognition***: GC's reputation outside the southeast and internationally is not as well established as within our region. This makes job searches tougher for our graduates as they have to explain the liberal arts education and institutional value to recruiters. However, recruiter accolades support the placement, success and qualifications of CoB graduates. We need to better leverage the preparedness of our graduates through marketing, outreach, alumni

⁴ <https://www.gcsu.edu/gcjourneys>

ambassadors, and industry outreach from faculty to solidify the reputation and experience of GC alumni and build trust with hiring managers and business leaders.

- **Alumni Outreach & Data:** In collaboration with Advancement, the CoB must do a better job of regularly and systematically collecting alumni data to facilitate outreach, build networks, and leverage potential alumni connections. We need to capture self-reported graduate success stories by fostering two-way communication with alumni and searching social media. Many GC students come from Georgia, but after graduation they have a nationwide and global impact reaching back to campus to serve as guest lecturers, mentors, and a source of robust industry networking. Building and maintaining strong student relationships sets the stage for alumni to come back and speak to prospective students and new cohorts.

EXTERNAL OPPORTUNITIES

- **Graduate Education:** Undergraduate student enrollment is capped leaving room for revenue generation in online program offerings (graduate degrees, for-credit certificates, non-degree credentialing, interdisciplinary collaborations, etc.). Growth in the MAcc, in particular, along with innovative and market-responsive certificates/credentialing will need to be prioritized. We should capture and use graduate student success stories for recruiting and hiring and to build the reputation of CoB graduate programs and cultivate affinity within the student cohorts.
- **Diversity, Equity, & Inclusion:** (1) Increased diversity in student body and engagement with non-white businesses and community leaders is important to develop graduates who are empathetic towards others, reduce prejudice, foster greater creativity, and better prepare students for life beyond Georgia College. (2) Beyond having faculty serve on the college and University committees/task forces, greater encouragement should be given to faculty to engage with organizations and companies with underrepresented leaders in the community. (3) The CoB can be a leader in ensuring public liberal arts education accessibility to minority, underrepresented, and first-generation students at state school rates potentially equalizing the racial divide between local micropolitan populations statistics (48% white as of 2000 census) and the GC undergraduate student body population (approx. 83% white as of Fall 2020⁵).
- **Fostering a Culture of Philanthropy:** (1) This requires that all internal stakeholders see themselves as ambassadors of the CoB mission. Everyone accepts their own role and understands the integration of strategic priorities and revenue generation in order to treat all CoB constituencies with care and respect as we journey together towards preeminence. (2) We should strive to embrace donor-centric gifts and cultivate students and parents into future alumni and supporters. Indeed, as our graduates enter the business world, they have the opportunity to expand the CoB's culture of philanthropy by finding additional like-minded supporters who share a vision for excellence in education. (3) Unite stakeholders around new initiatives promoting diversity and inclusivity; this could lead to new revenue sources and increased buy-in and support for philanthropic efforts supporting minority outreach and other DEI initiatives.

EXTERNAL THREATS

- **External Competition:** (1) the transfer of undergraduate students to larger public or private institutions weakens student retention. (2) Large, well-recognized universities are now offering online MBA programs, which has dropped our standing in some of the program areas on the U.S. News Online rankings each year. (3) Graduate program expansion by local institutions such as Middle Georgia State University and Augusta State University add another layer of competition. (4) Cost of travel for recruiters may leave GC out of some near future recruiting efforts if technology is not used; will require netiquette and online interviewing techniques as part of professional development.
- **Funding Gaps:** (1) The current economic climate resulting from the pandemic presents a threat to normal funding streams with far-reaching repercussions beyond the control of the CoB or Georgia College (a full review of the pandemic effects may be found in **Addendum A**). (2) Yearly endowment spending allocations and annual gifts do not currently support endowed Chairs, significant faculty research opportunities, or named gifts. Continuing to ignore this gap and not implementing a multi-year plan to acquire gifts in this range would be detrimental to the overall

⁵ <https://irout.gcsu.edu/dashboards20/diversity.html>

trajectory of the CoB. (3) Donor and alumni outreach has been tightly held to Middle Georgia by past Advancement leadership. Pending new hires and leadership support, we limit opportunities for transformational gifts by not identifying and cultivating GC industry supporters and alumni in a broader geographical footprint. (4) Funding is limited to a variety of smaller, newly formed scholarship endowments that do not yet represent significant individual student value. If we do not focus on garnering increased large scholarship endowments that offer full ride awards or support minority recruitment efforts, we will miss out on the value of welcoming new diversity into our student body.

A2. Progress Update on Issues from the 2016 Review

The Chair of the AACSB Board of Directors ratified the Peer Review Team (PRT) recommendation for reaccreditation in a letter dated February 27, 2017; it included four specific items that needed to be addressed as part of our continuous improvement efforts. The following is a detailed narrative of our progress:

Issue 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. (2020 Standard 1; 2013 Standard 1)

Response: The CoB Strategic Management Committee (SMC) is regularly refining and monitoring progress on the 2016-2021 Strategic Plan. The details provided in the *Record of Strategic Plan Execution (Addendum C1)* show the results of that progress in each area of the plan. We believe the Action Steps and associated examples of progress listed for each initiative demonstrate the development of indicators of innovation and impact in the 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.

Issue 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. (2020 Standard 8; 2013 Standard 2)

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:

- **Research Funding:** Offered first-year summer research support to all newly hired tenure-track faculty members; continuing to offer competitive summer research stipends (typically \$9,000 each for two or three awards) to tenure-track faculty members using CoB operating funds; this investment in faculty (e.g., 11 stipends were awarded in this cycle) has contributed to 6 conference presentations, 6 publications, and 6 articles in pre-submission or under review (**Addendum D**).
- **Research Expectations:** Instituted changes effective Fall 2017, including a move to greater emphasis on peer-reviewed journal articles, revised policies on faculty qualifications (**myAccreditation**), workload (**Addendum E**), and promotion and tenure (**Addendum F**).
- **Scholarly Quality:** Formalized a CoB journal listing using the Australian Business Deans Council (ABDC) list and created procedures for a peer-based inclusion approval process.
- **Teacher-Scholar Culture:** Formed the faculty-directed College of Business Research Assembly (COBRA) as a means of regularly presenting the research of CoB faculty to peers using a seminar format (**Addendum G**); this initiative includes annual publication of CoB research productivity.

Issue 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. (2020 Standard 3; 2013 Standard 15)

Response: In Fall 2017, the CoB faculty affirmed the current Faculty Qualifications Policy document (**myAccreditation**). This included modification to the operational definition of Practicing Academic. In particular, faculty must engage in an excess of 100 hours per year in professional activities to achieve and maintain PA status; while not exhaustive, a list of recommended engagement activities with management and business is presented to the faculty. This is in addition to publishing one peer-reviewed journal article in the past five years. Note that the Faculty Qualifications Policy remains an area of continuous improvement and is noted as an area for consultative guidance.

Issue 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. (2020 Standard 6; 2013 Standard 4)

Response: During Academic Year 2019 the CoB retained the services of *Eduvantis* to review its graduate digital footprint and make recommendations that would improve usability, page loading speed, and usefulness of the content. The recommendations and actions taken are detailed in **Addendum H**. In summary, both the undergraduate and graduate websites have been edited and we developed a dedicated site for CoB Student Achievements leveraging Institutional Research data on student academic performance and outcomes. The latter is currently being reimaged with plans to rebrand it as an "Impact and Engagement" landing page that will highlight student, faculty, staff, and alumni achievements. It would not only expand the information and data available to the public (e.g., through infographics, videos, and stories), the site would offer dynamic content readily available to direct our alumni, donors, and friends so they may learn about the points of pride and return on investment of state and non-state resources that support our mission.

A4. Consultative Guidance

The CoB would greatly appreciate input and recommendations on the following emergent matters:

1. **Faculty Management and Qualifications Policies:** Review *forthcoming* revised draft policy documents on workload and faculty qualifications; we strive to develop a more mission focused set of expectations that promote alignment with our teacher-scholar model, while ensuring equity and quality. This is discussed further in Section B3.
2. **Graduate and Continuing Education:** Input on delivery options for the MAcc program and possible opportunities to expand degree and non-degree graduate offerings to (a) further serve the public and (b) to generate additional revenue sources.
3. **Technology Agility:** While the MIS faculty stay current with technology trends within their degree, we see an opportunity to enhance technology currency and agility among other faculty members. What are some proven tactics to achieve greater agility?
4. **Societal Impact:** The CoB Task Force on Societal Impact has provided an initial set of recommendations. We would welcome suggestions from the PRT on how and what to measure as it aligns with our mission.
5. **Data Collection and Management:** We welcome recommendations on how best to track faculty and student activities and outcomes (e.g., HIPs, employment rates, societal impact, business engagement inside and outside of the classroom, etc.).

Section B: Business Accreditation Standards – Past and Future Look

B1. Strategic Management and Innovation

Mission Statement and Major Strategic Initiatives

The shared 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.* With an inter- and multidisciplinary orientation, the faculty define 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 reassessing 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.

We value the following hallmarks of a Georgia College liberal arts education: respect for others, open and transparent communication, ethical behavior, diversity and inclusiveness, and social responsibility. As such, the faculty, staff, and academic leaders support our mission through excellent teaching, scholarly activity, and service to the University, Georgia, the business community, and their respective professions. Our students and graduates support our mission through active learning, research, and participation in service to the University, the State, and our local and global communities. In consultation with various constituencies, the CoB crafted and adopted the 2016-2021 Strategic Plan (**myAccreditation**). The process began in April 2015 with the Dean, Associate Dean, Chairs, and faculty representatives serving on the Strategic Management Committee (SMC), which is primarily a policy-making body for the CoB and governs matters related to mission, strategy, environmental scanning, and accreditation. The CoB Advisory Board (now called the **Leadership Board** as of AY20-21) provided comments and input during the plan creation. The plan was ratified by the faculty on March 11, 2016.

We focus on five strategic objectives (SO) as the basis for continuous improvement in order to position the College of Business as the preeminent business school within public liberal arts colleges and universities in the country. Additionally, Georgia College enacted an ambitious Strategic Plan in 2016⁶; the plan prioritized various resource redirections and investments to move our University to preeminence among other public liberal arts institutions. Refer to **Addendum I** for an overview of how the CoB Strategic Plan aligns with the Georgia College 2016 Strategic Plan to Preeminence. The five areas of focus for the CoB Strategic Plan include:

SO1: Quality of Academic Programs & Student Learning

SO2: Visibility of the CoB

SO3: Resource Generation

SO4: Enhance Engagement & Impact

SO5: Faculty & Staff Development

The following are a sample of significant outcomes that reflect the creativity and commitment of our accomplished faculty, students, alumni, and stakeholders. A more detailed presentation of the evidence toward progress on the 2016-2021 Strategic Plan is included in **Addendum C1**.

⁶ <https://www.gcsu.edu/strategic-planning>

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)

Engagement	
<p>Elevator Pitch Competition: Annually, the CoB hosts a pitch competition sponsored by GEICO. Embedded in a variety of courses, faculty require students to complete a resume review, attend an elevator pitch demonstration and preparation for success workshop, and complete an online mock interview before they can record their one-minute elevator pitch. Preliminary rounds of contestant videos are evaluated by twenty-four business professionals. The top contestants are then given the chance to deliver their elevator pitch to a guest executive in front of a live audience. Student pitches are judged by representatives from GEICO, other firms, board members, and alumni; the top five finishers are awarded cash prizes ranging from \$100 to \$500. An elevator pitch competition prepares students for career fairs, networking events, and job interviews by helping them to focus on their skills, abilities and knowledge sets that will bring value to a future employer. The pitch competition puts students in a situation where employers judge their ability to speak well, demonstrate knowledge related to the job, and sell or influence others.</p>	
Innovation	Impact
<ul style="list-style-type: none"> Proactively adapted the competition to virtual format in Fall 2020, to align with the Georgia College Career Fair that also pivoted online. This not only afforded continuity during a pandemic, but also gave space for participation by recruiters who otherwise would not be permitted to attend an in-person event. Additionally, we identified an additional sponsor, TTI (a multi-billion-dollar tech firm), to join GEICO as co-sponsor. This tech employer hires our graduates and regularly participates with alumni and firm representatives serving as judges. 	<ul style="list-style-type: none"> Roughly 30% of CoB students participate in the competition. Since 2016, 3,776 students have participated with more than 663 judges (recruiters, employers, alumni, retired executives, faculty, staff). Twelve classes participated and 363 students competed in Spring 2021. Five faculty prepared the students who represented all majors in the college of business and included sophomores, juniors, and seniors. Following the most recent competition recruiters from 16 companies requested introductions for 245 students for potential internship or career positions.

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 5: Expand and monitor social media to disseminate College-wide events/stories)

Engagement	
<p>Atkinson Insider: This publication was produced, published, and distributed by Lenz Marketing until 2017. It was formerly called the <i>Dean’s Corner</i> and was distributed only to other business school deans. In 2016, the Dean desired to shift the audience from other Deans to potential CoB stakeholders who would be interested in various activities, outcomes, and innovations. Current distribution includes GC leadership, CoB faculty/staff, donors and volunteers, board members, alumni, and students.</p>	
Innovation	Impact
<ul style="list-style-type: none"> Shifting away from the outside vendor, the CoB collaborated with Advancement to leverage an internal email platform for dissemination. Dean Stratton increased content development and exposure by moving it from a quarterly to a monthly publication; this expanded readership by leveraging both emails and social media. The CoB’s Outreach Coordinator, in consultation with the Dean and Donor Engagement Officer, drafts content and works with Advancement to distribute. In 2020, we discovered that alumni were not originally included, and, therefore, the distribution list was revised to include alumni. Additionally, the CoB intern wrote a scraping program to pull data such as click through, reads, and contributions. 	<ul style="list-style-type: none"> The Atkinson Insider distribution list has grown from 212 recipients in 2016 to 7,828 in 2021. Over the five-year period the Atkinson Insider has averaged an open rate of 39%, which is above the industry standard of 15-25% The average click through rate for the five-year time span has been 6%, again above the industry standard of 2.5%. Stories with the highest click-through rates are related to student and faculty successes; continues to offer supporters opportunities to get involved such as providing links to micro-campaigns like the Grace Hopper initiative.

Engagement	
<p>Expanding Social Media Platforms: While initially the CoB used LinkedIn and Facebook to share news and stories, there have been recent efforts to leverage these platforms for various fundraising campaigns (e.g., Grace Hopper Conference), to share content of COVID-related updates, to reengage alumni during Alumni Week, to introduce new faculty/staff, and to create a space for current students, faculty, staff, alumni, and employers to connect. The recent addition of TikTok in Spring 2021 is an attempt to reach a new generation of students; posting quick videos of faculty/students engaged in trending activities may further help the CoB gain traction in sharing our brand.</p>	
Innovation	Impact
<ul style="list-style-type: none"> Expanded to Instagram, Twitter, and TikTok in AY20-21. Crafting content to profile faculty (e.g., research interests, why they love GC, etc.). Representative from the College of Business sits on the University social media council, made up of representatives from University Communications and Departments throughout the institution to share and collaborate on current trends and topics related to social media. CoB has collaborated with University Advancement, the Alumni Office, Leadership Programs, the Women’s Center, and the local Chamber of Commerce to create and share content across multiple social media outlets and accounts to extend the reach of the content. 	<ul style="list-style-type: none"> The LinkedIn Group has 793 members and Facebook has 434 followers; the Instagram account has grown to 273 followers in just 10 months since its inception. Multiple faculty LinkedIn pages get numerous hits nationally, including industry specialists and academics. Social media is also a primary touch point for our various stakeholders. In a recent survey, social media was indicated as the primary touch point for our various stakeholder groups. Additionally, 93% of respondents indicated connection with the CoB throughout the last year (COVID), and both web and social media engagement contributed to that reach.

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

Engagement	
<p>Campaign and Annual Giving: Since FY17, the CoB cultivated 527 unique donors and welcomed over 20 new friends to our various Leadership and Advisory Boards. GC’s recent capital campaign came to a successful close in 2020 having raised \$30M including 29 new CoB scholarship endowments totaling \$1.2M in new gifts. Various mini campaigns were conducted to support high impact learning opportunities such as travel funding for female technology students to attend the Grace Hopper Conference, funding for the annual Elevator Pitch Competition, and the annual accounting scholarship drive.</p>	
Innovation	Impact
<ul style="list-style-type: none"> As of December 2021, the CoB had 42 endowed funds that provide student scholarships. Among those scholarships, 29 were given between May 2016 and December 2020. Support for permanently funded scholarships has remained steady throughout the campaign. In short, 29 of 41 (71%) of the endowed CoB student scholarships were funded between 2016 and 2020 for the capital campaign that ended in May 2020. Refer to Addendum J for a complete list of funded CoB Scholarships. Since the end of the campaign, 1 new endowed scholarship valued at \$27,000 was established. 	<ul style="list-style-type: none"> 29 of 41 (71%) of the endowed CoB student scholarships were funded between 2016 and 2020 for the capital campaign that ended in May 2020. When all the remaining new scholarships become active in the next accreditation period, they will support 24 additional students with an average award of \$1,500. Between 2016-2021 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 2020 GC Giving Challenge, 68 CoB donors contributed \$11,000 to support business student travel. The annual accounting firm scholarship drive has resulted in \$39K in student scholarships during this same period. Based on the recent stakeholder survey, 80% of donors were regular supporters compared to 20% who identified as only occasional supporters. Regular donors expressed commitment to additional future gifts although the timeline varied from 1 to 5 to 10 years. Most also gave to GC at large. 75% felt their gifts affirm the CoB mission and make a difference.

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)

Engagement	
<p>The Grace Hopper Celebration of Women in Computing (GHC): The largest gathering of women technologists in the world. The annual conference was started in 1994 and is run by AnitaB.org, whose mission is to achieve intersectional equity in the global technical workforce by 2025. The Association of Computing Machinery (ACM) is a co-sponsor of the conference. GHC has grown exponentially in recent years as the 2014 conference hosted 8,000 while in 2019, over 26,000 gathered in Orlando. The virtual conference in 2021 had over 30,000 attendees. Roughly 90% of annual attendees are female.</p>	
Innovation	Impact
<ul style="list-style-type: none"> The CoB has invested in growing attendance at the GHC thanks to the support of the IT Advisory Board. In 2021, we designed and implemented a Grace Hopper Giving Challenge that was held over a 48-hour period in early February. This was the first campaign to generate financial support specifically for GHC. 	<ul style="list-style-type: none"> Between 2016-2021, we grew student attendance by 900% (now at least 20 students attending on an annual basis). Some of GHC job candidates from the CoB accepted positions at Accenture Federal Services, ADP, Allstate, Bank of America, Cisco, Disney, EY, KPMG, Mastercard, PWC, Traveler’s insurance, Visa, and Wells Fargo. The CoB raised \$14,777 from 68 unique donors. The Grace Hopper project was the top funded overall project at GC and garnered 39% of all gifts and 22% of all donors who gave during the 48 hours. Our goal was \$10,000. The project leveraged gift goals at various levels to unlock board pledges for the project. We exceeded our goal by 47% including \$10,995 over what the ITAB members donated (\$650 of this was from GC GHC alumni). The average gift for the project was \$217.

Strategic Objective 5: Enhance faculty and staff development and recognition (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)

Engagement	
<p>The College of Business Research Assembly (COBRA): This formalized forum holds regular meetings during the fall and spring terms. The group, coordinated by Dr. Brent Evans (Economics and Finance), is a space for CoB faculty members to present their research proposals, in-process research, and early-stage manuscripts to peers. This low-stress setting encourages cross-disciplinary collaborations and peer feedback.</p>	
Innovation	Impact
<ul style="list-style-type: none"> This new forum began in August 2016. Starting in 2018, faculty awarded a competitive summer research grant were expected to present their scholarly progress at COBRA. In November 2019, COBRA hosted the interdisciplinary NUDGE Unit (Economics and Psychology)⁷ that included students and faculty presenters. The forum shifted online during the AY 20-21 due to pandemic. 	<ul style="list-style-type: none"> Since its inception, faculty have delivered 35 presentations on topics ranging from corporate social responsibility and virtual teams to gambling and sport economics. Each CoB discipline had faculty presentations during the five-year period. An average of 5 COBRA meetings are scheduled each year. Refer to Addendum G for a complete list of COBRA presentations.

Leveraging the Strategic Plan to Inform CoB Decision-Making Process

In the spirit of shared governance, the Dean and CoB faculty leaders use the strategic plan to guide planning discussions with various decision makers. From issues pertaining to curriculum, faculty sufficiency, alumni engagement, and affirming faculty/staff accomplishments, various actors inside and outside of the CoB participate in a collaborative effort to achieve meaningful progress on our strategic priorities (as summarized in Table 1 and detailed in **Addendum C2**).

⁷ <https://www.gcsu.edu/business/economics/gc-nudge-unit>

Table 1: Shared Governance Efforts

<p>Strategic Objective 1: Enhance the quality of the College’s academic programs and the learning experience of our students (<i>Action Step 2: The Graduate Admissions, Curriculum & Standards Committee (GCC) will review the graduate curriculum</i>)</p>	
<p>Decision Players: Faculty, Chairs, Dean, CoB Graduate Curriculum Committee; GC Graduate Council; Provost; President; University System of Georgia (USG) (AY 20-21)</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • New MMIS Graduate Certificates in IT Auditing, IS Analytics, and Web Developer (AY 21-22)
<p>Strategic Objective 2: Enhance the local, state, national, and international visibility of the College’s quality programs, student successes, and faculty and staff achievements (<i>Action Step 6: Continually assess external marketing firm strategies in promotion of online graduate programs</i>)</p>	
<p>Decision Players: Graduate Program Director, Chairs, Dean; Interim Associate Provost; Provost; Marketing/Communications (July 2020)</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • Examined ROI of past advertising expenditures and terminated relationship with firm (August 2020) • Reviewed analytics of graduate program inquiries to determine target audience and geographic location for centralized University digital marketing campaign (AY 20-21)
<p>Strategic Objective 3: Enhance resource generation and operational efficiency to support programmatic needs (<i>Action Step 7: Set annual budget priorities in consultation with the Department Chairs and the Strategic Management Committee to fulfill programmatic needs</i>)</p>	
<p>Decision Players: Faculty, Chairs, Dean, SMC; Provost; GC Cabinet; USG (2016-2021)</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • Faculty line redirections to support growth in IS and BCOM (AY 18-19) and HR (AY 19-20) • Two new TT lines (AY 16-17) • Two converted TT lines (AY 16-17 and AY 18-19) • Revised budget prioritization and planning process (AY 20-21)
<p>Strategic Objective 4: Enhance engagement with and impact of various stakeholders through alumni relations, advisory boards, community partnerships, and outreach efforts (<i>Action Step 5: Enhance relations with alumni, donors, and friends of the College</i>)</p>	
<p>Decision Players: CoB Leadership Board; Departmental Boards, Dean; DEO; Advancement; Alumni Board (June 2021)</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • Establishment of the first CoB Alumni Council (June 14, 2021)
<p>Strategic Objective 5: Enhance faculty and staff development and recognition (<i>Action Step 10: Create faculty and staff recognition activities in support of the teaching, research, and service mission of the College</i>)</p>	
<p>Decision Players: Faculty, Chairs, Dean; Center for Teaching and Learning (2016-2021)</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • CoB accounts for 16.5% of GC faculty, yet receive 42.5% of total awards conferred on average each year (2016-2021). • CoB Faculty were honored with five out of eight University awards in AY 20-21; refer to Addendum L for a full listing of faculty awards and grants.

Process for Monitoring Success towards Planned Initiatives

The strategic plan serves as a living 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 CoB Strategic Management Committee (SMC), the specific objectives and strategies to be accomplished during the upcoming academic year are normally determined with an assessment of the work completed for the prior year to inform planning for the subsequent year. Various outcomes and activities are chronicled in an evidence of progress document that is posted to our CoB website and for reference in [Addendum C1](#).

Process for Reviewing and Updating the Strategic Plan

The SMC meets monthly to engage in conversations and decision making related to the strategic objectives. Redirection of resources and priorities are documented and shared with our stakeholders including faculty, staff, and various CoB Boards. The CoB Leadership Board meets biannually whereby action items and associated outcomes are presented. As noted earlier, leadership transitions over the course of the review period have contributed to some disruptions to various action items. However, the bulk of the plan has remained intact. While each of the Deans has used the Strategic Plan as a guiding document, some initiatives implemented as part of specific Action Steps have been discontinued, adapted, or emphasized due to shifting priorities and/or resources. For instance:

- **COBRA (SO5, Action Step 2):** The Dean and faculty leadership intended in Spring 2019 to publish a regular COBRA newsletter to distribute to various constituencies. However, in AY19-20, the Dean and faculty members involved with coordinating COBRA decided to pause the distribution; this was partially due to the departure of the faculty member responsible for leading COBRA.
- **Visiting Scholars (SO5, Action Step 7):** 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, in 2017, decided to not pursue the visiting scholars' program due to other pressing needs. In Spring 2021, however, the opportunity arose with conversations among the Provost's team regarding potential for a more formalized, broader program of engagements between Georgia College and other universities. We envision this will be on the CoB radar in subsequent months.
- **Constituent Survey (SO1, Action Steps 10-11):** It was intended for University Advancement, in particular the Alumni Office, to assume responsibility for surveying GC graduates. However, the data were not collected nor distributed. The GC Career Center began a survey six-months after graduation starting with spring 2019 graduates and has provided data to the various Colleges. In addition, the CoB designed a comprehensive Stakeholder Survey in early 2021; with input from the SMC, University Advancement, and the Career Center, the CoB queried current students, alumni, faculty, staff, Board volunteers, donors, supporters, internship hosts, and employers on matters related to learner success, mission, strategic planning, visibility, diversity, equity, and inclusion, alumni relations, and areas for CoB to continuously improve. Results of the survey are referenced in this report and available in **Addendum M1**. A more focused student survey was conducted in late Spring 2021 by the Dean's Student Advisory Board (**Addendum M2**). We plan to survey these populations on a more regular, intentional basis in the years to come and as part of the 2021-2026 Strategic Planning process (detailed in **Addendum N**).

Risk Analysis and Remediation

The 2016-2021 Strategic Plan was drafted using the 2013 Standards. Therefore, the plan excludes a formalized and deliberate approach to assess, evaluate, and mitigate potential risks for included objectives. Rather, a less systematic approach was taken during monthly and annual SMC meetings and Leadership Board biannual meetings whereby progress toward objectives was assessed and revised actions were taken. As the CoB approaches the 2021-2026 Strategic Planning Process⁸, entitled "Reimagining Our Future: Business Education for the Public Good" (**Addendum N**), risk assessment and mitigation will be a measurable and embedded component; it will be a critical aspect of the charge for the Strategic Planning Task Force. This will include risk descriptions and measures, likelihood and impact of associated risk, moderating options to limit impact, a timeline for assessment, and responsible decision players.

Additionally, a core component to risk assessment is systematic data collection relevant to the environmental and market forces at play. While various institutional-level data are collected in very organized, regular processes within different divisions of Georgia College, there are opportunities for the CoB to further collaborate on developing

⁸ <https://www.gcsu.edu/business/timelines-college-of-business>

instruments to collect data on high impact practices, career placement, alumni engagement, learner technology agility and competency, and employer expectations, among others. Internal data relevant to societal impact activities in areas of teaching, research, and service will also be included in both individual faculty annual reporting (with Digital Measures) and Departmental progress and planning reports.

Strategic Intentions to Make a Positive Societal Impact

The CoB fully embraces the public liberal arts mission of Georgia College and, as such, the shared obligation to cultivate critical thinkers positioned to creatively solve issues of societal importance, to foster civic engagement experiences for our students that include various high impact practices, and to collaborate with the community to advance diversity and inclusivity in areas of thought, experiences, and identification. While our recent actions in the current review period and our intentions moving forward to contribute to positive societal impact are detailed in both Section 5 and in **Addendum O**, respectively, Table 2 presents a sampling of strategic focus areas and specific tactics we leveraged to contribute positively to external partners and communities.

Table 2: Examples of Strategic Commitment to Societal Impact

Curriculum and Experiential Learning (*SO 1 Enhance the quality of the College's academic programs and the learning experience of our students; SO 4 Enhance engagement with and impact of various stakeholders through alumni relations, advisory boards, community partnerships, and outreach efforts*)

- **Internships:** Local, regional, and national organizations benefit by the talent and potential labor pool of our students in the various CoB disciplines. We strongly encourage students to participate in credit and non-credit internships as a meaningful high impact practice (HIP). An average of 125 organizations (for-profit, non-profit, and public sector) are served by our students each academic year. Our employers and other external stakeholders have consistently expressed high degrees of satisfaction with the CoB interns.
- **Undergraduate Research:** The CoB is an active participant in undergraduate research mentoring, which is a celebrated hallmark of GC Journeys. Since 2016, an average of 30 learners participated in faculty mentored research across eight courses; this includes an average of 12 learners each year who present and publish their scholarship at a variety of peer-reviewed outlets including National Conference of Undergraduate Research, Marketing Management Association Conference, and the Academy of Economics and Finance Conference, to name a few. Projects have addressed highly relevant topics to business and organizations in society such as food insecurity, affirmative action, farm subsidies, consumer spending, advertising targets, and sport marketing, among others. In 2021, Georgia College was the recipient of the 2020 Award for Undergraduate Research Accomplishments (AURA); Dr. Dee Sams, Professor of Marketing, is the Faculty Coordinator for Mentored Undergraduate Research and Creative Endeavors. **Addendum O** showcases the list of undergraduate research projects presented or published in this five-year cycle.
- **Course-embedded Consultancies:** In a variety of courses, our learners work in teams to support local organizations on various projects. Community-based engaged learning consulting projects have included courses in business ethics, business law, business intelligence and analytics, and strategic marketing, to name a few. Partner organizations have included local, regional, and national scopes with projects related to data visualization, fundraising, and strategic planning.
- **Diversity, Equity and Inclusion:** Learners engage with practitioners inside and outside of the classroom to understand and apply knowledge, skills, and abilities on topics central to advancing diversity, equity, and inclusion. From our GC WIT (Women in Technology) efforts to start a club called *Girls Who Code* and learning from a panel of experts on "Diversity and Inclusion Opportunities in Stem" to guest lecturers on diversity recruitment at UPS and transgender and intersex inclusion in sport industries, our faculty intentionally create space for our learners to

explore and wrestle with such complex issues of real importance to organizations and society. The CoB established a faculty Diversity Leadership Team in 2014 with responsibility to facilitate programming and learning opportunities.

Stakeholder Collaborations (*SO 4 Enhance engagement with and impact of various stakeholders through alumni relations, advisory boards, community partnerships, and outreach efforts*)

- **Consultancy by the Center for Digital and E-Commerce (CODEC):** In existence for more than 20 years, CODEC offers students a space for experiential and engaged learning in support of 16 local businesses and government agencies, and regional organizations in the central Georgia region and beyond. Services include web development, social media consulting, content management, and online stores, to name a few. Funded through grants⁹ (including a Rural Enterprise USDA Grant in 2015), state dollars, and fees, CODEC Director Caroline Collier employs a graduate assistant and leverages learners in her Web Design course for project-based consulting.
- **Engagement and Impact by the CoB Institute for Logistics & Transportation (ILT):** Started in 2017, ILT fosters research collaboration with industry professionals and engages students with practitioners in the field. This has included, for instance, collaboration with Warehouse Educators Research Council to produce a Distribution Center Metrics Benchmarking study used by practitioners throughout the country, organizing the annual CSCMP Atlanta Roundtable Virtual Career Fair with ten companies and 180 in attendance, a collaborative research project with Coca-Cola published in *Supply Chain Quarterly*, consultation with the GA Department of Administrative Services on strategic plan development and procurement, and sponsoring students to attend various logistics conferences such as Council of Supply Chain Management Professionals.
- **Programming by the Center for Economic Education (CEE):** Established in 1982, the mission of this center is to help teachers teach economics to the students of Central Georgia. This is in collaboration with the Georgia Council on Economic Education to provide workshops, materials, and advice to all teachers of economics in Georgia. An average of 17 workshops per year are delivered serving hundreds of teachers. Additionally, since 1985 the CEE hosts an annual five-day summer *Minority Youth in Business Program* that invites local high school students to campus for an introduction to entrepreneurship. The goal is to build self-awareness, self-esteem and a supportive network of peers, role models and mentors. An average of 19 students attend the program each year, excluding FY21 and FY22 when the camp was canceled due to the COVID-19 pandemic.
- **Constitution Week¹⁰:** Founded in 2013 at Georgia College, this event coincides with national Constitution Day (September 17) to encourage civic engagement and increase knowledge of current and historical topics related to Constitutional issues. Approximately 300 CoB students participate. CoB faculty initially became involved through the establishment of the *Supreme Court Review* and by offering to host sessions with business law and ethics components. Since 2016, the planning committee has grown from simply a collaboration between Business Law and Government and Sociology faculty to a truly collaborative effort among multiple colleges and Departments including the Honors College, Leadership Programs, and the other colleges on campus, among others. The Committee has also evolved by receiving some financial support from local law offices. Topics have ranged from a discussion of the expansion of the Supreme Court with Georgia Chief Justice Hugh Thompson to campus carry, medical cannabis, redistricting, voter identification law, genealogy related to catching criminals, confederate memorials and more. In 2020, Constitution Week was able to transition into a virtual format with the help and support of the Ina Dillard Library staff who host a website with information and teaching materials dating back to 2017.

⁹ CODEC is also exploring grants that would fund efforts to support minority and women-owned businesses, along with those seeking to move commerce online post-pandemic.

¹⁰ <https://libguides.gcsu.edu/constitutionweek>

Scholarly Pursuits (SO 5 Enhance faculty and staff development and recognition)

- **Presentations and Publications with Applied Focus:** In line with our mission, 40% of our faculty scholarship contributes to practice. The faculty were honored with 14 awards or grants based on contributions to practice through scholarship, engagement in industry organizations, or through consultancies.
- **Scholarship of Teaching and Learning (SoTL):** Our faculty also affirm our teacher-scholar values by engaging in pedagogical research. 32% of all intellectual contributions are categorized as Scholarship of Teaching and Learning (SoTL). For their contributions to SoTL and teaching, our faculty have received the USG Teaching Excellence Award, the Felton Jenkins Hall of Fame Faculty Award, Gold National Association of Economic Educators Curriculum Award, Georgia College Scholarship of Teaching and Learning Award, and the Master Teacher Finalist for the Academy of Legal Studies in Business, among others. Additionally, Dean Stratton serves as President of the Management and Organizational Behavior Teaching Society (MOBTS.org) for a three-year elected term (2019-2022); MOBTS is an international SoTL organization devoted to advancing teaching and learning in the management and organization disciplines.
- **Center for Economic Education:** In collaboration with the Georgia Center for Economic Education, the CEE authors annual pedagogical materials for 3,247 high school teachers from 126 of Georgia's 181 public school systems. These have included quiz bank questions, lesson plans, and an award-winning case on Comparative Advantage and Cookie Trade for Georgia Council on Economic Education.

Moreover, our focus on societal impact in the next five-year cycle will be further prioritized with key expected areas to measure. **The 2021-2026 Strategic Planning Task Force, composed of academic leaders, faculty, staff, students, alumni, Board volunteers, donors, and employers, will solicit input from various stakeholder groups to explore aspirational ideas and ways in which we may specifically enhance the public good through business education in the liberal arts context.** There will be special attention given to identifying specific, measurable, and noteworthy priorities that generate positive societal impact for targeted communities consistent with our College and University missions. The potential areas for the CoB strategic resource investment focused on generating benefit to stakeholders in the next cycle will be discussed in the subsequent section.

B2. Financial Overview and Strategic Allocations

Summary

Both state and non-state resources are leveraged to support University¹¹ and CoB operational expenditures and targeted investments in strategic priorities. State resources, accounting for an average of approximately 85% of total revenue per fiscal year, are generated through direct appropriation from the Legislature and by student tuition, fees, and sales and service. Non-state resources from annual giving and endowment income account for an average of 15% of our total revenue.

Outside of normal operating expenditures and support for faculty/staff development, Georgia College employs a bottom-up, shared governance approach to budgeting whereby Departments identify continuous and one-time requests on an annual basis. In the case of the CoB, these are reviewed by the Dean, Chairs, Staff Leaders, and SMC. Once CoB priorities are identified and justified, the Dean presents the budget proposals to the faculty for consideration and feedback. The request(s) are reviewed by the Provost for inclusion in the annual Institutional Budget hearing where

¹¹ Georgia College & State University Financial Statements (<https://www.gcsu.edu/financeandadministration>)

Deans, Directors, and Vice Presidents present in a community forum on the merits of the particular priorities. The President’s Cabinet then determines what priorities will move forward to the Board of Regents and the University System of Georgia for review. Table 3 summarizes funds requested and appropriated to support the associated strategic objectives. Appropriation decisions are typically announced between March and June.

Table 3: New Funding Requests for Continuous and One-Time Appropriations (FY17-FY21)

CoB Strategic Objective(s)	Funding Request(s)	Appropriations ¹²
FY 2017		
Strategic Objective 3 (<i>Action Step 6</i>)	<ul style="list-style-type: none"> Furniture/Equipment (\$201,500; one-time) Atkinson Renovations (\$50,000; one-time) 	<ul style="list-style-type: none"> Not Funded \$59,358
Strategic Objective 5 (<i>Action Step 1</i>)	<ul style="list-style-type: none"> Faculty positions and support in BCOM, MIS, MKTG, CSCI, FIN, MGMT, ECON (\$642,770; continuous) 	<ul style="list-style-type: none"> Lecturers in ACCT, MIS (\$64,054; \$57,475)
FY 2018		
Strategic Objective 3 (<i>Action Step 6</i>)	<ul style="list-style-type: none"> Furniture/Equipment (\$156,000; one-time) 	<ul style="list-style-type: none"> \$219,963
Strategic Objective 5 (<i>Action Step 1</i>)	<ul style="list-style-type: none"> Faculty positions, support, and salary adjustments in LOGS, MIS, MKTG, CS, CSCI, FIN, MGMT, ECON (\$761,985; continuous) 	<ul style="list-style-type: none"> TT in MGMT (\$100,000)
FY 2019		
Strategic Objective 3 (<i>Action Step 6</i>)	<ul style="list-style-type: none"> Furniture/Equipment (\$55,000; one-time) 	<ul style="list-style-type: none"> \$81,177
Strategic Objective 5 (<i>Action Step 1</i>)	<ul style="list-style-type: none"> Faculty positions, support, and salary adjustments in ACCT, MKTG, MIS, CS, CSCI, FIN (\$533,650; continuous) 	<ul style="list-style-type: none"> Not Funded
FY 2020		
Strategic Objective 3 (<i>Action Step 6</i>)	<ul style="list-style-type: none"> Furniture/Equipment (\$73,318; one-time) 	<ul style="list-style-type: none"> Not Funded
Strategic Objective 5 (<i>Action Step 1</i>)	<ul style="list-style-type: none"> Faculty positions, support, and salary adjustments in LOGS, ACCT, MIS, CS, CSCI (\$313,350; continuous) 	<ul style="list-style-type: none"> TT in LOGS (\$110,000)
FY 2021		
Strategic Objective 3 (<i>Action Step 6</i>)	<ul style="list-style-type: none"> Renovations to Restrooms (\$133,333; one-time) 	<ul style="list-style-type: none"> \$210,000
Strategic Objective 5 (<i>Action Step 1</i>); Strategic Objective 3 (<i>Action Step 3</i>)	<ul style="list-style-type: none"> Faculty positions and support in LOGS, MYB Program, MIS, CSCI (\$357,013; continuous) 	<ul style="list-style-type: none"> Not Funded

In early FY21, the CoB embarked on a pilot budget prioritization and planning process that afforded inclusion of faculty, staff, and the Provost. While this informed one-time and continuous funding as referenced above, this process more specifically charged the Chairs and Dean’s office with identifying operating, faculty development, and other expenditures driven by strategic initiatives. To promote transparency and shared governance, a comprehensive budget and planning document was shared with faculty for feedback in Fall 2020 and then with the Provost’s Office. The Dean’s Leadership Team conducted a mid-year review to reassess and redirect funds as needed. Refer to [Addendum P](#) for a more detailed description of the physical and virtual resources leveraged to support our mission.

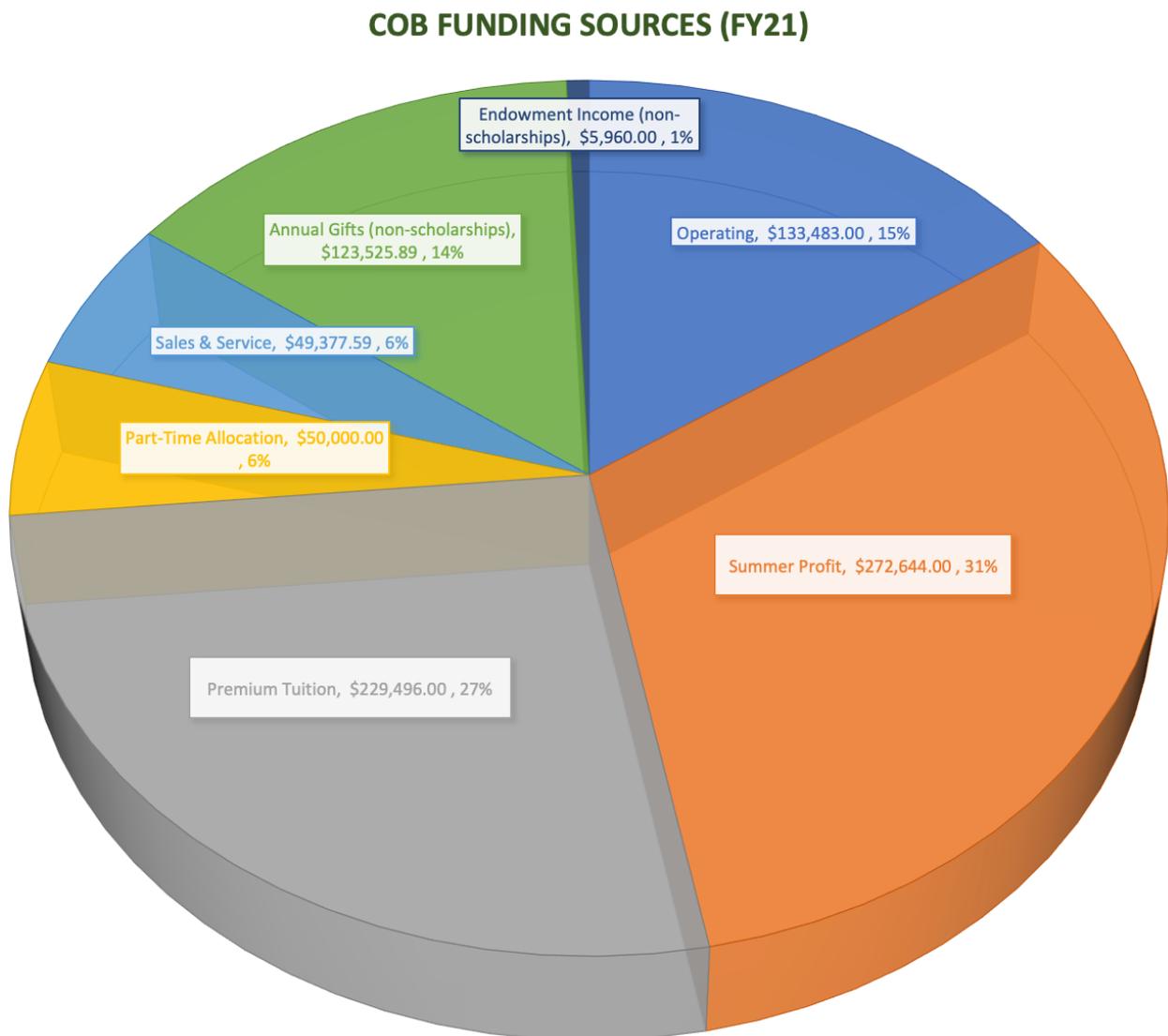
Additionally, an FY21 financial summary was shared with the CoB Leadership Board on April 1, 2021, which proved to be useful information for Board members to understand resource constraints and opportunities. This also helped emphasize the role that annual and endowed giving provides for increased flexibility and responsiveness to strategic

¹² Some requests were funded from lapse salaries or redirections within the state-funded allocations or revenue generated by summer tuition.

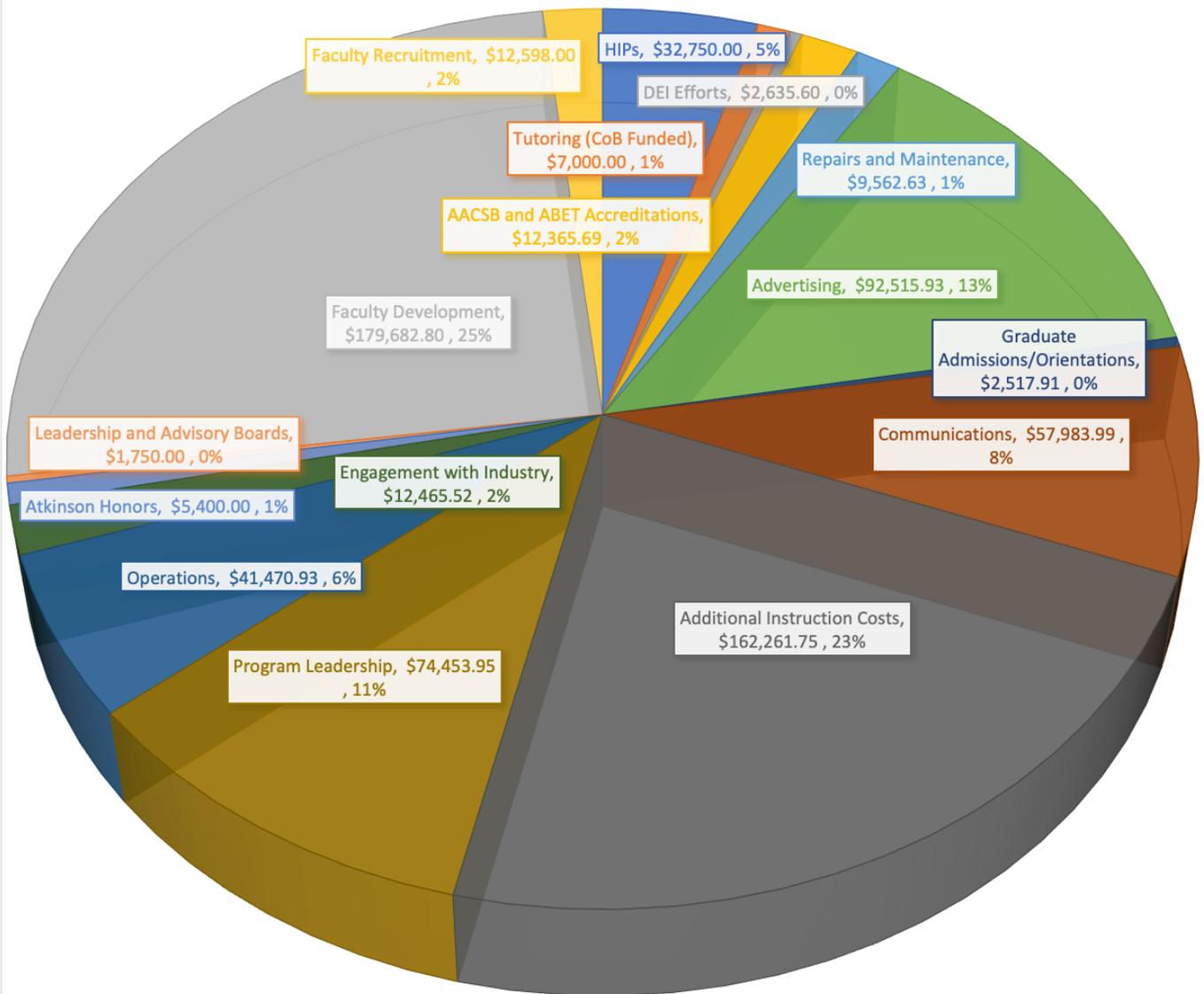
priorities. Given the current reliance on state monies to support operations and other mission-affirming spending, growing annual giving and endowments will remain critically important.

While the initial FY21 budget was subject to considerable adaptation due to unanticipated events, the efforts to redirect to address anomalous, unplanned expenses related to personnel, searches, and other operational needs proved to be an efficient use of allocated and non-state resources. Continuous process improvement will be ongoing, especially as we welcome two new Chairs in FY22 and as we intentionally use a forthcoming 2021-2026 CoB Strategic Plan to guide budget priorities. A five-year financial summary is included in **Addendum Q**. Funding sources (\$864.4K; including carryforward monies) and expenditures (\$707.4k) for AY21 are depicted in Figure 1.

Figure 1: FY21 Funding Sources and Expenditures



COB EXPENDITURES (FY21)



State Appropriations and Program Revenues

The CoB is heavily dependent on state appropriations and programmatic revenues to support operations and to meet strategic priorities. Since FY17, the CoB has experienced considerable stability in revenue streams, but cuts to appropriations and redirections from the University have contributed to a considerable reduction in FY21 (16.4% or \$134.5K excluding sales and service revenue).

- Operations:** Allocations to each Department and the Dean’s Office account for an average of \$139,923 per year in this five-year period, which accounts for an average of 17% of our total revenue. The amount has remained fairly steady since FY17, but we did experience a slight reduction (7.5% or \$11,000) in FY21 due to pandemic-related reductions. We anticipate that this allocation will revert to previous year amounts in FY22. The CoB also generates Sales and Service revenue (an average of \$21,266 per year) to support operations of our Centers,

Graduate Programs, Speaker Series, and other programming through fees rendered and services purchased. Year-over-year, there is an expected growth or decline in generated revenues given that some activities are either initiated, put on hold, or affected by a shift in demand for services. Additionally, since accounts permit carryover the spending has been targeted for lines with growing balances each year. That said, there is growth opportunity to generate additional revenue.

- Part-Time Instruction:** Funding allocations for part-time instructors (i.e., supporting faculty) has remained steady at \$50,000 per fiscal year for the current review period. However, we have leveraged tuition premium (\$31,967 annual average) and lapse salaries (\$121,124 annual average), with permission of Academic Affairs, to fund the additional supporting faculty needs. Given recent FTE hires, the aforementioned pandemic-related budget reductions, and a decision to limit lapsed salaries as an alternative resource, the CoB relied more heavily on premium tuition in FY21 to subsidize part-time allocation funding from Academic Affairs. Additionally, we utilized much of our allocation and lapse requests to support introductory information system and computer science courses required by multiple majors inside and outside of the CoB. This depleted funds that otherwise would be used on an ad hoc basis for major-specific supporting faculty. Therefore, we will continue to redirect revenues and advocate for additional, continuous funding for part-time salaries in consultation with Academic Affairs.
- Faculty Development:** GC empowers each of the colleges to entrepreneurially generate additional revenue through summer course offerings, most of which are asynchronous online, and other sales and service activities. Faculty are compensated from this revenue, and GC currently holds back a 37% overhead (this overhead was only 25% in FY17). The CoB uses profit from these activities, accounting for an average of 32% of our state funds, to support various activities, programming, and scholarly support for faculty development purposes. The average amount per FY has been \$270,040, and we have managed to generate a 10.3% increase in profit since FY17 as noted in Table 4).

Table 4: CoB Summer Teaching

	FY17	FY18	FY19	FY20	FY21
University Overhead % (Tax)	25%	30%	30%	35%	37%
# Courses Offered	89	84	96	84	80
# Students Enrolled	1683	1734	1709	1829	1852
# Faculty Teaching	49 FTE	40 FTE; 3 PT	44 FTE; 2 PT	47 FTE; 6 PT	44 FTE; 3 PT
CoB Profit Generated	\$247,193	\$280,821	\$281,125	\$278,415	\$272,644

With the increased overhead, we intentionally increased class limits to ensure continued revenue generation. Teaching in the summer is an option and something we seek to incentivize so we can offer in-demand courses for our students. In Summer 2021, the CoB instituted a uniform approach in that compensation will be based on class size and prorated above 9% of base for additional enrollments (instituted brackets based on salary ranges). Previously, the CoB used different models across Departments which contributed to inconsistencies in enrollment targets/limits, compensation, and available offerings. This shift will result in a more equitable compensation model, but also a holistic view of profit potential by the Dean’s team. With the arrival of two new Department Chairs in Accounting and Management, Marketing and Logistics, a critical review will continue so we may further enhance offerings and profit.

- Tuition Premium:** The WebMBA and MLSCM programs generate premium tuition income (an average of 46% of state revenues) used to support CoB strategic priorities including graduate program marketing and recruitment efforts, faculty and staff development, and programming for CoB students such as the yearly MLSCM orientation

and the May graduate commencement reception. The WebMBA premium is currently \$445 per credit hour and is collected each semester by GC and sent to the WebMBA Consortium. The WebMBA Consortium collects premium tuition from the seven member universities and uses the premium to cover shared program expenses such as the salary and travel for WebMBA staff, marketing and promotional items for the program, the yearly WebMBA faculty/staff workshop, and the fall and spring orientations. The amount of revenue left over from these expenses is then distributed on a yearly basis to each consortium University using a formula based on the number of students enrolled at each University and the number of faculty each University contributed to the program during the year. Therefore, if a University has more students enrolled and more faculty teaching in the program, the premium distribution amount is higher. **Until 2020, the WebMBA premium tuition was used exclusively by the CoB. During pandemic-related budget reductions, Academic Affairs retained 50% of the WebMBA premium. As we move into a more transparent budget and planning process, the CoB intends to advocate for the monies necessary to support our strategic priorities.** The MLSCM premium tuition is currently \$129 per credit hour. The premium is collected and distributed to the CoB each semester. **Prior to 2020, all of the premium tuition collected was exclusively allocated to the CoB. However, in FY21, GC increased overhead to 37% per semester resulting in a 40% (\$155K) reduction.** The CoB, as part of the budget and planning process, will request that the overhead occur only in the summer and not during the AY. The College of Business tried to implement premium tuition for the MMIS program when it moved to an online program; however, at that time the University System of Georgia was very concerned about increasing tuition rates in the State of Georgia, so the request for premium tuition for the MMIS was not sent forward.

Non-State Income

Shifting priorities, continuing external challenges, and state budget constraints demand the College of Business continues its focused commitment to expand and steward non-state revenue sources. During the five-year accreditation period, the school faced three changes in leadership, significant turnover in the Donor Engagement Officer (DEO) position, and a global pandemic that affected enrollment revenue, state budget allocations, and market volatility. In spite of these influences, CoB accounts maintained their overall position and remain poised for potential growth with the right leadership and attention.

The revenue sources provide total annual revenue of \$83K attained through annual giving (\$58K) and Foundation spending allocations (\$25K)¹³. FY17 to FY 21 saw several concerning trends that affected the portfolio. The combined effect of leadership and advancement professional transitions saw a downturn in overall annual giving and newly endowed major gifts. In years where there was an absent or a new DEO, the giving was stagnant or recovering. The only year (FY19) with significant growth was the one example of 2nd year DEO position continuity. The final year of the accreditation period (FY21) was also negatively impacted by COVID-19 restrictions on donor meetings, travel, and normal alumni and stewardship engagements further limiting the closure rate on new gifts. However, giving in this year in certain categories actually rebounded with the new DEO and Dean. Board giving increased 79% after a pledge drive in April 2021 and giving for annual accounts increased 15%. Refer to [Addendum J](#) for additional information pertaining to non-state income including giving assessment, market impact and growth, spendable revenue, and student scholarships.

Funding Strategic Initiatives (FY17-21)

As noted earlier, the CoB has demonstrated a more transparent and intentional approach to budgetary decision-making. We have worked closely to leverage state and non-state monies in a manner that aligns spending with primary Strategic Priorities as shown in Table 5. Please also refer to [Addendum Q](#) for a comprehensive Financial Summary.

¹³ Based on a 3% payout against a 12-quarter trailing value position.

Table 5: Financial Support for 2016-2021 Strategic Initiatives

Strategic Initiatives	FY17-21 Total Expenditures	Average Annual Expenditures	Funding Source(s)
SO1: Enhance the quality of the College's academic programs and the learning experience of our students			
Diversity & Inclusion Efforts (Speakers, Events, Constitution Week, Readings/Resources)	\$29,146	\$5,829	Tuition/Fees; Annual Giving
Experiential Learning (Pitch Competition, Clubs, Student Travel, Conferences, Technology)	\$114,985	\$22,997	Tuition/Fees; Annual Giving; Endowment
SO2: Enhance the local, state, national, and international visibility of the College's quality programs, student successes, and faculty and staff achievements			
Advertising (Graduate Programs)	\$628,382	\$125,676	Tuition/Fees
Learner Recruitment (Graduate Admissions/Orientations)	\$21,606	\$4,321	Tuition/Fees; Sales & Service
Communications (Print, Digital, Supplies, Telecom)	\$468,296	\$93,659	Tuition/Fees; Sales & Service
SO3: Enhance resource generation and operational efficiency to support programmatic needs			
Additional Instructional Needs (Overloads; Part-Time Salaries)	\$1,191,072	\$238,214	Tuition/Fees
Program Leadership (Pitch, Dept Coordinators, AOL Coordinator, Centers, Institutes)	\$300,864	\$60,173	Tuition/Fees; Sales & Service
SO4: Enhance engagement with and impact of various stakeholders through alumni relations, advisory boards, community partnerships, and outreach efforts			
Engagement with Industry (e.g., Meetings, Events, Alumni Activities, etc.)	\$40,280	\$8,056	Tuition/Fees; Annual Giving; Endowment; Sales & Service
Atkinson Honors (Annual Awards Banquet)	\$19,593	\$3,919	Tuition/Fees; Annual Giving
Leadership and Advisory Boards	\$8,305	\$1,661	Annual Giving
SO5: Enhance engagement with and impact of various stakeholders through alumni relations, advisory boards, community partnerships, and outreach efforts			
Faculty Academic Memberships/Conferences (Including Fees/Travel)	\$577,548	\$115,510	Tuition/Fees; Annual Giving
Faculty Research Grants (Annual Competitive; Hiring Incentives)	\$378,564	\$75,713	Tuition/Fees
Faculty Recruitment	\$58,744	\$11,749	Tuition/Fees; Annual Giving

Potential Areas of Strategic Focus in the Next Cycle

In May 2021, the Dean charged a task force to lead the CoB and our stakeholders through a strategic planning process for the next cycle (2021-2026 *Reimagining Our Future - Business Education for the Public Good*). The process and timeline, as outlined in **Addendum N**, will be an inclusive one in which the task force itself represents academic leadership, faculty, staff, graduate and undergraduate students, alumni, employers, and donors. The multi-staged engagement will involve numerous stakeholder voices to avoid siloed perspectives; the process will engender both

aspirational dreaming and focused priorities with measurable performance indicators that reflect a shared direction embraced by the various stakeholders. The task force will finalize the Strategic Plan in February or March 2022; faculty will consider and vote on the plan and the Leadership Board will have an opportunity to affirm with a target go-live in April 2022.

While strategic priorities, associated yearly goals, tactical action steps, and concrete key performance indicators (KPIs) will emerge from this thoughtful and representative process, the CoB has identified potential strategic initiatives for the coming cycle (AACSB Table 2-1). These align with GC priorities and our shared vision for the CoB to achieve preeminence in business education in the public liberal arts sector. We will reexamine the prioritization and our capacity to achieve these priorities after the CoB has completed the aforementioned strategic planning process. For now, however, these potential areas of strategic focus reflect our values, support the recent momentum established with new leadership and a revitalized Leadership Board, and are indicative of stakeholder support.

- **Strategic Initiative 1 – Formalized and Inclusive Mentorship Program: An engaged alum on our Leadership Board, Mike McCabe, is championing a renewed effort to formalize and sustain a mentoring program for juniors and seniors.** Previous attempts lacked focused commitment and stewardship. Mike is joined by student leaders, faculty, and CoB friends to jumpstart this high impact practice; the Leadership Board recently voted in support of a pilot program for AY21-22 whereby Board members will act as mentors to student leaders on the Dean’s Student Advisory Board. An application and vetting process, along with specific expectations, programming, and assessment instruments will be used during this pilot with the intention to review and improve for broader implementation in AY22-23. We anticipate that the low-cost financial investment, typically for programming support, will yield positive relational and professional development outcomes for our students and mentors. Donors, friends, and alumni identified in the recent stakeholder survey agreed that such a program would be a highly meaningful engagement experience.
- **Strategic Initiative 2 – Enhance and Expand CoB Participation in GC Journeys:** In addition to establishing a structured CoB mentor program and our students’ consistent participation in Georgia College’s Leadership Programs, we intend to further invest in expanding our faculty and student engagement in high impact practices (HIPs). Our stakeholders, from across populations, applaud our work in creating opportunities for transformational learning experiences and believe it is a high priority indicator of learner preparation for the profession and as citizen leaders. This tracks with recent research by the American Association of Colleges and Universities (AAC&U)¹⁴ on the preference employers have for hiring graduates who participated in HIPs. **Collaborating with the GC Journeys programs on campus, the CoB will explore the feasibility of establishing: (1) HIP course innovation grants, (2) funding for student engagement in study abroad, undergraduate research, and internships, (3) and a CoB-GC Journeys Liaison whereby a faculty leader will advise students, support faculty in drafting HIP proposals, track outcomes, and partner with the Career Center, The International Education Center, Leadership Programs, and the Mentored Undergraduate Research and Creative Endeavors offices.**
- **Strategic Initiative 3 – Endow a CoB Promise Scholar: We are uniquely positioned by having a number of donors with a shared passion to fund, develop, and implement a holistic, equitable approach to creating educational, social, and economic mobility for underrepresented, first generation, and minority youth.** Conversations upon Dean Stratton’s arrival with donors, alumni, and parents of recent alumni yielded creative enthusiasm for bringing to life a concept to make a difference in the lives of those who might otherwise miss out on an opportunity to attend Georgia College. We seek to identify students in the already established and life-changing Minority Youth and Business Program (MYBP) as the applicant pool for the inaugural Promise Scholar

¹⁴ <https://www.aacu.org/2021-report-employer-views-higher-education>

Program. This would provide a four-year academic scholarship accompanied by a variety of funded HIPs such as internships and practicums, funded global learning opportunities, undergraduate research grants, job placement networking, and peer and practitioner mentorship support. Partnering with individual donors and potential corporate and foundation sources, along with reimagining an existing MYBP endowment, the CoB is eager to bring this to fruition.

- **Strategic Initiative 4 – Increase Scholarly Academic Faculty in Accounting:** In the next section, we describe how the accounting discipline meets, for the most part, faculty qualification expectations associated with Standard 3. **Nonetheless, a recent retirement and the strong likelihood of additional retirements/attrition within the next cycle requires us to proactively prioritize searches that will result in recruiting and retaining Scholarly Active faculty in this discipline.** We do not envision expansion lines, but instead filling vacant tenure-track/tenured lines. This would be in addition to allocating funds to support recruitment and development activities to ensure the discipline maintains a broad array of qualified faculty (e.g., we fall just shy of the 90% target for SA+PA+SP+IP). While some attrition is expected across the CoB, as referenced in Section B3, the faculty composition in the accounting discipline needs greater attention especially given that the other disciplines have traditionally met or exceeded faculty qualification ratios.
- **Strategic Initiative 5 – Design and Implement a Center for Innovation:** A comprehensive and formalized center has the potential to further capitalize on our commitment to both high impact practices and engagement with and service to local and regional organizations. Ideally designed as an interdisciplinary laboratory for student and faculty collaborations across campus, this center would serve as a space for both consulting and entrepreneurial activity. For instance, cross-disciplinary teams could work with faculty mentors in community based engaged learning whereby they offer consulting services in areas of strategy, marketing, HR, finance, technology, and the like. Additionally, the center could facilitate entrepreneurial competitions for students across disciplines to help bring ideas to the market. Preliminary conversations began in Fall 2020 with potential partners in public and private sectors; this will remain a priority for us to explore in the coming months.
- **Strategic Initiative 6 – Establish a BBA in Finance:** Anecdotal evidence from alums, students, donors, and firms all point to considerable interest and demand for expanding our students' knowledge and skills in finance; additionally, the current minor is well enrolled. Initial conversations are underway with stakeholder groups and faculty in the Department of Economics and Finance will examine the feasibility and resource needs associated with a degree program.

B3. Faculty Qualifications, Sufficiency, and Deployment

The CoB invests in its faculty and fosters a teacher-scholar culture. Efforts to support, develop, and maintain a qualified faculty are vital to providing learners with a highly relevant and quality curriculum. The following outlines (1) faculty management, (2) an overview of composition, (3) the current practices on position allocation and recruitment, (4) the guidelines for faculty sufficiency and workload, (5) evidence of adherence to the principles of AACSB Standard 3, (6) the ways in which our faculty maintain currency and relevance in the area of teaching, and (7) our shared commitment to faculty engagement with industry. Specific forward-looking challenges and opportunities will also be discussed.

Faculty Management Policies

Given our respective missions, both the University and the CoB place a high premium on effective teaching; we also recognize that our teaching is informed by an engaged scholarly identity and an attention to service that connects our

students, practice, and the disciplines in intentional ways to create and apply knowledge. Below is a summary of the processes involved.

- **Evaluations and Rewards:** All tenured faculty, tenure-track faculty, and lecturers complete an annual review consisting of the areas of teaching (50%), research (35%), service (10%), and professional development (5%) with respective weights. Faculty record publications and activities in Digital Measures, and an Individual Faculty Report (IFR) is pulled for annual reviews. Student ratings of instruction surveys (a minimum of two classes per semester are surveyed every fall and spring) are used as one method of teaching review. Each Department is responsible for deciding upon and using a second method of evaluating teaching such as peer evaluation, secondary student surveys, or a personal teaching reflection. Department Chairs complete the annual faculty evaluation (we are discussing improving this instrument) and meet with faculty members to discuss the review. Both parties sign the document, which then goes to the Dean for his review and signature. When raises exist, annual reviews are used to afford merit increases¹⁵ within the Department (i.e., 2% of the Department's salaries are apportioned to that Department, and the Chair, in consultation with the Dean, uses the annual review to rank order and decide percentages for each faculty member). Starting in fall 2021, annual reviews will be required for CoB part-time faculty.
- **Annual and Pre-Tenure Reviews:** The process for pre-tenure, tenure, promotion, and post-tenure review is governed by the USG and is consistent across the University¹⁶. The requirements for success vary by college. The CoB Faculty Qualifications Policy (**myAccreditation**), the associated Workload Policy (**Addendum E**), tenure and promotion requirements (**Addendum F**), and the current annual faculty evaluation document all align so faculty members clearly understand what is necessary to be successful. For pre-tenure review, a letter is sent to faculty from Academic Affairs in the fall of their third year, or half-way to their tenure eligibility if they bring in any years of service. A committee of three tenured faculty members evaluates the candidate. The results only go to the Department Chair and candidate and are used for career development purposes only. A form stating the pre-tenure review was conducted is signed and sent to Academic Affairs. Post-tenure review occurs five years after tenure, promotion, or the last post-tenure review (whichever is most recent). Academic Affairs notifies candidates, and the faculty member submits a portfolio. A committee of three tenured faculty members review the portfolio and submit a form to the candidate and Department Chair indicating noteworthy, satisfactory, or unsatisfactory performance. In the case of unsatisfactory performance, an appeal may request a second committee to review the portfolio. If the result is still unsatisfactory, a formal development plan is decided upon, and a new post-tenure review is completed in three years. Another unsatisfactory review may result in dismissal for cause under USG Board of Regents Policy 8.3.9. A form stating that the post-tenure review has been completed is signed and sent to Academic Affairs.
- **Tenure and Promotion Reviews:** Eligible candidates are notified by Academic Affairs. The faculty member must decide by August 2 if they will submit a portfolio for tenure and/or promotion. The portfolio, consisting of a minimum of annual reviews, teaching evaluations, and intellectual contributions, is submitted online to a portal called D2L. The respective Department P&T committee decides on whether or not it supports the candidate and writes a letter accordingly. The Department Chair writes a positive or negative recommendation letter as well (independently of the department committee). The portfolio is then reviewed by the College of Business P&T Committee. After the committee provides its positive or negative letter, the Dean reviews the portfolio and adds his positive or negative recommendation. At this point, the portfolio goes to the Provost followed by the

¹⁵ Merit increases occurred in 2016 (3%), 2017 (2%), 2018 (2%)

¹⁶ <http://gcsu.smartcatalogiq.com/Policy-Manual/Policy-Manual/Academic-Affairs/EmploymentPolicies-Procedures-Benefits/Performance-Evaluations-Administrators-and-Faculty/Faculty-Performance-Evaluation>

President, and successful candidates are submitted to the BOR for final approval before promotion and/or tenure is officially awarded.

FTE Faculty Composition

The CoB has a history of retaining long-serving FTE faculty. Those who resigned or retired within this current cycle served an average of 13 years on the faculty; those who were retained in this five-year period have served an average of 10 years. The average retention rate is 91.74%, and we have worked prudently to fill or redirect those lines that have become vacant (**Addendum R** provides an overview of changing composition and recruiting activities). In summary, the CoB experienced an average attrition rate of 8.35% with the most change occurring in AY18-19. Resignations and retirements account for the overwhelming majority of exit outcomes; just 12.5% of turnover is attributed to non-renewals. As a discipline, Accounting has experienced the most turnover both in terms of leadership and faculty, which presents both challenges and opportunities given the market discussed earlier and in forthcoming sections of the CIR Report. Additionally, we anticipate a considerable number of retirements in the next cycle with 37% of our FTE faculty with over 10 years of service. Attrition due to retirements are highly possible in Accounting and Management, in particular. We plan for searches in FY22 for faculty positions in Accounting, Information Systems, Marketing, and Management, along with an Associate Dean line currently with an interim appointment.

Position Allocation and Recruitment

When a faculty member resigns or retires, the position is not automatically retained within the college. Rather, each college must submit a justification to the Provost to either retain as a tenure-track, to convert to lecturer or tenure-track, or to internally redirect the line to another discipline. New lines, as described above, are requested as part of the annual budget process. Discussions amongst the Dean, Associate Dean, and Chairs inform the college's proposals. As evident in **Addendum R**, we have effectively redirected or temporarily converted lines during times of transition. For those times that positions are converted from tenure-track to a lecturer positions, often due to shifting enrollments, there is concerted effort to retain it as a permanent line versus that of a limited-term position. Colleges are required to hire those faculty with terminal degrees in permanent lecturer lines; this presents a challenge in the market as we are competing against universities for terminal degreed candidates that otherwise would be seeking tenure-track positions. Additionally, we have found that hiring ABDs as lecturers, especially if that line is not converted to tenure-track, is often temporary given that those completing their degree will often seek more secure employment. Lecturer positions (permanent or limited term) are compensated, in some cases, 50% of the tenure-track lines. The Chair policy also influences decisions about position allocation and effects on composition. When a Chair retires, resigns (exiting or retreating back to faculty), or is removed, the CoB must conduct a national search with candidates being at the full professor rank. This has presented challenges in some disciplines especially when internal candidates do not apply (or if there are mainly mid-career tenured faculty ineligible for the position). That said, the opportunities are considerable. First, the Department gains a line and associated teaching power, and secondly, the college brings in new perspectives and experiences.

We have met recent recruiting challenges with renewed tactics that are competitive and creative. In FY21, the CoB welcomed 10 new faculty and completed two successful Chair searches (after previous failed searches). The faculty searches leveraged traditional outlets to recruit, but we benefited by very generous use of summer research monies that were perceived as highly attractive by our candidates. Over the last five years, summer research grants have been used as part of new faculty contracts to recruit faculty. The faculty are awarded 1-3 years with a 9% grant to conduct summer research. Research is encouraged by assuring new faculty members have the time and the funds. This tactic will be reassessed moving forward given short-term resource implications and potential outcomes associated with the summer grants. At this time, the scholarly productivity has been impressive as demonstrated in **Addendum D**.

Additionally, the college and University are committed to paying competitive faculty salaries; we offer a realistic job preview to candidates approaching the semi-finalist stage and remind them that our salaries are in line with COPLAC-member institutions. This was previously a constraint, but the CoB and University have paid close attention to salary compression and inversion. The University recently completed a salary study in May 2019, which guides salary ranges for open and new lines. “Action will be taken for the salaries of faculty in CIP codes that fall below the first quartile of salaries seen in their respective CIP codes and ranks at comparison institutions, when faculty performance warrants such action. In the long- term, every effort should be made to bring median salaries for each rank and CIP code up to the median salaries reported for each rank and CIP code for the comparison institutions.”¹⁷ Following the recommendation, the Executive Cabinet approved 30% salary adjustments. This action raised a total of 101 faculty members’ salaries by an average of \$3,999. Although we hire between 30-40th percentiles based on that study, we have been reasonably successful in our recruitment.

In the recent AY20-21 Chair searches, we broadened our prospective pool of candidates by (1) direct emails to COPLAC faculty in appropriate rank and disciplines, (2) direct emails to faculty at AACSB accredited schools, (3) targeted postings to disciplinary lists along with the PhD Project and AACSB, and (4) by expanding both searches to include senior associate professors with strong potential of rank and tenure upon appointment. That yielded a strong pool, and we were able, even during the pandemic, to successfully complete the two critical Chair searches.

Guidelines for Faculty Sufficiency and Workload

Faculty are classified as either *participating* or *supporting* based on operational definitions described below. The CoB closely monitors faculty sufficiency ratios per AACSB Standard 3 (previously Standard 5). As detailed in **AACSB Table 3-1** and summarized below in Table 6, the CoB fully meets the expectations for faculty sufficiency ratios.

Table 6: Participating and Supporting CoB Faculty by Discipline

Accounting	Business Communications	Business Law
Participating = 100%	Participating = 100%	Participating = 100%
Supporting = 0%	Supporting = 0%	Supporting = 0%
Economics & Finance	Finance	Logistics & Supply Chain
Participating = 100%	Participating = 100%	Participating = 97.9%
Supporting = 0%	Supporting = 0%	Supporting = 2.1%
Management	Marketing	MIS
Participating = 92.6%	Participating Faculty = 100%	Participating = 91.2%
Supporting = 7.4%	Supporting Faculty = 0%	Supporting = 8.8%
Total CoB Faculty		
Participating = 97%		
Supporting = 3%		

We use the following criteria:

- Participating Faculty** members support the College’s teaching mission, and engage in multiple other activities, such as: serving on Departmental/school/University committees, maintaining academic qualifications, advising students and/or student organizations, and completing discipline-related service. They are expected to maintain academic or professional qualifications, provide effective teaching, and complete service obligations, regardless of teaching load. Participating faculty should *normally* have no more than two course preparations in a single semester, subject to resource limitations and course coverage needs in Departments.

¹⁷ <https://www.gcsu.edu/sites/default/files/documents/2020-12/Final%20Committee%20Report%20-%20Faculty%20Salary%20Review%20-%20RV-12.03.20.pdf>

- **Supporting Faculty** members primarily focus on teaching responsibilities, such as classroom coverage and office hours. Normally, they do not engage in non-teaching activities such as advising or committee service. They are expected to maintain academic or professional qualifications and provide effective teaching. Teaching workloads for supporting faculty, including temporary lecturers and executives in residence, vary by individual contract agreement.

To give further context, both the College and the University place highest priority on teaching-related activities. Thus, regardless of classification, faculty members must deliver high-quality classroom instruction. It is important to note that the teaching productivity of each faculty category is measured using FTE as a percentage of credit hours taught (e.g., 1 FTE typically equates to 18-24 credit hours depending on faculty rank and scholarly productivity). Faculty members value each category of scholarship (learning and pedagogical, discipline-based, and applied) and recognize the importance of research in accomplishing the mission of the College. The relative distribution of contributions in each of the three research categories is described later in Section B5. Although external service, such as work on community boards, is an important activity and is highly encouraged across the University, service activities are not ranked above teaching and research within the College. The relative weights of these activities reflect our shared values.

The CoB instituted a *Workload Policy* (**Appendix D**) in August 2017 to afford Participating Faculty sufficient time to balance teaching, scholarly, and service/engagement activities. The 3/3 teaching load (18 credit hours) for tenure-track or tenured faculty is currently based solely on peer-reviewed journal article publication productivity. New faculty are afforded the reduced load during their first three years; they may maintain that teaching load if they produce PRJs according to the policy. The current policy acknowledges that course demand, time to graduation, and funding may contribute to increased teaching load, but we strive to maintain such a reduction. That said, the SMC and Dean's team are reviewing the policy. We have identified inconsistent application across Departments and irregular annual tracking, which is not a surprise given the leadership transitions across the college. Additionally, we are concerned that it is increasingly difficult for faculty who have, for whatever reason, not produced necessary PRJs to do so if their teaching load has been subsequently increased. Therefore, there is shared concern that, given our mission, teaching should not be used as a disincentive. Yet at the same time, we want to ensure that our faculty succeed as teacher-scholars and engaged citizens. We will have a draft idea document in September for the Peer Review Team to examine and to offer constructive feedback.

In AY20-21, the overwhelming majority of our tenure-track and tenured faculty (94%) taught a 3/3 load (excluding compensated overloads). We have leveraged FTE lecturers (who teach a 4/4 load) and part-time faculty to help proactively respond to student demand at undergraduate and graduate levels and for opportunities for innovative offerings. However, there is considerable opportunity to expand the pool of qualified part-time faculty so that we may further experiment with offerings and manage any short-term composition changes due to attrition and searches. Departments have leveraged very few part-time instructors. While we are committed to a high ratio of Participating Faculty, learners benefit greatly by qualified practitioners teaching in select courses within certain program offerings. This opportunity will be a focus for Chairs in AY21-22.

Faculty Qualifications and Deployment

As summarized in Section A, the CoB implemented a new **Faculty Qualifications Policy** in 2017 (**myAccreditation**). The criteria for each classification prescribe a set of rigorous expectations for faculty engagement in their respective disciplines and the profession (refer to Section B5 for a discussion on academic and applied/practice activities). Table 7 is a summary of our **AACSB Table 3-1 (myAccreditation)** demonstrating that every discipline, including those for which degrees are not offered, **meets the AACSB minimum of 40% for SA faculty**. This should be expected given our teacher-scholar model, our positive track record for recruiting and retaining exemplary faculty, and the resources allocated for

faculty development including research support. Also, we have worked diligently to ensure our part-time faculty maintain IP status while our FTE faculty sufficiently align with one of the categories. **Each discipline, with the exception of Accounting (86%), has exceeded the AACSB minimum of 90% for SA+PA+SP+IP.**

The Dean convened the SMC in Spring 2021 for an initial discussion on the implementation of the Faculty Qualifications Policy during the current cycle along with any areas for intentional, mission-aligned revision. Numerous issues were identified related to the narrow paths for achieving SA status and the lack of value attached to other high-impact and quality scholarly activities that affirm our mission. Additionally, a peer-reviewed journal publication is required to maintain PA status, yet this is not required as part of Standard 3. The SMC will draft a revision for faculty to consider in Fall 2021; we will share the initial idea document in September with the Peer Review Team as we seek consultative advice.

While we will present in the next subsection the high-quality outcomes of our accounting program, it is important to reflect on contextual factors facing that discipline during this current cycle. Accounting was without a Chair since 2019 and two FTE faculty were on approved emergency leaves in AY20-21 (one of which was out several times over the last four years). The leaves were disruptive to the respective faculty members’ scholarly productivity and, given the current faculty composition and qualifications policy, the discipline was just short of meeting the minimum ratio expectation. One of the faculty classified as “Additional” retired effective June 2021, and with a forthcoming search, we are confident that Accounting will exceed the ratio minimums in the next cycle.

Table 7: Faculty Qualification Ratios by Discipline (AY20-21)

Accounting SA = 42.86% (Minimum SA >= 40%) <i>SA+PA+SP+IP = 86%</i> <i>(Minimum >=90%)</i>	Business Communications SA+PA+SP+IP = 100% (Minimum >=90%)	Business Law SA+PA+SP+IP = 100% (Minimum >=90%)
	N/A	N/A
Economics & Finance SA+PA+SP+IP = 100% (Minimum >=90%)	Finance SA+PA+SP+IP = 100% (Minimum >=90%)	Logistics & Supply Chain SA = 97.96% (Minimum SA >= 40%)
N/A	N/A	SA+PA+SP+IP = 100% (Minimum >=90%)
Management SA = 85.11% (Minimum SA >= 40%) SA+PA+SP+IP = 98.94% (Minimum >=90%)	Marketing SA = 42.86% (Minimum SA >= 40%) SA+PA+SP+IP = 100% (Minimum >=90%)	MIS SA = 66.12% (Minimum SA >= 40%) SA+PA+SP+IP = 100% (Minimum >=90%)
Total CoB Faculty SA = 63.43% (Minimum SA >= 40%) SA+PA+SP+IP = 97.70% (Minimum >=90%)		

We intentionally deploy our instructional resources to efficiently meet the needs of our programs and to ensure an appropriate combination of qualified faculty. **As noted in AACSB Table 3-2 (myAccreditation), all of the CoB programs of study are taught by qualified faculty. In alignment with our mission as a residential undergraduate institution, let alone our vision to be a preeminent public liberal arts institution, we remain determined to staff our courses with an overwhelming majority of terminally qualified faculty.** That said, we recognize the importance of practitioner faculty to supplement our programmatic and learner needs. **With respect to our practice-oriented graduate programs, we also**

prioritize our terminally qualified faculty in accordance with the University's criteria for graduate faculty status¹⁸ (with close to 99% of faculty classified as either at SA or PA). This is especially the case in the Georgia WebMBA® Program where only FTE tenure-track or tenured faculty may be deployed. However, we will take a more balanced approach in occasionally leveraging select Supporting Faculty with IP status in our other programs as we expand graduate and certificate program offerings in the future. This will also ensure that we continue to staff our undergraduate program offerings with qualified Participating Faculty.

High-Quality Program Outcomes in the Accounting Discipline

Although we just slightly fall short of the 90% faculty qualification ratio for Accounting, the BBA and MAcc programs are of high caliber in terms of experiential learning, an accomplished quality, and notable learner success outcomes.

- 1. High Impact Practices:** Accounting students are exposed to a number of active, experiential learning options that bring theory to life.
 - **ACCT 3000 Accounting Professionalism:** This required course introduces accounting majors to the profession in their sophomore year with presentations from employers and public accounting firms. Presentations have grown from approximately 8 per semester to 15 per semester. Spring 2021 saw the largest number of industry accountants with visits from Hank Vanjaria, CFO of ParkMobile, Jamie Snider, Financial Controller of Zschimmer and Schwarz, and Amber Bennet Brannon, UGA Small Business Development Consultant. Next semester we are looking forward to a visit with Patrick Ragan from the PCAOB, which would add an accounting regulator body to the list of presenters. We also have three of the Accounting Advisory Board members and one College of Business Leadership Board member presenting this semester which shows the commitment of the advisory board to the accounting program.
 - **Internships:** Accounting majors often participate in internships, especially during spring of their sophomore year. Typically, around 15% of accounting students participate in internships (an average of 39 students per year). In addition to offering internships and employment, the Accounting Advisory Board also interacts with students through the Accounting Career Fair, Summer Leadership Conferences, and classroom speaking engagements.
 - **Other Engagement Activities:** The Accounting Career Fair is held during the first week in September each year. Approximately 25 firms and employers attend. In 2018, 28 firms attended the fair meeting the capacity of the venue. In the last three years, 16 firms and employers have attended the fair each year, and 21 firms have attended at least two of the last three years. Four new employers participated in 2020. Approximately 100 students attend the fair each year with a high of 119 students in 2016. This was 48% of the accounting majors that year. Student participation has consistently been around 40%. The Summer Leadership Conference Fair is held in January each year. On average 15 firms participate and approximately 38 students attend. In the last three years, ten firms have participated each year with 12 firms participating in at least two of the last three years. This year we had one new firm participate. Beta Alpha Psi (BAP), the accounting honor society operates as an accounting student club. Ten new members were initiated in March, tripling membership. BAP has met with Kennesaw State's and Georgia State's BAP chapters to plan combined events this year. In August 2021, the chapter will host an event for returning accounting interns with the Dean and the new Department Chair.

¹⁸ <http://gcsu.smartcatalogiq.com/Policy-Manual/Policy-Manual/Academic-Affairs/EmploymentPolicies-Procedures-Benefits/Faculty-Appointments-Qualifications-for/Graduate-Faculty-Criteria-for>

2. **Accomplished Faculty:** Our award-winning teacher-scholars continue to be recognized for their contributions to student learning, practice, and scholarship.

For instance, Dr. Sandria Stephenson has designed *Holistic Educational Learning Partnership retreats*¹⁹ with cohorts of prospective doctorate students since 2008 after discovering that only 5% of minorities earned a doctoral degree. The mission of the program is endorsed by The PhD Project Organization sponsored by KPMG. Additionally, faculty have received a CMA Opportunity Scholarship from the Institute for Management Accountants in 2021 (Susan Manrodt), teaching awards (Dr. Tom Moore in 2017 and 2018), best SoTL paper awards from the American Accounting Association (Dr. Sandria Stephenson in 2017), and recognition for scholarly citations by Emerald Group Publishing (Dr. Mehenna Yakhou in 2017).

3. **Learner Success:** Our students are demonstrating tremendous achievement upon graduation.

- **CPA Passage Rates:** CoB accounting students have a consistently high CPA Passage Rate (per the *NASBA Report on CPA Exams*). In 2018 and 2019, for instance, our students ranked first in Georgia in passage rates for the Tax and Business Law sections (83% and 79%, respectively). Our overall pass rate for first time test takers who completed their BBA at GC (includes those who went on to another institution's MAcc program) was 59.2% (4th of 11) in 2019. In 2019, the average pass rate in the United States was 52.8%.
- **Placement:** In a recent survey by the GC Career Center, our 2019 and 2020 graduates had respective 84.8% and 88.9% employment placement rates with average starting salaries at \$50,000. Our senior exit survey revealed that 97% of our Accounting majors are employed upon graduation (38%) or attend graduate school (59%). Refer to **Addendum S** for additional student success outcomes.

Maintaining Currency and Relevancy: Developing Faculty as Exemplary Educators

The CoB prioritizes programming and resource allocation that enhances our faculty knowledge and teaching skills in their particular fields of expertise. As well as the evidence of impact and development activities presented later in Section B4, our faculty regularly engage in workshops, seminars, and conferences to maintain subject matter expertise in their respective teaching fields. Additionally, through formalized structures and professional networks, the CoB values the meaningful interactions between faculty with practitioner experts who often involve our learners.

- **Along with COBRA and funds for conferences and workshops, as summarized in Sections A and B1, we provide time and space for our faculty to deeply engage their discipline.** For instance, the CoB funds competitive summer research grants. Proposals are reviewed by the Faculty Development Committee, which then recommends to the Chairs and Dean a ranked list of faculty members deserving of this grant. Outside of the CoB, the University's Center for Teaching and Learning (CTL) offers a Faculty Research Small Grant Program to fund expenses related to supplies, equipment, and travel. Moving forward, the CoB will explore course innovation grants that will incentivize faculty to develop and embed high-impact practices in their courses. This will not only reward innovation and experimentation, but the opportunity to dig deeper into ways to intersect their disciplinary field with student learning.
- **The CoB recently became an Institutional Affiliate of the Management and Organizational Behavior Teaching Society (MOBTS.org).** This affords our faculty an opportunity to attend the MOBTS annual conference including a workshop for early career faculty to engage with expert teachers in their field about student-centered strategies and best practices.

¹⁹ <https://helpdoctoralstudentsretreat.com/about/>

- **We strongly encourage our faculty to submit proposals for paid professional development leaves (i.e., sabbaticals).** GC's tenured faculty may apply for a paid semester of leave to conduct research or other professional activities. Upon recommendation from the Department Chair and Dean, the Provost determines final approval. Four faculty since AY19-20 have been granted these leaves with two of those scheduled for Fall 2021 (Drs. John Swinton in Economics and Finance and Joanna Schwartz in Marketing). Each leave has contributed to substantial progress on scholarly agendas further deepening the pipeline for publications.
- **We value practitioner perspectives to support our faculty in maintaining relevance and currency in their respective disciplines.** For instance, each year the Legal Environment of Business faculty put together one to eight interactive sessions to assist students and community members in understanding how the United States constitution applies to current conflicts and cases. Sessions included professors from Georgia College, UGA, and Emory, as well as Thomas Mew, a Partner at Buckley Beal and Lawrence Lessig, Professor at Harvard Law. Both Mr. Mew and Mr. Lessig have recently argued cases before the Supreme Court. Also, our CoB Leadership Board and the various Departmental boards share current industry trends, emergent technologies in the field, and specific areas in which our students excel or need improvement. The Accounting faculty, for instance, plan to invite their Board to participate in the ongoing curriculum review process. Lastly, the IT Advisory Board has a faculty luncheon every fall semester. These luncheons provide an opportunity for faculty to interact and hear what is happening in industry. In 2020, Heather Walker, CIO of Atrium Navicent Health in Macon, shared their processes of converting the majority of their non-medical staff to remote work during the early days of COVID.
- **Faculty leverage their industry networks both to support their teaching and scholarly productivity.** For example, Dr. Kevin Elder hosts a "Professor for the Day" each week in his MIS capstone analytics class (CBIS 4140 Enterprise Performance Management Systems). He was actually able to use a wider variety of individuals during COVID because the class was virtual. These guest lecturers provide the students insights into what and how the technology they are learning is used in industry. In ACCT 3000 (Accounting Profession), accounting majors regularly have lunch with representatives from accounting firms who have spoken to the class. Also, the work of the Centers and Institutes described earlier in Section B1 and in [Addendum T](#), along with our leadership with *Constitution Week*, demonstrates evidence of faculty regularly enhancing and applying their fields' expertise. Additional examples may be found in the evidence of progress document for our current strategic plan ([Addendum C1](#)).

B4. Learner Success

Curriculum: Relevant, Forward Looking, Globally Oriented

All curricular decisions and updates are tied directly to the CoB mission statement and the learning goals established by the faculty for each degree program. The CoB faculty participate in developing, managing, and updating the curriculum on a regular basis to ensure that it is current, relevant, forward-looking, and globally oriented. Examples of such curricula innovations are described below. The CoB enhances the quality and relevancy of academic programs through alumni, employer, and student placement surveys (e.g., Career Center surveys six months post-graduation; MIS Department surveys every semester). The CoB also gathers information on job interviews, employment offers, and graduate school acceptance. The CoB Leadership Board along with disciplinary boards (Accounting, Information Technology, and Marketing) provide ongoing guidance and support for the continuing development of high-quality business programs. They provide advice and counsel to best relate the CoB academic programs to the changing needs of the business community and share insights and expertise of business executives through classroom presentations or other events, executive-to-student counseling, and faculty consultation.

All curriculum changes and new courses originate with the faculty and are voted by the Department. The CoB Undergraduate Admissions, Curriculum & Standards Committee (UCC) and the CoB Graduate Admissions, Curriculum & Standards Committee (GCC) review and approve proposals for curriculum changes and new courses in undergraduate and graduate programs, respectively. All curriculum changes are presented in the CoB faculty meetings, voted by the faculty, endorsed by the Dean, and forwarded to University committees for final approval. All new undergraduate and graduate program proposals originate with the faculty, are voted by the Department, and then reviewed by the Undergraduate Admissions, Curriculum & Standards Committee, and the Graduate Admissions, Curriculum & Standards Committee, respectively. All new programs are presented to the faculty-at-large and endorsed by the Dean and forwarded to University committees for final approval. The proposals are sent to the Provost for submission to the University System of Georgia Board of Regents for a system-wide vetting process.

The last review of the Common Business Knowledge (CBK) courses taken by all BBA students occurred in 2016-2017. This review was in light of the ETS assessment scores in the areas of quantitative methods and finance. An open forum was held on Nov. 11, 2016, for faculty to provide input to the CoB Undergraduate Curriculum Committee to start the process. The result of the curriculum review did not change any course content, but it assured that the students achieved a minimum standard before progressing. The UCC wanted to improve the CoB quantitative skills and the level of student preparation for students starting to take the common business core courses. The motion that was put forth by the UCC and passed by the faculty (10/13/2017) was to require a C or better in all courses that are prerequisite courses for other CBK courses. In particular:

- ACCT 2102 (Accounting Principles II)– prerequisite ACCT 2101 (Accounting Principles I) with a grade of C or better
- FINC 3131 (Business Finance I) – prerequisites ACCT 2101/2102 and ECON 2105 (Principles of Macroeconomics)/2106 (Principles of Microeconomics) with a grade of C or better
- MGMT 3101 (Applied Business Statistics) – prerequisite MATH 2600 (Elementary Statistics) with a grade of C or better
- MGMT 3165 (Operations Quality & Supply Chain Management)– prerequisites MGMT 3101/3141 (Principles of Management) with a grade of C or better
- MGMT 4195 (Strategic Management)– prerequisites MGMT 3165, MKTG 3161 (Principles of Marketing), and FINC 3131 with a grade of C or better

Furthermore, the CoB faculty actively participate in our University-wide GC Journeys program that affords learners opportunities to engage in High Impact Practices (HIPs). We have several HIPs courses that are listed with GC Journeys designation (refer to [Addendum O](#) for additional information):

- **Service-Learning Courses:** BUAD 2172 (Business Ethics); CBIS 4505 (International Collaboration Project); LENB 3135 (Legal Environment of Business); MKTG 4198 (Strategic Marketing).
- **Undergraduate Research Courses:** CBIS 3210 (Business Analysis); CBIS 4120 (Business Intelligence and Analytics); CBIS 4140 (Enterprise Performance Management Systems); CBIS 4505 (Undergraduate Research in MIS); MKTG 4999 (Undergraduate Research in Marketing); MKTG 4161 (Marketing Research and Decision Systems).
- **Internship courses:** ACCT 4600; ACCT 4605; CBIS 4605; FINC 4605; MKTG 4605; MGMT 4605.
- **Capstone Courses:** CBIS 4140 (Enterprise Performance Management Systems); CBIS 4214 (Web Application Integration); CBIS 4218 (Advanced Networking); MKTG 4198 (Strategic Marketing); MGMT 4195 (Strategic Management).

Many faculty members have participated in other HIPs through the Honors College. With each CoB Department participating, 45 have offered an honors option for students enrolled in their regular classes, which is a process initiated by the learner. This is an average of three faculty/courses per year per Department. Additionally, there have been multiple faculty members (9 different ones) who have presented at Honors Seminars on such topics as undergraduate research, preparing for law school, Democratic Candidates' Economic Policies, the Supreme Court, the Looming Trade War, and the Carbon Tax Plan as well as leading book discussions like *Breakfast of Champions* and *The Handmaid's Tale*.

Current and Emerging Technology

In Fall 2020, the Dean organized and charged a task force of faculty and staff to study several aspects related to technology relevance and agility including assessing learner technology competency and how/where such content and skill development occur inside and outside of the curriculum. The task force findings and recommendations are detailed in **Addendum U**.

Technology is embedded into the fabric of the teaching and learning experience. The Management Information Systems (MIS) faculty stay engaged with professionals and the academic community to learn what emerging technologies are being used. The faculty are constantly completing tutorials, classes, or certifications and then incorporating those technologies into their classes. SAP, PowerBI, Tableau, SQL Server, and Visio are just a few of the technologies used by MIS majors. Marketing majors are exposed to SAS/SPSS in their marketing research classes. All business students use software, usually Excel, in multiple classes (ACCT 2101, CBIS 2220 (Principles of Information Systems), ECON 2105, MGMT 3101, FINC 3131, and MGMT 3165). The Technology Task Force survey reported that 64% use at least one software program in their classes. Table 8 shows the percentage of software programs used in each major for lectures and assignments.

Table 8: Summary of Programing/Software Used in Courses

Degree	Courses	% Avg programming use in Assignment	% Avg programming use in Lecture	Software Programs
Area F or the common business core classes for the BBA	6	22.5%	1.3%	Access, Excel, Sapling Learning
BBA Accounting	1	15%	7%	Excel
BBA Management	1	60%	0%	Excel, QM Windows
BBA Management Information Systems	6	55.2%	21.1%	Access, ALTERYX, Analytics Tools, CSS, Excel, HTML, InDesign, Notepad, Photoshop, PowerBI, Python, SAP, SAS, SQL, Tableau, Visio, WordPress
BBA Marketing	4	41.7%	34.8%	Excel, Python, SPSS, R
BBA electives (only FINC and LOGS are reported with the major)	2	16.7%	8.3%	Excel
Master of Accountancy	2	45%	20%	Excel
Master of Logistics & Supply Chain Management	1	60%	0%	Excel, QM Windows
Master of Management Information Systems	2	77.5%	50%	CSS, HTML, JavaScript, SAP, SQL, Tableau, Visio
Georgia WebMBA	1	60%	0%	Excel, QM Windows

Academic conferences and the GC Center for Teaching and Learning are the most common ways that faculty stay current. The faculty members incorporate technology into their classes after attending presentations or workshops. To keep track of future technology implementation, the faculty should consider creating an online quiz that is required of all CBIS 2220 students at the beginning of that class (pre-test) and required again as part of MGMT 4195 (post-test) at the end of the semester. Information from these quizzes would give a true indication of what/when/ and how often software is used in CoB classes. **Plans for incorporating technology into the curriculum need to be decided upon by the CoB faculty after consultation with practitioners and employers.**

Additionally, Georgia College is a full member of the SAP University Alliance. SAP is a multinational company headquartered in Walldorf, Germany and is the market leader in enterprise resource planning (ERP) software. SAP has 100 integrated applications with more than 230 million cloud users and 101,000 global employees. This membership gives our faculty access to SAP software for academic teaching, along with curricula and demos, free training classes for faculty, invitations to events to build connections with SAP experts, and other benefits. We use SAP in both the graduate and undergraduate Introduction to ERP class as well as several other MIS classes. Dr. Joy Godin’s students from her Design Thinking class were trained virtually by individuals at SAP Atlanta.

Curricula Revisions and Potential Future Plans

An overview of the most significant undergraduate and graduate curricula changes within the current cycle are presented in Table 9. A detailed description of each change, the associated rationale, and resource implications are provided in **Addendum V**.

Table 9: Curricula Revisions (2016-2021)

Undergraduate Curricula Revisions
<ul style="list-style-type: none"> • Require a “C” or better in all courses that are prerequisites for CBK courses. These courses are designated prerequisites because the subsequent course presumes prior knowledge gained in the prerequisite courses. • Changed the curriculum for the Management Major to provide more flexibility for students in choosing courses that align with career choices and interests and to help in expediting the completion of their degree requirements • Created concentrations in Data Analytics in Information Systems, Information Technology, and Web Development • Created concentrations in Sales and Human Resource Management • Created a minor in Logistics • Created a certificate in Legal Studies • Began participation in the USG FinTech Academy and now allow all FinTech courses to count as business electives and allow specific FinTech classes to count towards the minor in Finance and the minor in MIS
Graduate Curricula Revisions
<ul style="list-style-type: none"> • Teaching out the face-to-face MBA after the faculty voted to eliminate the program in spring 2016. • Approval of the new GMAT/GRE test waiver policy for the MBA and MLSCM based on undergraduate GPA of 3.15 or higher and AACSB accredited schools. • Changed course descriptions, course requirements, course content, and faculty used for the MAcc program allowing students more flexibility while ensuring SACS qualified faculty teach in the program. • Created three new MMIS certificates: IS Analytics, IT Auditing, and Web Developer. All three will be available beginning fall 2021.

The CoB is exploring a number of possible revisions in the coming cycle. Much of this will be guided by strategic priorities, mission relevance, assessment outcomes, and emergent market opportunities. For instance:

- Possible updates to the **MAcc** curriculum and admission policy (**Addendum W**) will be reviewed after the new Chair, Dr. Herbert Snyder, arrives July 1, 2021.
- Adding a **BS degree in Data Science**; this multidisciplinary program in collaboration with the Department of Math (College of Arts and Sciences) is currently under review by the USG Board of Regents for Fall 2022 go-live.
- An **undergraduate Certificate in Diversity and Inclusion in Business**; a proposal remains under review in the Department of Management, Marketing, and Logistics.
- Planning a **NEXUS degree combining Supply Chain Management and ERP Systems**; The USG began this new academic credential to help more Georgians access careers in high-demand areas. The creation of this degree is in direct response to talent demand analysis with employers in high-demand career areas.
- Reviewing the **common business core** for all BBA degrees.
- Explore the feasibility for establishing and sustaining a **BBA degree in Finance**.

Assurance of Learning Program

Measurement: As shown in **AACSB Table 5-1**²⁰, measures are collected on program learning objectives through common business core courses that are courses taken by all Bachelor of Business Administration (BBA) students for an accurate reflection of assessment results for the BBA program. The majors also collect data on their programs. Data collection and assessment results of the majors are stored in Watermark© (*available on SharePoint*) and detailed in **Addendum X**. Courses were mapped to the goals of the College of Business, and student learning outcomes within those courses are used to assess student learning. The ETS exam is given in MGMT 4195 (Strategic Management), which is generally taken in students' final semester at Georgia College. Together, the ETS exam and the course level assessments are used as the BBA program assessments.

The **Master of Accountancy (MAcc)** program uses a rotation to measure student learning for their goals. In addition to the course level assessments, job placements of graduating MAcc students are tracked using a survey instrument/structured interview. Employment is a core competency of the MAcc program, which is assessed within 90 days of graduation throughout each academic year. The goals of the **Master of Logistics and Supply Chain Management (MLSCM)** program are assessed through multiple direct measures. For example, a case study in LOGS 6653 (International Trade and the Logistics Environment) was used to measure *Program Goal 1*. Direct measures in courses are used to assess the **Master of Management Information Systems (MMIS)** program goals, including a written strategic analysis, a certification exam, a semester-long project, and a course-embedded exam. **AACSB Table 5-1** specifies the years that measures are collected as well.

Faculty Involvement in AOL: Georgia College has a history and culture of assessment; the cycle starts with the plan for the AY being entered into Watermark. The plan consists of the goals, student learning outcomes, where and how the assessments will be conducted, and what the target levels of achievement are. Each major, program, and college has an assessment coordinator who coordinates the faculty in their area and enters the information into Watermark. Every August, faculty members in each area meet on Georgia College's *Assessment Day* to discuss progress. Each area in the CoB prepares a summary which is discussed by our faculty in the annual fall semester assessment meeting. This final information is due in Watermark by late October/early November. The Office of Institutional Research oversees the University's assessment process.

The CoB faculty actively participate in the assurance of learning. They assess their courses, reflect on assessment results, and seek continuous improvements in their instruction. For example, thirty-two faculty members participated in the 2018-2019 assessment and thirty-three faculty members participated in the 2019-2020 assessment. In addition to

²⁰ **AACSB Table 5-1** shows the AoL plans for years 1 to 5.

course assessment, the faculty participate in program assessment meetings, annual Assessment Day meetings, and annual college assessment report meetings. In program assessment meetings, program faculty discuss the need to adjust the assessment goals and desired learning outcomes to match the goals and content of the program, make strategic planning of course assessment, formulate closing-the-loop strategies, explain assessment results, and change curriculum based on assessment results. On the annual Assessment Day in August, the faculty have meetings to discuss the assessment results of the past academic year and assessment plans for the coming academic year. The faculty also attend annual college assessment report meetings in October where program assessment coordinators report assessment activities of the previous year back to the CoB faculty.

Each CoB program has an assessment coordinator responsible for setting program goals and student learning objectives in collaboration with faculty, gathering data, summarizing this information, and reporting out to both program-specific faculty and the CoB faculty. The CoB Assessment Coordinator oversees the activities of the program assessment coordinators, plans the annual Assessment Day college meeting schedules, moderates the annual fall college assessment meeting, writes the annual college assessment report, and serves on the University Assessment Team. The University Assessment Team provides feedback on assessment reports submitted by program assessment coordinators. The University Assessment Team consists of the University Assessment Coordinator, the College Assessment Coordinators, the Library Coordinator, and the coordinator from Student Affairs.

Direct and Indirect Measures: Details where the CoB uses direct vs. indirect measures are included in **AACSB Table 5-1**. The BBA uses direct measures such as student assignments, case studies, course-embedded exam questions, and the ETS exam. The MAcc uses direct measures such as writing assignments, case studies, and research proposals in ACCT courses; indirect measures are also employed including a survey instrument/structured interview to track job placements of graduating MAcc students. The Master of Logistics and Supply Chain Management program uses direct measures such as case studies and student assignments. The Master of Management Information Systems uses direct measures such as written strategic analyses, certification exams, student projects, and course-embedded exam questions in MMIS courses.

Curriculum Revisions Influenced by AoL Process: Our shared assessment process has provided an avenue for faculty to reflect on curricula in meeting student learning outcomes and areas for improvement along with the overall quality of the programs. As a result of the assessment, reflection, and a shared governance process, numerous changes in the curriculum have included adjustments to course content, creation of new concentrations and certificates, the addition of new courses, updates to degree requirements, modifications to elective courses and course numbers, revisions of course embedded exam questions, and provision of course review sessions. Complete annual reports are located in **Addendum X**. Some specific examples include:

- 1. Students will apply appropriate analytical techniques in business environments (BBA Goal #3).** The student outcome in ACCT 2101 (Understand and account for transactions impacting the stockholder's equity section of the balance sheet) was used as one means to assess learning.
 - In AY 2018, eight multiple-choice questions were given to students for the first time on the course final exam. Students had not been tested on this material before this assessment. The course format required students to watch videos produced by the textbook publisher on the chapter's learning objectives before attending class. During class, the instructor answered student questions and demonstrated the solution to textbook problems. The desired standard of achievement was 70% of students tested would answer at least 70% of the exam questions correctly. The results of the AY 2018 assessment showed that 37.2% of the students assessed correctly answered at least 70% or 6 out of the 8 questions. It did not meet the target. Because students may not take an assessment administered on the final exam seriously if they have calculated that an improvement in their final

grade in the course is not attainable, program faculty decided to change the assessment administration scheduling in AY 2019.

- A set of multiple-choice questions from exams throughout the course will be administered during AY 2019. This will allow for a larger number of questions in the assessment as well as isolate the effects of a particular exam period and student apathy. The results of the AY 2019 assessment showed that 35% of the students assessed correctly answered at least 9 out of the 12 questions or 75%. It did not meet the target, but a small improvement was shown in the past assessments year by year. One of the reasons the results did not meet the target is that there was a small number of assessment questions that may not be representative. The instructor thus plans to change the assessment questions in the coming year.
- The results of the AY 2020 assessment showed that 76% of the students assessed correctly answered at least 18 out of the 23 questions or 78%. The target was met. The instructor selected a set of multiple-choice questions from exams throughout the course administered during spring 2020. This allowed for a larger number of questions in the assessment as well as isolated the effects of a particular exam period and student apathy. Both of these issues had been discussed as a possible problem for past assessment results. The instructor also changed the class structure to include a set of lectured-focused questions at the beginning and end of class. These questions focused on “things you should know after class today” and helped students stay on task during class. There was also a change from face-to-face classes to online classes due to the pandemic in March 2020.
- While the results for AY 2020 met the desired standard of achievement, we will continue to assess this course with this goal in AY 2021 in hopes of repeating these results. The current plan for AY 2021 courses is to be in a face-to-face format. This will allow for the assessment to exclude online testing and isolate the class structure changes. This example shows how the course was changed as well as how the assessment itself was modified.

2. Management majors are required to demonstrate a general understanding of human resource management principles. This is assessed through the student outcome “*Students will understand the underlying principles and administration of a performance appraisal system*” in MGMT 4105 (Human Resource Management). The results in AY 2017 led program faculty to update assessment questions and assess this student learning outcome again. In AY 2018, students’ understanding of a performance appraisal system was assessed with the pretest vs. posttest method in MGMT 4105. The assessment results show that there was a 345% increase from pre-test to post-test in fall 2017 and a 544% increase from pre-test to post-test in spring 2018. They both exceeded the standard of 70% increase. In addition, there was 77.4% correct on the post-test in Fall 2017 and 81% correct on the post-test in spring 2018. This clearly indicates increased knowledge and understanding of the topic.

Response to Unmet Learner Competency Goals: Analytical Skill is assessed with course-embedded exam questions in ACCT 2101. The desired standard of achievement was 70% of students tested would answer at least 70% of the exam questions correctly. The results of the 2018-2019 assessment showed that only 35% of the students assessed correctly answered at least 70% of the exam questions. The competency goal was not met in 2018-2019. The instructor then changed the class structure to include a set of lectured-focused questions at the beginning and end of class. These questions focused on “things students should know after class today” and helped students stay on task during class. As a result of the change, 76% of the students assessed correctly answered at least 70% of questions of the exam questions in 2019-2020. There was considerable improvement from AY 2019 to AY 2020 and the competency goal was met in AY 2020.

Because the goal of core business knowledge covers a large area of knowledge, the ETS exam is used as an overall assessment. The assessment of student knowledge of core business concepts (including accounting, finance, marketing, management, economics, and information systems) is demonstrated by completion of a normed test (ETS). The goal is for the student average for each area to be at the 50th percentile or greater. In 2016-2017, the UCC was tasked with

determining ways to improve the ETS exam scores in the quantitative areas as the students were often below the 50th percentile in this area. That review culminated in a proposal that was passed by the faculty in fall 2017 to require a C or better in the prerequisite CBK courses. In other words, a C is required in MGMT 3101 before MGMT 3165 can be taken. A C is required in Operations Quality & Supply Chain Management before MGMT 4195 may be taken. We are now seeing the results of this change. In AY 2020, the 50th percentile was achieved in every area except finance (44th percentile). So, the goal of the 50th percentile in each area was almost met. The highest areas were quantitative business analysis (87th percentile) and social environment (87th percentile). Although finance was still the lowest area in AY 2020, AY 2019, and AY 2018 (44th or 45th percentile), there is an improvement from 36th percentile in AY 2017 and 34th percentile in AY 2016. The undergraduate curriculum committee discussed the fact that we do not have a major in finance while most colleges do and plan to look into this issue with the program faculty to seek improvement in AY 2017. Scores improved in AY 2020, AY 2019, and AY 2018. We will continue to monitor it to completely meet this competency goal.

In LOGS 6690 (Logistics and Supply Change Management), a general understanding of business logistics and supply chain management principles was assessed with an individual case analysis which involves identification of the difficult ethical issues concerning both individual and corporate leadership in the logistics and supply chain environment. The goal was that 80% of students should meet expectations. Two cases were evaluated. The results of the 2018-2019 assessment showed that 80% of students assessed met expectations on content reflection papers. The competency goal was met in AY 2019. The instructor then planned to add more content that contained ethical dilemmas to the course reading to challenge students to think more critically regarding their ethical stance and decisions regarding supply chain management in 2019-2020. However, this course was taught by a new instructor in AY 2020. The results of 2019-2020 showed that 52% of students assessed met expectations on content reflection papers, and the competency goal was not met. The instructor, Dr. Scott Cox, will include more reading directly related to ethical issues in supply chains, and he will also provide additional information and examples on summary versus synthesis. We plan to assess it again in August 2021.

The competency goal of how IS planning, management, and strategy influence the organization in a business environment was assessed in MMIS 6198 (Introduction to Enterprise Systems). Students were given a dataset and asked to create visualizations with the data in Lumira. Then students were asked to individually answer questions about the data and how the visualizations can help with complex decision making. The target is 85% accuracy or higher for each student. The 2017-2018 results of the Lumira analytics assignment were 87% accuracy for students, higher than the target of 85%. The instructor developed dashboards to help with complex decision making and assessed the competency goal for longitudinal purposes in AY 2020. However, the 2019-2020 results showed that 83% of students were able to meet the expectation of 85% or higher accuracy. Of the students that did meet the expectations, most did so with 100% accuracy. The five students who did not meet expectations missed more than 2 of the 10 questions about the visualizations. For our next assessment, students will participate in an *ERPsim* and develop dashboards to help with complex decision making. They will also submit their visualizations and explanations of how each was used as part of the assignment. This competency goal will be assessed again.

Information systems industry best practices were assessed through an MMIS 6295 (IT Infrastructure) certification exam. Upon completion of the course, students were asked to take a certification exam. This is a hands-on exam where students can demonstrate the knowledge gained in computer networking and how it applies to both small and large corporations. Students were asked to demonstrate skills in computer network security. They were also given real-world scenarios using high-end industry-standard equipment where they must understand network and server configurations. The goal is 85% of the students will pass the certification exam. In AY 2017, the class had an 87.5% pass rate exceeding the 85% target. The competency goal was met. The instructor then covered areas that the students did not do as well more thoroughly in the next assessment. However, in AY 2019, 80% of the students in the class passed the certification exam. The competency goal was not met. The instructor noticed that students did just enough to get the grade they

wanted in this course. Students will thus be required to pass the certification exam to pass the class to encourage more active learning. This assessment will be completed again.

Learner Demographics: Enrollment Trends and Implications

Undergraduate Learners: Georgia College is a no-growth institution at the undergraduate level. Our mission of being the state of Georgia’s Public Liberal Arts University means we provide a small, personalized, and interactive campus living and learning environment. Our overall freshman class size stays about the same. As depicted in Table 10, our total College of Business enrollment remained steady during this cycle. CoB students also experienced an average 4.02-year degree completion rate in AY19-20 (for first-year freshmen)²¹. Within the BBA majors, accounting has steadily decreased while MIS has continued to increase.

Each Department Chair has an opportunity to meet with admissions counselors every summer to talk about the majors. Admissions counselors are the ones who recruit initially. The better we tell our stories to them, the better they can recruit into the BBA. As students must decide on a major early, many pick Undeclared Business. This allows them to be seen by a business advisor and start taking the courses that all business students need, but it allows students to delay selecting their desired major.

Our undergraduate population is traditional with very few part-time learners. In Fall 16, the mean ACT score of entering first-year learners was 25. It climbed to 26 in Fall 19, while their average high school GPA is 3.5 or greater. Georgia College is trying to become more diverse as Fall 20 saw 82.54% of entering first-year learners identifying as Caucasian. Georgia College is known as the third most selective University System of Georgia institution (behind GA Tech and The University of Georgia), but we do not have the endowment funds to award scholarships to compete with other top schools for the top diverse students. This is an area that both Advancement and Admissions are working to improve.

Table 10: CoB Undergraduate Enrollment & Degrees Conferred (AY2016-AY2021)

Enrollment by Program	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Accounting	214	222	218	194	182
Computer Science	134	117	122	114	119
Economics and Finance	88	103	103	84	79
Management	395	352	329	355	341
Management Information Systems	142	169	193	222	215
Marketing	445	422	434	473	455
Undeclared Business	247	223	275	246	273
Total	1665	1608	1674	1688	1664

Degrees Conferred by Program	AY17	AY18	AY19	AY20	AY21
Accounting	51	49	51	48	43
Computer Science	22	22	25	12	15
Economics	19	20	20	21	22
General Business	1	-	-	-	-
Management	112	113	108	105	92
Management Information Systems	37	39	41	51	56
Marketing	112	114	96	110	102
Total	354	357	341	347	330

²¹ <https://irout.gcsu.edu/progplan20/PANDP-1001.5.html>

Graduate Learners: While variations existed within programs of study over time, the CoB experienced an overall stable number of degrees conferred in this cycle as depicted in Table 11. Enrollment varied per program over the past five years, but total enrollment for Fall 2020 was the same as total enrollment for fall 2016. We believe that the variations were influenced by a variety of events including:

- The impact of the COVID-19 pandemic Fall 2020 (e.g., some students were in jobs that saw a decline in employer tuition assistance and/or layoffs while others in jobs in the logistics industry found themselves working extra hours to keep up with the demands placed on this industry).
- The MAcc program depends heavily on undergraduate accounting graduates; the decline in BBA accounting graduates in AY 2019 and 2020 (down from 56 to 42 graduates) contributed to the decline in Fall 2019 and 2020 MAcc enrollment.
- Discontinued part-time MBA program in Spring 2019 due to declining enrollment. MBAs have generally suffered enrollment declines due to the increase in specialty graduate programs.²² WebMBA remains a leading program.

Recruitment for graduate programs is handled by our team in the Graduate Programs in Business. The staff work in collaboration with the faculty who coordinate the specialty graduate programs. From Fall 2016 to Fall 2020, Dr. Karl Manrodt served as the MLSCM coordinator (Dr. Scott Cox is the coordinator effective Fall 2021). Dr. Manrodt attended various logistics industry events to ensure program visibility and to recruit students. The MLSCM program is cohort-based with a new cohort beginning each fall. Due to increased demand, a spring cohort was added in 2016 but was eliminated in 2019 when the enrollment numbers were too low to be profitable. Because the program is cohort-based, a certain number of courses have to be offered each semester, and it was decided that the resources used to offer a spring cohort were better used by allocating those faculty to teach undergraduate courses.

Table 11: CoB Graduate Enrollment & Degrees Conferred (AY2016-AY2021)

Enrollment by Program	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
MAcc	20	35	45	37	24
MLSCM	76	79	66	73	88
MMIS	26	34	38	53	47
PTMBA	35	24	14	0	0
WebMBA	47	43	27	31	47
Total	204	215	190	194	206

Degrees Conferred by Program	AY17	AY18	AY19	AY20	AY21
MAcc	21	25	32	42	22
MLSCM	21	38	43	33	44
MMIS	11	12	13	19	25
PTMBA	18	15	13	2	1
WebMBA	24	27	21	19	20
Total	95	117	122	115	112

For all our graduate programs except the MAcc, our students are primarily working professionals enrolled as part-time learners. The MAcc is predominantly accounting undergraduates who continue straight through to the MAcc to be qualified to sit for the CPA exam. The Chairs of the Accounting and IS/CS Departments coordinate the MAcc and MMIS programs, respectively. The resignation of the long-time Chair of Accounting in 2019 required a shift to spreading out

²² <https://www.bestcolleges.com/blog/is-an-mba-worth-it/>; <https://www.forbes.com/sites/poetsandquants/2019/08/20/its-official-the-mba-degree-is-in-crisis/?sh=46439d9a52df>

the Accounting Department duties to several faculty over the past two years, and we believe this, coupled with the drop in BBA Accounting majors and degrees conferred, has contributed to a drop in MAcc majors. Also, MAcc numbers are down nationwide over the last few years which supports the trends we have witnessed at GC. The MMIS program has seen a significant increase in the number of students from 2016 to 2020. This is due in part to increased digital advertising and visibility for the MMIS program over the past couple of years. Based on anecdotal evidence from students who took a semester or two off or delayed starting the program, COVID-19 had a slight impact on the MMIS program Fall 2020 and Spring 2021. Additionally, Georgia College recently created a Graduate School with oversight by the Associate Provost/Director of Graduate Studies. Therefore, some recruitment and visibility efforts are now being coordinated with the Graduate School. This is particularly true for advertising as described in Sections B1 and B2.

Faculty Development to Ensure High-Quality Teaching

University-Sponsored Faculty Development: Georgia College strives to create a faculty-focused culture where they are supported, rewarded, and recognized in their efforts to seek out, apply for, and receive grants, awards, and fellowships. To aid faculty and staff in their efforts to locate award opportunities, professors Dana Gorzelany-Mostak (Music) and Steve Elliott-Gower (Government and Sociology) created the GC Awards database. This features comprehensive information on awards related to the disciplines practiced at Georgia College, with a specific focus on Scholarship of Teaching and Learning. Faculty can search for awards through the GC Awards Database, and seek advice and assistance on the application process through the Center for Teaching and Learning website.

CTL is very active in providing training for faculty. Before Dr. Jim Berger’s arrival as the Director of CTL, participation information was not tracked. Many of the workshops in the following table were recorded, and faculty may request to watch them at their leisure. CTL emails a newsletter every Monday that lists the staff contact information, announcements, and all the workshops. As an example, Table 12 shows the number of CoB faculty who participated in these workshops in Spring/Summer 2020 and the AY20-21. Throughout the year, CTL also conducts multiple faculty development opportunities in various forms including “lunch and learn” workshops, tutorials, and short sessions covering a variety of development topics. CTL also provides many faculty development/learning resources per the demands of faculty members.

Table 12: CoB Faculty Participation in CTL Workshops

Workshop	Spring / Summer 20	AY20-21
Assessment for the Digital Learning Environment		1
Build 21st-century Communication Skills and Make Personal Connections to the Curriculum		2
Community Building in a Digital Environment: GC Journeys		1
Course Organization: Course Structure		1
Creating Accessible Documents: Course Structure		2
Creating Accessible Media: Course Structure		1
Creating an inviting and Welcoming Space for Learning: Universal Design for learning		1
D2L Workshops	11	
Design for Transformative Learning		1
Developing Student Critical Thinking Through Higher-order Questioning: GC Journeys		2
Developing Relationships in a Digital Environment		1
Digital Access	1	
Digital Connection	2	
Encouraging Students to Prepare Well for Class	3	
Engaging Students and Facilitating Interaction Using Technology		1
Essential Learning Outcomes		1

Workshop	Spring / Summer 20	AY20-21
Facilitating Difficult Conversations		1
Flipping the Classroom	3	
GeorgiaView Discussion Board Webinar	6	
GeorgiaView Grade Book Essentials	1	
GeorgiaView Gradebook	1	
GeorgiaView Overview Webinar	1	
GeorgiaView Quizzes Webinar	2	
Kaltura Videos	3	
Laying the Foundation for a Successful Summer Course		4
Maintaining the Magic		1
Making the Most of Student Teams	1	
Making your Work Known! How to Capture What you Are Doing for Publication and Presentation		1
Open Educational Resources: Affordable Learning Georgia		1
Plagiarism and Copyright	2	
Publishing an Edited Book - Track: Grants & Scholarship		2
Remote Instruction for Low Bandwidth	2	
Responding to Your Audience: How to Improve Your SoTL and Grant Writing		3
So Many Options - What Video Conferencing Platform Do I Choose?		1
Taking Education Virtual with Kaltura	2	
The Digital Syllabus: Course Structure		1
Time for Reflection: Lessons Learned from COVID		1
Tips for Using GeorgiaView for Online Learning: Reshaping Your Course for the Summer		1
Using Technology Devices for Video Recording	1	2
Which Teaching Strategies Yield the Greatest Bang for Your Buck?		2
You can Love Student Assessment. Really.		1
Totals	42	39

CoB-Sponsored Faculty Development: As introduced in Section B1, Department faculty development funds are generated by summer teaching. In the past, Departments have handled the process of allocating faculty development funds to faculty. Some Departments have divided the development by the number of faculty and provided each faculty member with a maximum amount. Other Departments have required faculty to put in a request to be granted funds while other Departments have used a combination of these approaches. Starting in 21-22, the COB will set a minimum of \$2000 for every full-time faculty member. Departments may use their own process to award additional funding or unused funds. The amount allocated to each Department over the last five years is shown in Table 13.

Table 13: Departmental Faculty Development Funds (FY2017 – FY2021)

Department	FY17	FY18	FY19	FY20	FY21
Accounting	\$41,636	\$52,945	\$81,274	\$41,267	\$48,469
Econ/Finance	\$34,559	\$28,487	\$25,755	\$23,302	\$31,965
IS/CS	\$46,684	\$65,581	\$82,523	\$61,581	\$55,044
MML	\$81,021	\$66,100	\$42,563	\$88,063	\$70,638
Dean's Office	\$43,294	\$67,708	\$39,010	\$64,202	\$66,628

In addition to funds for conferences, academic memberships, workshops, and travel, the CoB supports a variety of innovative activities to enhance faculty development. For instance, with the encouragement of Dean Stratton, the CoB Faculty Development Committee designed and implemented a **Faculty Learning Community (FLC)** in Fall 2020. Led by

Dr. Joy Godin (Management Information Systems), this group is devoted to enhancing teaching, learning, and the University experience. The CoB FLC first met on October 16, 2020, on Zoom. Dr. Chris Clark (Economics and Finance) discussed how he and others incorporate undergraduate research into their courses; 20 faculty attended this first session. Below is a listing of the sessions that were hosted in 2020-2021. We plan to continue the FLC in the Fall of 2021. Sessions are offered twice a month alternating Thursdays and Fridays. Each session is recorded and emailed to the faculty after it occurs. The session times and topics are listed below. On average, there are around 15 attendees at the meetings. The topics have ranged from undergraduate research to techniques for handling the split classroom to examples of experiential learning research in a management journal. With it being a CoB-specific faculty development platform, business faculty have an opportunity to learn from each other. The FLC provides an outlet for faculty to share their teaching and research methods with their colleagues.

CoB Faculty Learning Community (FLC) Sessions 2020-2021

- October 16 – Undergraduate Research (Chris Clark ECON)
- October 29 – Promotion and Tenure Expectations, Guidelines and the New System (Chris Lowery MGMT, Tom Moore ACCT, JJ Arias ECON, Bo Beadles MGMT)
- November 13 – COB Transformative Experience Panel Discussion (Associate Provost Jordan Cofer, Brooke Conaway ECON, Kel-Ann Eyler ACCT, Dee Sams MKTG, Renee Fontenot MKTG, Jehan Eljourbagy BLAW, Tanya Goette MIS, Joy Godin IS)
- November 20 – Techniques for Handling a Split Classroom – Lessons Learned this Semester (Jehan Eljourbagy BLAW)
- December 10 – MS Teams for the students (CTL Director Jim Berger)
- January 29 – MURACE – Undergraduate Research Initiatives in the COB (Dee Sams MKTG)
- February 18– S.M.A.R.T. Method of Learning (Sandria Stephenson ACCT)
- February 25 – Tips for Securing IRB (Kevin Hunt IRB)
- March 4 – Experiential Exercises in *Management Teaching Review* (MTR Associate Editors Lisa Stickley and Paul Donovan)
- March 25 – Anonymous Untenured Faculty Q & A (Chris Clark ECON and Chris Lowery MGMT)
- April 16 – Converting a Study Abroad to a Virtual Environment, Teaching Teamwork in Global Virtual Teams, and Forming Relationships with International and Domestic Universities (Joy Godin MIS)
- April 29 – Tech Tools that can Engage Students in the Classroom and Online (Jaclyn Queen CTL and Joy Godin MIS)

Additionally, one of our faculty leaders, Dr. Jehan El-Jourbagy, is a current Chancellor’s Learning Scholar who started a **“Porch Group”** in Fall 2020 for new CoB faculty. Meeting regularly on the Atkinson Hall porch, this community of twelve faculty members initially decided to focus on the challenges of teaching during a pandemic. They started with ice breakers and a discussion of some challenges faced and some things they felt they were doing well. These discussions generated many good ideas and tips to use in the classroom. In addition, they also learned about others’ respective disciplines and research agendas. Three of the members discussed collaborating on pedagogical research regarding the use of HyFlex teaching.

They transitioned to conversations on how they might improve their teaching in the next semester and what tools might help them to make those improvements. This was sparked by a guest speaker, Dr. Cynthia Alby, Professor of Teacher Education. She shared several best practices that got them all thinking on how they can be better teachers. Following her presentation, participants requested various tools for the classroom, such as ring lights, clickers, and other tech tools to help facilitate dynamic instruction. As the spring semester began, they set forth plans to make a change. In March, they swapped classrooms and spent 10-15 minutes asking questions on what the students thought the professor did well, what could be improved, and what students could do to improve their performance. Finally, they engaged in final reflections. Everyone in the group agreed they would like to continue having informal meetings next year.

Participants reported what they valued most from participating in the Porch Group. This included, “A chance to hear people share their experiences from the classroom is very valuable, especially for new assistant professor” and “camaraderie with other professors in the same stage of their academic career.” Faculty also reported how their teaching/scholarship had changed and their perception of themselves as a teacher/scholar had changed. One participant said, “I have been able to introduce more external material in my teaching style such as guest speakers, videos, and games” and another stated “The group encouraged new ideas and approaches both in the classroom and for my research agenda.” Their interest in SoTL was also sparked and enhanced through their participation. For instance, one faculty said, “It has introduced me to this research avenue for the first time, as the research University where I spent the last four years never mentioned this area of scholarship.”

B5. Thought Leadership, Engagement, and Societal Impact

Cultivating a Teacher-Scholar Culture that Values Quality and Impact

Through various processes and documented policies, let alone specific strategic actions and resource investments, the CoB faculty and academic leadership affirm and reward high-quality and impactful intellectual contributions. As stated in the Faculty Qualifications Policy (**myAccreditation**) and the Journal Quality List document with approved journals (**Addendum Y**), as well as endorsed in our Promotion and Tenure Policy (**Addendum F**), the faculty are expected to engage in peer-reviewed scholarly activity. We control for quality using a variety of measures as described in **AACSB Table 8-1 (myAccreditation)**. Please refer to **Addendum AA** for a detailed accounting of the quality measures and evidence for each of the journal outlets in which faculty published PRJs. Below is a summary of faculty research quality. These formalized expectations are reinforced through various activities and incentive mechanisms embedded in our culture. For instance, and as described earlier in this report, the faculty host regular COBRA meetings whereby colleagues share early-stage scholarship with their peers. In addition to the competitive summer research grants, we recognize faculty scholarly productivity and impact with our annual college and University awards (as detailed in Section B1). Per our Workload Policy (**Addendum E**), newly hired tenure-track faculty receive a reduced teaching load in their first three years so they may further develop their research agenda, create a pipeline of active projects, and publish in peer-reviewed journals. We also allocate start-up funds for new faculty to support scholarly productivity in their first full summer employed at Georgia College.

The portfolio of scholarly activities reflects a faculty committed to engaging external stakeholders to advance the study and practice of industry, organizations, and policy. As noted in **AACSB Table 8-1**, 40% of all faculty scholarly activities are applied in nature. This includes 35 PRJs on topics critically relevant to practitioners and 23 presentations or publications to practitioner audiences. From consulting work on gambling and finance to strategic plan development and procurement with the Georgia Department of Administrative Services, the faculty regularly interact or partner with practitioners on scholarly activities. Both the *Center for Economic Education (CEE)* and the *Institute for Logistics and Transportation (ILT)*, as detailed in **Addendum T**, have been a vehicle for faculty to interact with practitioners and public agencies to study various public policy matters highly relevant to practitioners. For instance, the CEE collaborates with the Georgia Council on Economic Education to present best practices and to publish materials that are of relevance to teachers. Also, the ILT fostered relationships among faculty, students, and industry with particular attention to supporting faculty research that is relevant to logistics and supply chain industry professionals. Since 2016, our faculty published or presented 10 reports, essays, or peer-reviewed papers on topics related to distribution metrics, digital disruption, consumer responses to cultural contexts, and supply chain relationships, among others.

Table 14 presents select examples of scholarly activity that have had positive societal impact on industry, academia, student learning, and public policy. A more comprehensive list of exemplars of thought leadership and societal impact is noted in **AACSB Table 8-1**.

Table 14: Societal Impact of Intellectual Contributions (Select Examples from 2016-2021)

Scholarly Activity	Societal Impact
<p>Baron, E. J., Goldstein, E. G., & Wallace, C. T. (2020). Suffering in silence: How COVID-19 school closures inhibit the reporting of child maltreatment. <i>Journal of Public Economics</i>, 190.</p>	<p>Dr. Cullen Wallace, and his research partners were first to examine the impact of school closings on abuse. Reports of child maltreatment dramatically declined during the early days of COVID, when schools nationwide closed their doors and switched to online learning. By focusing on Florida—which updates its data system monthly—researchers were able to study the issue in real-time. His study was noted last fall on Fox News and cited in the <i>New York Times</i>.</p>
<p>Clayton, R., Thomas, C., Stratton, M., Garrison, E., Schaffer, B., and Mathews, L. G. (2017). Exercise and Work-Family Conflict: A field experiment. <i>Journal of Managerial Psychology</i>. 32:3, 225-238.</p>	<p>Recipient of the Emerald Literati Outstanding Paper Award for the <i>Journal of Managerial Psychology</i> in 2018.</p>
<p>Schwartz, Joanna. (2021). Presentation to the American College Health Association on “Best Practices for Non-Binary and Transgender Student Campus Inclusivity and Mental Health Services.”</p>	<p>Presentation to ACHA members, which serves nearly 5,500 individual college health and wellness professionals and leaders of all disciplines united together to advance the health and wellness of college students. Dr. Anthony S. Fauci was the keynote speaker for the event.</p>
<p>Stephenson, S. (2016). Reflective Ethical Decision: A Model for Ethics in Accounting Education 2016 Annual Meeting of the American Accounting Association, New York, NY. August 2016.</p>	<p>Awarded the George Krull/Grant Thornton 2016 Teaching Innovation Award Presentation.</p>
<p>Stephenson, S. (2017). Learning Styles Assessment Modalities Preferences Diagnostics (LAMP-D): A Framework of Accounting Students' Preferred Learning Styles and Course Learning Assessments. American Accounting Association Southeast Region Annual Conference. Miami, FL.</p>	<p>TLC Section of the American Accounting Association-Best Paper Award Presentation; AAA-CTLA Best Research Paper Award.</p>
<p>Swinton, J. (2018). Comparative Advantage and Cookie Trade (teaching material developed for the Georgia Council on Economic Education).</p>	<p>National Association of Economic Educators (NAEE) Curriculum Gold Award.</p>
<p>Dr. Williams and then Dr. Manrodt worked on a team to conduct an annual metric study in partnership with the Warehouse Educators Research Council (WERC) to produce a Distribution Center Metrics Benchmarking study used by practitioners throughout the country.</p>	<p>The findings were presented to the annual global conference for WERC in May 2018, in Charlotte and reported to all WERC members. Additionally, the results of the study were written about and promoted in DC Velocity, one of the top industry trade magazines. In spite of the COVID-19 lockdown, the survey was completed in January 2020, and the results were shared via a webinar on May 5, 2020.</p>

In Fall 2020, the Dean organized and charged a task force of faculty and staff to study the societal impact of CoB scholarly and engagement activities. The task force findings and recommendations are detailed in [Addendum Z](#). In summary, we will take a more intentional approach in both documenting and tracking research and engagement efforts that generate societal impact in a variety of focus areas; this will include specific measures such as citation counts, reads and downloads, awards, the number of pedagogical papers published, and faculty-student research collaborations, to name a few. The SMC will review these findings and recommendations to inform policy and procedures for the next cycle.

Examples of CoB Activities that Generate Positive Societal Impact

The CoB offers learners a distinctive opportunity to grow personally and professionally into the leaders of tomorrow. This is fostered by a faculty, staff, and student body deeply rooted in their sense of responsibility to our local, regional, and international communities. This is woven into our curriculum and student experience. Our stakeholders affirm this engaged approach; in a recent survey, respondents indicated that the pedagogy that engages and generates impact was the most important learner outcome. Students, alumni, community members, and donors acknowledge the work that has been done to provide opportunities for our students to make a difference.

1. High Impact Practices that Better the Community: The CoB has 32 classes identified by the Registrar's Office as utilizing high-impact practices including, but not limited to client-based projects, internships, undergraduate research, and service-learning opportunities. Faculty in business ethics, marketing, and management information systems are developing content within their classes to utilize both the students' soft skills and technical abilities to benefit non-profits and raise awareness among the Georgia College community and beyond. For instance:

- Each semester the students in our core **Business Ethics (BUAD 2172)** course are assigned to support a local non-profit organization. These students are typically sophomores and sometimes even freshmen and as such, have not yet been fully exposed to all of the aspects of the liberal arts mission and the service learning presented in Business Ethics helps lay the foundation for continued engagement throughout their time at Georgia College. Students are tasked with learning about the organization's mission, developing educational, marketing materials for the organization and creating a series of fundraising events to support the organization. Each semester, students raise at least \$1,000 for their organizations, come away with a better understanding of the important role non-profits play in providing support to the people served, and become more conscientious of the needs and struggles that non-profits face, making them more globally aware citizens.

Similarly, the Marketing faculty have embedded supporting and assisting local non-profits in the local area, through experiential learning and client-based in-class projects in the capstone course **Strategic Marketing (MKTG 4198)** which serves over 95 students each semester. The work of the students in this capstone course provides over 4,000 hours to client-based projects with a market value exceeding \$100,000 a year. Over the last five-year period, the marketing students in this course have provided an economic value of nearly half a million dollars to the local community and non-profits, with those impacts continuing to be felt for years to come. One of the clients, the Azalea Regional Library System was so impressed with the quality of work and the impact that four out of the five libraries within the system have now worked with the Strategic Marketing Students for assistance with their operations and marketing. When asked about his experience, Jason Fuqua, a spring 2020 student said, "I just wanted to say, being a part of a class where we have the ability to make a difference in the community has made me extremely proud to be a marketing student." Classmate Ben Steinberg added, "I not only grew professionally but also as a person. Yes, I had a couple late nights and there may have been a time or two where I thought maybe marketing isn't for me. But I pulled up my bootstraps and got to work. Turns out I enjoy it more than I realized. I really enjoyed meeting and talking to clients." The experiential learning opportunities and high-impact practices provided to our students are generating a new generation of leaders who understand what it means to be a business for the public good.

- Our Management Information Systems faculty are finding ways to incorporate service learning to provide societal impact through technology. In the spring of 2021, Dr. Kevin Elder had his students in Enterprise Performance Management Systems (**CBIS 4140**) put their Tableau Skills to the test by brainstorming and creating data visualizations and infographics for non-profits through Viz for Social Good projects. Viz for Social Good looks to harness the power of data for social change by holding monthly hackathons designed to provide organizations with pro bono data volunteers to develop insightful dashboards and determine how data can be used to further their missions. Dr. Elder's class participated, along with organizations from across the globe, in the Crowd2Map project which is working to add communities throughout Tanzania to proper maps. Students were exposed not only to other data professionals and organizations, but also to how data, technology, and multiple perspectives can come together to create real change for vulnerable individuals (e.g., at risk of Female Genital Mutilation) in remote and isolated areas on the other side of the world.

- Chaired by Dr. Dee Sams, Professor of Marketing, **GC Shades of Green (SOG)** is a transformative learning experience that has successfully connected students with career opportunities and community involvement for the betterment of society. GC SOG has engaged students, faculty, and the community for ten-years from its grassroots beginnings inspiring actions and change across students, institutional and community members. GC SOG's work is grounded in interconnected interdisciplinary events for which students are active participants. The organization's board members communicate with businesses and organizations seeking their participation in inspiring college students in sustainability dialogues and actions. To collect and analyze the data for this case study for COPLAC, the researchers utilized three analytical methodologies (i.e., secondary data, stakeholder surveys, and observational research). This study provides a successful model whereby dedicated faculty and community members can inspire change and a commitment to support a healthy ecosystem.

2. Low-to-No Cost Technology Services: Technology is not only being used in the classroom to create an impact but also through our **Center for Design and E-Commerce (CODEC)**. Led by our CODEC Director and senior lecturer, Caroline Collier, the Center takes learning beyond the traditional classroom. It provides students the opportunity to apply and improve their intellectual and professional skills by serving the Center's clients. The Center provides a variety of web-based support and development services to the CoB, local businesses, government agencies, and regional organizations in the central Georgia area and beyond. Services include the development and maintenance of websites and social media platforms, search engine optimization, content management, graphic design, and e-commerce sites. CODEC averages 14 clients per year with a quarter being new projects undertaken by students. These client-based projects provide the opportunity for students to gain better customer communication skills and enhance their digital resumes while providing a service to government agencies, non-profits, and small businesses. In addition to providing learning opportunities and services, CODEC has been able to increase its revenue by at least 5% for 2016, 2018, and 2019, and for the years it did not increase revenue, the Center still maintained its client load, due to pro bono clientele assigned to the center by the Dean or Associate Dean. CODEC continues to strive for excellence and to utilize technology to provide meaningful impact to the areas it serves through grant applications to allow the center to provide low or no-cost technology services.

3. Diversity, Equity, and Inclusion: As noted in sections B1 and B2, the Center for Economic Education (CEE) oversees the **Minority Youth in Business** summer program, which provides an immersive week-long residential learning experience for underserved, minority high school students primarily in central Georgia with respect to entrepreneurship and as a means to facilitate their transition to college. Averaging 20 participants each summer, students are exposed to a multitude of workshops on such topics as how to start a business, the marketplace and the free enterprise system, personal finance, business finance, operations and organization, management, marketing, public speaking, career development, the college selection process, along with setting and defining life goals. In addition to these intensive workshops, students in the program engage with local business leaders and Georgia College students who are a part of the National Pan-Hellenic Council and what is now the *Leaders Igniting the Fundamentals of Excellence in the Cultural Centers' (LIFE)* mentorship program which is designed to help underrepresented students navigate and adjust to their new college atmosphere. The program director keeps in touch with many of the students after they leave the summer camp, and 80% of participants go on to some form of higher education, although not necessarily at Georgia College. The CoB is working with the Center and interested donors to establish a scholarship program to better enable MYB participants to attend Georgia College to continue their education.

In addition to the Minority Youth in Business summer camp, the **Georgia College Women in Technology** student association has formed a local chapter of Girls Who Code for local k-12 students to introduce young girls to technology and IT careers at an earlier age. The creation of **Girls Who Code** by our Women in Technology students is a result of the increased effort to send as many students as possible to the **Grace Hopper Women in Computing Conference** each year. The Grace Hopper Celebration of Women in Computing (GHC) is the largest gathering of

women technologists in the world, with featured speakers consisting of notable women in technology (i.e., Dr. Fei-Fei Li, Professor and Director, Stanford University's Human-Centered AI Institute; Jennifer Anastasi, founding member of U.S. Digital Service at the White House) as well as leadership (Megan Rapinoe, U.S. Women's Soccer Team; Gwynne Shotwell, President and COO, SpaceX). The conference is an excellent place to network and secure internships and/or full-time positions at major corporations. As attendees, our students have accepted positions at Accenture Federal Services, ADP, Allstate, Bank of America, Cisco, Disney, EY, KPMG, Mastercard, PWC, Traveler's insurance, Visa, and Wells Fargo. Even more importantly, students who attend are not only inspired by speakers, but they realize the great variety of females who exist in the world of technology. It was from the Grace Hopper Conference that the Women in Technology student organization was created and subsequently led to the creation of the local chapter of Girls Who Code. The impact of this conference and our commitment to ensuring our students' participation has created a new pathway for young girls in rural Milledgeville and Baldwin County. These young learners are getting exposed to technology by other young women and can now see a path for themselves.

- 4. Serving Local Businesses During a Crisis:** Creating societal impact and innovating has not been left to the students alone. Faculty, students, and alumni took their impact a step further by joining in a **partnership with the local Chamber of Commerce** to provide webinars, videos, and more to assist local businesses who were struggling to recover amid the COVID-19 pandemic. As thought leaders and innovators within the local business community, our faculty, leadership board members, and alumni knew they could leverage their expertise to provide meaningful societal impact and support the local community, during what was dubbed the *#GCUnited* social media campaign.

Nineteen of our affiliates offered workshops for the **Chamber's Resiliency & Recovery Task Force** on topics such as navigating new banking regulations and associated opportunities, analysis of housing market implications, strategic marketing for small businesses, legal and human capital strategies, tax implications for small businesses, entrepreneurship in times of crisis, student and broader consumer purchasing trends during a pandemic, and crisis leadership. By covering a wide array of topics impacting businesses and developing new networks during these unprecedented times, we leaned into the wants and needs of our community partners. Responses to the college's efforts have been overwhelmingly positive, with the videos receiving nearly 2,500 views to date. Angie Martin, president and CEO of the local Chamber of Commerce, praised the CoB and other community leaders for creating content based on their areas of expertise, thus meeting the needs of the community and helping business owners in their rebounds and recoveries. Our efforts were featured in the January 2021 issue of *AACSB Insights*²³ to help inspire other business schools to do the same.

In addition to the virtual sessions, we partnered with the Georgia College Alumni Office to create a digital network called Bobcats for Business, where alumni entrepreneurs from Georgia College can list their business services, and alumni can now choose specifically to do business with fellow Bobcats. Through social media posts and virtual networking events, we have highlighted various businesses and business owners, showcasing our alumni and their accomplishments while introducing them to new audiences and networks. The College of Business is committed to continuing to work with our alumni office and the local Chamber of Commerce to continue to aid them in growing networks, opportunities and leveraging the knowledge and expertise of those within the CoB.

- 5. Education for the Public Good:** In the spring of 2021, the CoB partnered with Leadership Programs, the Office of Sustainability, and the Student Government Association at Georgia College to bring in **Dr. Rae Andre to speak on business and climate change**. She not only gave a presentation to students and faculty but presented a workshop on teaching climate change for faculty. Because both events would have to take place virtually, we were able to leverage technology and invite fellow members of the Council of Public Liberal Arts Colleges (COPLAC) and the Management and Organizational Behavior Teaching Society (MOBTS) to co-sponsor the sessions. As a result, around

²³ <https://www.aacsb.edu/insights/2021/january/bringing-balance-to-the-local-community>

200 individuals from at least 20 different universities and organizations participated in one or both of Dr. Andre's sessions. Feedback from one of the participants indicated that based on the workshops the Kania School of Management at the University of Scranton is now planning to develop a Climate Leadership course.

Into the Future

Societal impact may not always be directly quantifiable because it can start a ripple that continues to grow past the origination or make all the difference to one person. Our efforts and programming are starting to produce these ripples, whether it is through introducing underrepresented students to college, showing young women that careers in technology are attainable, helping a local library, a local business, and a village in Tanzania, or providing a spark to lead to new courses at other institutions. As we work to develop our new strategic initiatives, we will continue to examine our societal impact and work to focus our initiatives that will have lasting effects on the people and places that we serve.



These working definitions of Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP) are based on AACSB Standard 15 - Faculty Qualifications and Engagement. The research expectations are based on AACSB Standard 2 – Intellectual Contributions. Both reflect the liberal arts and teaching emphases of Georgia College and the college's mission:

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.

All faculty members within the college are expected to maintain qualified faculty status within their field of teaching and to support continuous improvement efforts. Given our mission, faculty scholarship emphasizes contributions to practice, and learning and pedagogical scholarship.

Scholarly Academic (SA) Faculty Members

Faculty members in the college are SA if they:

- Hold a doctoral degree in, or related to, their field in which they teach, and
- Have published (sole or co-authored) at least three refereed journal articles during the past five years related to their field of teaching, and
- Have at least one other activity to maintain currency in their field of teaching during that five-year period.

SA faculty members maintain standing through academic engagement activities such as, but not limited to:

- publication of refereed journal articles, academic or practitioner books, refereed proceedings, research monographs, case for classroom teaching in a case research journal
- refereed paper presentations at academic meetings
- editor or editorial board service for an academic journal
- external grant awards that support the mission of the college
- new professional certifications
- recipient of research award
- participation in academic societies or associations

The quality of the scholarship is guided by the College of Business journal list.

Faculty members teaching outside their area of academic preparation need a record of scholarship in their field of teaching, and supplemental preparation (e.g., additional course work, certification(s), or full-time internship) in their field of teaching, to be SA. A new tenure-track faculty member teaching in the area of their degree is considered SA for five years after award of the doctoral degree. An administrator who was SA at the time of administrative appointment must maintain SA status by producing at least two peer reviewed journal articles during the past five years related to their area of teaching.

Practice Academic (PA) Faculty Members

Faculty members in the college are PA if they:

- Hold a doctoral degree in, or related to, their field of teaching, and
- Have published (sole or co-authored) at least one refereed journal article during the past five years related to their field of teaching, and
- Undertake professional engagement activities in excess of 100 hours per year.

PA faculty members maintain standing through professional and academic engagement activities.

Professional engagement activities may include:

- consulting activities that are material in terms of time and substance
- development and presentation of executive education programs
- sustained professional work
- significant participation in business professional associations
- relevant and active service on boards
- participation in events and activities that directly engage the faculty member with business

Academic engagement activities may include:

- publication of refereed journal articles, academic or practitioner books, refereed proceedings, research monographs, case for classroom teaching in a case research journal
- refereed paper presentations at academic meetings
- editor or editorial board service for an academic journal
- external grant awards that support the mission of the college
- new professional certifications
- recipient of research award
- participation in academic societies or associations

The quality of the scholarship is guided by the College of Business journal list.

Faculty members teaching outside their area of academic preparation need a record of scholarship in their field of teaching, and supplemental preparation (e.g., additional course work, certification(s), or full-time internship) in their field of teaching, to be PA. An administrator who was PA at the time of administrative appointment must maintain PA status by producing one peer reviewed journal article during the past five years and undertaking professional engagement activities.

Scholarly Practitioner (SP) Faculty Members

Faculty members in the college are SP if they have:

- At least a master's degree in an area related to the field of teaching, and
- At the time of hire, professional experience that is current, substantial in terms of duration and level of responsibility, and related to their field of teaching, and
- Have published (sole or co-authored) at least one refereed journal article during the past five years related to their field of teaching, and
- Have at least two other activities to maintain currency in their field of teaching or practice during that five-year period.

SP faculty members maintain standing through academic and professional engagement activities.

Academic engagement activities may include:

- publication of refereed journal articles, academic or practitioner books, refereed proceedings, research monographs, case for classroom teaching in a case research journal
- refereed paper presentations at academic meetings
- editor or editorial board service for an academic journal
- external grant awards that support the mission of the college

- new professional certifications
- recipient of research award
- participation in academic societies or associations

Professional engagement activities may include:

- consulting activities that are material in terms of time and substance
- development and presentation of executive education programs
- sustained professional work
- significant participation in business professional associations
- relevant and active service on boards
- participation in events and activities that directly engage the faculty member with business

The quality of the scholarship is guided by the College of Business journal list.

Instructional Practitioner (IP) Faculty Members

Faculty members in the college are IP if they have:

- At least a master's degree in an area related to their field of teaching, and
- At the time of hire, professional experience that is current, substantial in terms of duration and level of responsibility, and related to their field of teaching, and
- Continue to undertake professional engagement activities.

IP faculty members maintain standing through professional engagement activities such as, but not limited to:

- consulting activities that are material in terms of time and substance
- development and presentation of executive education programs
- sustained professional work
- significant participation in business professional associations
- relevant and active service on boards
- participation in events and activities that directly engage the faculty member with business

Review and Determination of Qualifications

Individual faculty members make a case for why they should appear in a specific category. Review of faculty qualifications takes place on an annual basis. Department chairs confirm faculty member qualifications each year during the annual performance review.

The order of presentation indicates priority for initial preparation and sustained engagement activities – degree (highest), publishing (or professional experience) expectation, and other activity (lowest). The “other discipline-related activities” are weighted equally. These activities build our faculty portfolio (SA, PA ...) through professional development that is directly related to the college's mission regarding applied learning, and intellectual outputs that balance contributions to practice and learning/pedagogical research.

As part of the annual review of each faculty member's portfolio of teaching, research, and service they must defend the quality of activities in each category. Department chairs confirm the quality of the activities each year during the annual performance review.



Faculty members in The J. Whitney Bunting College of Business are classified as either *participating* or *supporting* based on the following operation definitions. The definitions are based on AACSB Standard 5 – Faculty Sufficiency – from *Eligibility Procedures and Accreditation Standards for Business Accreditation*, as revised April 8, 2013.

Priority of Activities

Both the College and the University place highest priority on teaching-related activities. Thus, regardless of classification, faculty members must deliver high-quality classroom instruction.

Faculty members value each category of scholarship - learning and pedagogical, discipline-based, and applied - and recognize the importance of research in accomplishing the mission of the College. The relative balance of contributions in each of the three categories of research (e.g., applied) are described earlier in this document.

Although external service, such as work on community boards, is an important activity and is highly encouraged across the University, service activities are not ranked above teaching and research within the College.

The relative weights of these activities reflect our shared values. The percentages, as used in the Department Chair's Annual Evaluation of Faculty Performance, are: Teaching – 50%, Research – 35%, Service 10%, and Professional Growth and Development – 5%.

Quality Standards & Frequency of Activities

The processes to insure high-quality instruction include student evaluations of the classroom teaching of all faculty members each semester and annual reviews by department chairs of all faculty members in each department. Untenured faculty members are reviewed annually by tenured faculty in each department.

Standards for the quality of scholarly achievement are specified in the College's Promotion and Tenure Document (published separately), which describes expectations regarding production of peer-reviewed journal articles as well as other intellectual contributions. In addition, the types of scholarship and the expected frequency of that scholarship are defined earlier in this document. Finally, the College's Workload Document (published separately) specifies the types and quantities of research productivity that enable faculty to modify their teaching load.

Guidelines for Sufficiency of Participating Faculty

In accordance with AACSB Standard 5, participating faculty members deliver at least:

- 75% of the School's annual teaching
- 60% of the teaching in each degree program, discipline, and location

Participating Faculty Members

Participating faculty members carry forward the School's mission by a variety of activities. "A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities...The school considers (the faculty member) to be a long-term member of the faculty..." (*AACSB Accreditation Standards*).

At Georgia College, the following activities enable a faculty member to attain participating status:

- Engage in curriculum development, course development and delivery, assessment of learning outcomes for courses and programs, maintain regular office hours, and other activities that support the instructional goals of the College
- Participate in governance activities such as faculty meetings within the faculty member's department, the College, and the University
- Serve on various committees within the department, College, and University
- Maintain academic qualifications through scholarly activities
- Advise students regarding careers and/or student organizations
- Engage in faculty development activities that improve teaching and research competencies
- Complete discipline-related or other external service

Supporting Faculty Members

Supporting faculty members in the College primarily focus on carrying out teaching responsibilities, such as classroom coverage and office hours. Normally supporting faculty members do not engage in non-teaching activities such as advising or committee service and they are not normally expected to produce scholarship.

“A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities...A supporting faculty member's appointment is on an ad hoc basis, for ... one academic year without the expectation of continuation...” (*AACSB Accreditation Standards*).

Supporting faculty members receive instructional support such as sample syllabi, projects, and exams as well as feedback from student teaching evaluations. They receive the same infrastructure support as participating faculty (e.g., office space, computer, e-mail account). They also have opportunities to participate in on and off-campus training. Senior faculty members mentor supporting faculty regarding course content and classroom management.



Table 2-1
Potential Strategic Initiatives and Expected Source of Funds for the Next Accreditation Cycle
 J. Whitney Bunting College of Business, Georgia College & State University

Potential Strategic Initiatives (2021-2026)	Total Estimated Investment	Expected Source of Funds
1. Formalized and Inclusive Mentorship Program	\$5,000 (pilot); \$20,000 (ongoing)	Dean's Excellence Fund <i>(Annual Giving)</i>
2. Enhance and Expand CoB Participation in GC Journeys	\$175,000	Dean's Excellence Fund <i>(Annual Giving)</i> ; Tuition Premium/Faculty Development <i>(State Funds)</i>
3. Endow a CoB Promise Scholar	\$150,000 (endowment); \$25,000 (start-up)	Private Donors; Corporate/Foundation Giving
4. Increase Scholarly Academic Faculty in Accounting	\$150,000	University <i>(State Funds)</i> ; Faculty Development <i>(State Funds)</i>
5. Design and Implement a Center for Innovation	\$200,000	Tuition Premium/Faculty Development <i>(State Funds)</i> ; University <i>(State Funds)</i> ; Private Donors; Corporate/Foundation Giving
6. Establish a BBA in Finance	\$330,000	University <i>(State Funds)</i>

Table 3-1
Faculty Sufficiency and Qualifications Summary
 J. Whitney Bunting College of Business, Georgia College & State University

Faculty Portfolio by Discipline			Faculty Sufficiency Related to Teaching (credit hours)*		Normal Professional Responsibilities	Faculty Qualifications with Respect to Percent of Time Devoted to Mission					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school criteria for each category.)
Faculty Member Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)	Supporting Faculty Teaching Productivity (S)		Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)	Additional Faculty (A)	
Accounting (BBA; MAcc)											
Eyler**	AIS, Auditing	PhD 1990; MPA (Acct) 1986	9 CR; 0.50 FTE (leave)		UT; Res; Prof Credentials; Service; Prof Engagement					50%	7 pres; 56 Prof Eng
Gorham	Financial, Managerial Principles	MAcc 2008	24 CR; 1 FTE		UT; Prof Credentials; Service, Prof Engagement				100%		7 Prof Eng
King	Financial, Advanced, Non-Profit	PhD 1989	18 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service		100%				2 PRJ; 1 Pres; 4 Prof Eng
Manrodt	Financial, Managerial Principles	MBA 1989; MAcc coursework 2015	27 CR; 1.125 FTE		UT; Prof Credentials; Service, Prof Engagement				100%		6 Prof Eng
Moore	Tax	JD 1987; PhD 1984	18 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service	100%					5 PRJ; 2 Prof Eng
Stephenson	Managerial, Fraud	PhD 2018; Post Doc 2013	21 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service	100%					5 PRJ; 16 Pres; 2 Awards; 16 Prof Eng
Thomas	Financial, Auditing	PhD 2017; MAcc 2009	24 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service	100%					1 PRJ; 1 Pres; 4 Prof Eng
Yakhou**	Managerial	PhD 1985	9 CR; 0.50 FTE (leave)		UT; Res; Prof Credentials; Service					50%	1 PRJ; 3 Prof Eng
Total ACCT			150 CR; 7.125 FTE	-	Total ACCT	3 FTE; 42.86%	1 FTE; 14.29%	0 FTE; 0%	2 FTE; 28.57%	1 FTE; 14.29%	
Accounting Faculty Sufficiency:						Accounting Faculty Qualifications Ratios:					
Participating Faculty:			150 CR; 7.125 FTE			SA = 42.86% (Minimum SA >= 40%)  SA+PA+SP+IP = 86% (UNMET; Minimum >=90%) 					
Supporting Faculty:			0 CR; 0 FTE								
Faculty Sufficiency Ratio (P>=60%):			P = 100%								

Business Communications (No degrees/majors offered in this discipline)											
Name	Field	Degree/Year	P Prod.	S Prod.	Professional Responsibilities	SA	PA	SP	IP	Add.	Basis for Qualifications
Buchanan	Business Communications	MA 1988	21 CR; 1 FTE		UT; Prof Credentials; Service; Bus Engagement				100%		6 Prof Eng
Geddy	Business Communications	PhD 1986	24 CR; 1 FTE		UT; Res; Prof Credentials; Service; Bus Engagement				100%		7 Prof Eng
Total BComm			45 CR; 2 FTE	-	Total BComm	0 FTE; 0%	0 FTE; 0%	0 FTE; 0%	2 FTE; 100%	0 FTE; 0%	
Business Communications Faculty Sufficiency:						Business Communications Faculty Qualifications Ratios:					
Participating Faculty:			45 CR; 2 FTE			SA+PA+SP+IP = 100% (Minimum >=90%) 					
Supporting Faculty:			0 CR; 0 FTE								
Faculty Sufficiency Ratio (P>=60%):			P = 100%								

Business Law (No degrees/majors offered in this discipline)											
Name	Field	Degree/Year	P Prod.	S Prod.	Professional Responsibilities	SA	PA	SP	IP	Add.	Basis for Qualifications
Copelan	Business Law/Ethics	JD 1994	24 CR; 1 FTE		UT; Prof Credentials; Service; Prof Engagement				100%		4 Prof Eng
Creel	Business Law/Ethics	PhD 2018; LLM 2011; JD 2008	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					0 PRJ; 3 pres; 1 award; 3 OIC
El-Jourbagy	Business Law/Ethics	JD 2003	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					6 PRJ; 26 Pres; 1 award; 1 TM; 2 OIC; 6 Prog Eng
Total BLAW			60 CR; 3 FTE	-	Total BLAW	2 FTE; 67%	0 FTE; 0%	0 FTE; 0%	1 FTE; 33%	0 FTE; 0%	
Business Law Faculty Sufficiency:						Business Law Faculty Qualifications Ratios:					
Participating Faculty:			60 CR; 3 FTE			SA+PA+SP+IP = 100% (Minimum >=90%) 					
Supporting Faculty:			0 CR; 0 FTE								
Faculty Sufficiency Ratio (P>=60%):			P = 100%								

Economics (BS excluded from review; this reflects faculty teaching ECON business core courses)											
Name	Field	Degree/Year	P Prod.	S Prod.	Professional Responsibilities	SA	PA	SP	IP	Add.	Basis for Qualifications
Evans	Applied Economics	PhD 2013	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					12 PRJ; 15 Pres; 3 awards; 6 Prof Eng
Folk	Economics Principles	MS Econ 2003	24 CR; 1 FTE		UT; Prof Credentials; Service; Prof Engagement			100%			2 PRJ; 7 Pres; 1 TM
Ribeiro-Scarcioffolo	Applied Economics	PhD 2019	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					5 PRJ; 6 Pres; 3 OIC
Swinton	Microeconomics	PhD 1996	16 CR; 0.76 FTE		UT; Res; Prof Credentials; Service; Center Dir		100%				2 PRJ; 2 Pres; 2 Award; 7 TM; 2 OIC; 10 Prof Eng
Wallace	Public Economics	PhD 2020	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					2 PRJ; 4 Pres; 1 Award, 1 OIC

Total ECON	94 CR; 4.76 FTE	-	Total ECON	3 FTE; 60%	1 FTE; 20%	1 FTE; 20%	0 FTE; 0%	0 FTE; 0%	
Economics Faculty Sufficiency:				Economics Faculty Qualifications Ratios:					
Participating Faculty:	94 CR; 4.76 FTE			SA+PA+SP+IP = 100% (Minimum >=90%) 					
Supporting Faculty:	0 CR; 0 FTE								
Faculty Sufficiency Ratio (P>=60%):	P = 100%								

Finance (No degrees/majors offered in this discipline)											
Name	Field	Degree/Year	P Prod.	S Prod.	Professional Responsibilities	SA	PA	SP	IP	Add.	Basis for Qualifications
Durongkadej	Finance	PhD 2019	19 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					1 PRJ; 4 Pres; 2 Awards; 1 Prof Eng
Ling	Finance	PhD 2008	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					6 PRJ; 16 Pres; 3 Awards; 1 OIC; 10 Prof Eng
Xu***	International Economics	PhD 1993, MA Econ 1982	9 CR; 0.50 FTE		UT; Res; Prof Credentials; Service; Prof Engagement			50%			1 PRJ; 3 Pres; 1 OIC; 1 Prof Eng
Total FIN			46 CR; 2.5 FTE	-	Total FIN	2 FTE; 80%	0 FTE; 0%	0.5 FTE; 20%	0 FTE; 0%	0 FTE; 0%	
Finance Faculty Sufficiency:				Finance Faculty Qualifications Ratios:							
Participating Faculty:	46 CR; 2.5 FTE			SA+PA+SP+IP = 100% (Minimum >=90%) 							
Supporting Faculty:	0 CR; 0 FTE										
Faculty Sufficiency Ratio (P>=60%):	P = 100%										

Logistics & Supply Chain (MLSCM; BBA concentration)											
Name	Field	Degree/Year	P Prod.	S Prod.	Professional Responsibilities	SA	PA	SP	IP	Add.	Basis for Qualifications
Cox	Logistics, Supply Chain Management	PhD 2015	18 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service	100%					3 PRJ; 3 Pres; 1 Award; 1 OIC
Manrodt	Logistics, Supply Chain Management	PhD 1993	18 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service; Institute Dir	100%					4 PRJ; 26 Pres; 3 Awards; 2 Text; 8 OIC; 22 Prof Eng
Rutner	Logistics, Supply Chain Management	PhD 1995	18 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service	100%					3 PRJ; 2 Proc; 2 Pres; 1 OIC
Moore	Logistics, Supply Chain Management	MBA, 1985		3 CR; 0.06 FTE	GT; Professional Credentials				6.25%		Academic Prep: MBA; Employment in primary teaching area
Total LSM			54 CR; 3 FTE	3 CR; 0.06 FTE	Total LSM	3 FTE; 60%	1 FTE; 20%	1 FTE; 20%	0 FTE; 0%	0 FTE; 0%	
Logistics & Supply Chain Faculty Sufficiency:				Logistics & Supply Chain Faculty Qualifications Ratios:							
Participating Faculty:	54 CR; 3 FTE			SA = 97.96% (Minimum SA >= 40%) SA+PA+SP+IP = 100% (Minimum >=90%) 							
Supporting Faculty:	3 CR; 0.0625 FTE										
Faculty Sufficiency Ratio (P>=60%):	P = 97.9%										

Management (BBA; WebMBA)

Name	Field	Degree/Year	P Prod.	S Prod.	Professional Responsibilities	SA	PA	SP	IP	Add.	Basis for Qualifications
Amiri	Strategic Management	PhD 2019	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					2 PRJ; 7 Pres
Beadles	HR Management	PhD 1995	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					2 PRJ; 2 Pres; (previous chair; pre-August 2017 step down policy which was that they had the same time window as a newly hired tenure track professor to reestablish their SA)
Duesing	Strategic Management	PhD 2009	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					4 PRJ; 3 Pres; 1 Award; 3 Prof Eng
Humphries	International Business	PhD 1987; MMIS 2004	18 CR; 1 FTE		UT; Res; Prof Credentials; Service		100%				2 PRJ; 1 Proc; 3 Pres; 7 Prof Eng
Khalaj Hedayati	Quantitative Methods/Operations	PhD 2020	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					3 PRJ; 1 Award; 2 Prof Eng
Ling	Organizational Behavior	PhD 2008	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					5 PRJ, 4 Proc, 6 Pres, 1 Award; 12 Prof Eng
Lowery	Quantitative Methods/HR Management	PhD 1992	15 CR; 0.833 FTE		UT; Res; Prof Credentials; Service; Assistant Dean (19-Fall 20)	100%					5 PRJ; 7 Pres; 2 OIC; 5 Prof Eng
Miller	Operations/Business Analytics	PhD 1997	12 CR; 0.66 FTE		UT; GT; Res; Prof Credentials; Service; Chair	100%					7 PRJ; 9 Pres; 1 OIC; 1 Prof Eng
Stratton	Organizational Behavior/HR Management	PhD 2006	0 CR; 0 FTE		Res; Prof Credentials; Service; Dean	100%					5 PRJ; 15 Pres; 1 Pres; 1 OIC; 19 Prof Eng
Wilhau	HR Management	PhD 2020	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					2 PRJ; 7 Pres; 1 OIC
Yang	Operations/Business Analytics	PhD 1990	18 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service	100%					3 PRJ; 1 OTM; 1 Pres; 8 OIC
Conine	Management	PhD, 1996		6 CR; 0.13 FTE	UT; Professional Credentials					12.50%	Academic Prep: PhD; Employment in primary teaching area
Hendry	HR Management	MS, 1985		12 CR; 0.25 FTE	UT; Professional Credentials				25%		Academic Prep: MS; Employment in primary teaching area; Professional engagement activities
Jones	HR Management	MBA, 1994		3 CR; 0.06 FTE	UT; Professional Credentials				6.25%		Academic Prep: MBA; Employment in primary teaching area; Professional engagement activities

Wolfe	Management	JD, 1986		6 CR; 0.13 FTE	UT; Professional Credentials				12.50%		Academic Prep: JD; Employment in primary teaching area; Professional engagement activities
D Smith	Operations	MBA, 1990		9 CR; 0.19 FTE	UT; Professional Credentials				18.75%		Academic Prep: JD; Employment in primary teaching area; Professional engagement activities
Total MGMT			171 CR; 9.5 FTE	36 CR; 0.75 FTE	Total MGMT	10 FTE; 85.11%	1 FTE; 8.51%	0 FTE; 0%	0.63 FTE; 5.32%	0.125 FTE; 1.06%	
Management Faculty Sufficiency:						Management Faculty Qualifications Ratios:					
Participating Faculty:			171 CR; 9.5 FTE			SA = 85.11% (Minimum SA >= 40%) SA+PA+SP+IP = 98.94% (Minimum >=90%) 					
Supporting Faculty:			36 CR; 0.75 FTE								
Faculty Sufficiency Ratio (P>=60%):			P = 92.6%								

Marketing (BBA; WebMBA)											
Name	Field	Degree/Year	P Prod.	S Prod.	Professional Responsibilities	SA	PA	SP	IP	Add.	Basis for Qualifications
Evans	Advertising	MBA 2008	24 CR; 1 FTE		UT; Prof Credentials; Service; Bus Engagement				100%		2 Proc; 2 Pres; 3 Prof Eng
Fontenot	Strategic Marketing	PhD 2001, MBA 1993	24 CR; 1 FTE		UT; Prof Credentials; Service; Bus Engagement				100%		1 Case; 16 Prof Eng
Ginder	Consumer Behavior	PhD 2016	15 CR; 0.833 FTE		UT; Res; Prof Credentials; Service; MKT Program Coordinator	100%					2 PRJ; 6 Pres; 11 Prof Eng
Rickard	Professional Selling	DBA 2014	18 CR; 1 FTE		UT; Res; Prof Credentials; Service	100%					3 PRJ; 1 Proc; 3 OIC
Sams	Marketing Research	PhD 2005	18 CR; 0.833 FTE		UT; GT; Res; Prof Credentials; Service	100%					5 PRJ; 29 Proc; 32 Pres; 1 Award; 1 TM; 1 OIC; 52 Prof Eng
Schwartz	Consumer Behavior	PhD 1995	24 CR; 1 FTE		UT; Res; Prof Credentials; Service; Director of Undergraduate Research		100%				2 PRJ; 9 Pres; 1 OIC; 15 Prof Eng; 1 PRJ submission 9/20 and 1 PRJ submission planned for 2/21.
Smith	Sport Marketing	MBA 1994; MTP 2015	21 CR; 1 FTE		UT; Prof Credentials; Service; Bus Engagement				100%		5 Prof Eng
Total MKT			141 CR; 6.66 FTE	-	Total MKT	3 FTE; 42.86%	1 FTE; 14.29%	0 FTE; 0%	3 FTE; 42.86%	0 FTE; 0%	
Marketing Faculty Sufficiency:						Marketing Faculty Qualifications Ratios:					
Participating Faculty:			141 CR; 6.66 FTE			SA = 42.86% (Minimum SA >= 40%) SA+PA+SP+IP = 100% (Minimum >=90%) 					
Supporting Faculty:			0 CR; 0 FTE								
Faculty Sufficiency Ratio (P>=60%):			P = 100%								

Management Information Systems (BBA; MMIS; WebMBA)

Name	Field	Degree/Year	P Prod.	S Prod.	Professional Responsibilities	SA	PA	SP	IP	Add.	Basis for Qualifications
Collier	MIS, Business Analysis	MMIS 1998	12 CR; 0.5 FTE		UT; Prof Credentials; Service; Bus Engagement; Center Director				100%		1 OIC; 62 Prof Eng
Elder	MIS, Analytics, Business Analysis	PhD 1990	19 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service	100%					3 PRJ; 1 Proc; 12 Pres; 2 Award; 7 Prof Eng
Fowler	MIS, IT	MMIS 2015	24 CR; 1 FTE		UT; Res; Prof Credentials; Service			100%			1 PRJ; 2 Pres; 3 Prof Eng
Godin	MIS, IT	EdD 2013; MMIS 1998	18 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service	100%					6 PRJ; 1 Proc; 6 Pres; 1 Award; 6 Prof Eng
Goette	MIS, IT	PhD 1995	6 CR; 0.33 FTE		UT; Res; Prof Credentials; Service; Chair; Associate Dean (as of Spring 2021)	100%					2 PRJ; 1 Proc; 1 Pres; 1 Award; 16 Prof Eng
Marshall	MIS, IT	PhD 2006	18 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service	100%					3 PRJ; 2 Pres; 4 Award; 8 Prof Eng
Rutner	MIS, Analytics, Business Analysis	PhD 2009	18 CR; 1 FTE		UT; GT; Res; Prof Credentials; Service	100%					6 PRJ; 4 Proc; 1 OIC
Carlisle	MIS, Business Analysis	DocEd exp 2021; MS CS 2006		6 CR; 0.13 FTE	UT; Professional Credentials				12.50%		Academic Prep: MMIS, DocEd; Employment in primary teaching area
Kobbe	Strategic MIS, IT	DocEd 2018; MMIS 2011		6 CR; 0.13 FTE	GT; Professional Credentials				12.50%		Academic Prep: MMIS, DocEd; Employment in primary teaching area
LaRocque	MIS	MMIS 2012		9 CR; 0.19 FTE	UT; Professional Credentials				18.75%		Academic Prep: MMIS; Employment in primary teaching area
Hamilton	MIS	MMIS 2009		6 CR; 0.13 FTE	UT; Professional Credentials				12.50%		Academic Prep: MMIS; Employment in primary teaching area
Total MIS			115 CR; 5.833 FTE	27 CR; 0.56 FTE	Total MIS	5 FTE; 66.12%	0 FTE; 0%	1 FTE; 13 %	1.56 FTE; 20.66%	0 FTE; 0%	
Management Info Systems Faculty Sufficiency:						Management Info Systems Faculty Qualifications Ratios:					
Participating Faculty:			115 CR; 5.833 FTE			SA = 66.12% (Minimum SA >= 40%) SA+PA+SP+IP = 100% (Minimum >=90%) 					
Supporting Faculty:			27 CR; 0.5625 FTE								
Faculty Sufficiency Ratio (P>=60%):			P = 91.2%								

TOTAL College of Business (CoB)		31 FTE; 63.43%	4 FTE; 8.18%	2.5 FTE 5.12%	9.25 FTE; 18.92%	2.125 FTE; 4.35%
CoB Sufficiency:		CoB Faculty Qualifications Ratios:				
Participating Faculty:	876 CR; 44.39 FTE	SA = 63.43% (Minimum SA >= 40%)				
Supporting Faculty:	66 CR; 1.38 FTE	SA+PA+SP+IP = 97.70% (Minimum >=90%) 				
Faculty Sufficiency Ratio (P>=60%):	P = 97%					

*1 FTE typically equates to 18-24 cr (refer to CoB Workload Policy)

**Partial leave for AY 20-21

***Retired Winter 2021; on faculty for 50% of AY

Table 3-2
Deployment of Faculty by Qualification Status in Support of Degree Programs
 J. Whitney Bunting College of Business, Georgia College & State University
 July 1, 2020-June 30, 2021

Faculty percent of teaching by program and degree level (using Student Credit Hours)						
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (PA) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
Accounting (BBA)	3 FTE; 42.86%	1 FTE; 14.29%	0 FTE; 0%	2 FTE; 28.57%	1 FTE; 14.29%	100%
Accounting (MAcc)	3 FTE; 75%	1 FTE; 25%	0 FTE; 0%	0 FTE; 0%	0 FTE; 0%	100%
Logistics & Supply Chain (MLSCM)	3 FTE; 97.96%	0 FTE; 0%	0 FTE; 0%	0.0625 FTE; 2.04%	0 FTE; 0%	100%
Marketing (BBA)	3 FTE; 42.86%	1 FTE; 14.29%	0 FTE; 0%	3 FTE; 42.86%	0 FTE; 0%	100%
Management (BBA)	10 FTE; 85.11%	1 FTE; 8.51%	0 FTE; 0%	0.625 FTE; 5.32%	0.125 FTE; 1.06%	100%
MIS (BBA)	5 FTE; 66.12%	0 FTE; 0%	1 FTE; 13.22%	1.56 FTE; 20.66%	0 FTE; 0%	100%
MIS (MMIS)	4 FTE; 96.85%	0 FTE; 0%	0 FTE; 0%	0.13 FTE; 3.15%	0 FTE; 0%	100%
WebMBA	3 FTE; 100%	0 FTE; 0%	0 FTE; 0%	0 FTE; 0%	0 FTE; 0%	100%

Table 5-1
Bachelor of Business Administration (BBA)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle
 J. Whitney Bunting College of Business, Georgia College & State University

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Process (P) or Curriculum (C) Improvements
Direct Measures						
Analytical Skills	70% of students answer at least 70% of the exam questions correctly	Course embedded exam questions	ACCT 2101	Annually	Year 4: 35% of the students assessed correctly answered at least 70% of the exam questions Year 5: 76% of the students assessed correctly answered at least 70% of questions	Changed the class structure to include a set of lectured focused questions at the beginning and end of class (C), Year 4
	70% correct	Course embedded exam questions	MGMT 3101	Years 4, 5	Year 4: 74% correct Year 5: 76.3% correct	Provided additional homework assignments and required students to meet in study groups each week (C), Year 4
	70% of students answer at least 70% of the exam questions correctly	Course embedded exam questions	FINC 3131	Annually	Year 3: 81% of students met or exceeded expectations Year 4: 82.5% of students met or exceeded expectations	Provided a review session prior to the exam (C), Year 3
Communication Skills	75% of students meet or exceed a score of 70% on an individual elevator pitch presentation	Elevator pitch presentations	MKTG 3161	Years 3,4	Year 3: 85% of students in fall 2017 and 85% of students in spring 2018 met or exceeded expectations Year 4: 98% of students in fall 2018 and 91% of students in spring 2019 met or exceeded expectations	Integrated the competition into all sections of MKTG 3161, preparing students through activities incorporated in the course. Outside presenters and services offered through the career center were used to assist in the preparation for the elevator pitch (C), Year 3
	80% of students meet expectations on an assignment	Business communications product development assignment	BCOM 2285	Years 1,2,3,5	Year 3: 85% of students met or exceeded expectations Year 5: 98% of students met or exceeded expectations in spring 2020	Used the more intensive grammar and punctuation tutorials. Students practiced deductive and inductive writing through homework exercises (C), Year 4
	80% of students meet expectations	Student presentations	MGMT 4195	Years 1,2,3,4	Year 3: 83% or more met the target on all except 3 items Year 4: 83% or more met the target on all except 2 items	Emphasized the flaws during practice presentations (C), Year 3
Business Ethics	80% of students meet expectations	Ethics assignment	LENB 3135	Years 1,2	Year 1: 82% met or exceeded expectations Year 2: 87% of the students met or exceeded expectations	Required additional independent research (C), Year 1
	80% of students meet expectations	Student assignment	BUAD 2172	Years 3,4	Year 3: 91% met or exceeded expectations Year 4: 90% of the students met or exceeded expectations	Emphasized the importance of business ethics in lectures (C), Year 3
	80% of students meet expectations	Ethics specific test	CBIS 2220	Years 3,4	Year 3: 84% met or exceeded expectations Year 4: 80% of the students met or exceeded expectations	Covered software piracy in greater detail. More questions were added to the test to assure a more accurate result (C), Year 3

Global Issues	80% of students meet expectations	Free response assignment	BUAD 2172	Years 3,4	Year 3: 78% met or exceeded expectations Year 4: 82% of the students met or exceeded expectations	Required to meet with the instructor to address issues (C), Year 3
Core Business Knowledge	Scores at or above the national average in each discipline	Standardized ETS exam	Online, supervised	Annually in senior year	Scores above the national average in each discipline except finance. Although finance was still the lowest area in Years 3,4,5 (44th or 45th percentile), there is an improvement from 36th percentile in Year 2 and 34th percentile in Year 1	The undergraduate curriculum committee discussed the fact that we do not have a major in finance while most colleges do and looked into it with the program faculty to seek improvement in year 2. Scores improved in years 3, 4, and 5. We are continuing to monitor it (C)

Master of Accountancy (MAcc)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle
 J. Whitney Bunting College of Business, Georgia College & State University

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Process (P) or Curriculum (C) Improvements
Direct Measures						
Accounting Theory and Practice	All students receive an 80% or higher	Student assignment	ACCT 6165	Years 4,5	Year 4: 92.5% of the students received an 80% or higher Year 5: 100% of the students received an 80% or higher	Required to read the code correctly (C), Year 4
Ethics	All students receive an 80% or higher	Case studies concerning ethical and professional dilemmas	ACCT 6125	Years 4,5	Year 4: all students assessed received an 80% or higher Year 5: all students assessed received an 80% or higher	Provided a training video (C), Year 4
Globalization	80% of students receive an 80% or higher	A written analysis of a case study	ACCT 6165	Years 1,2	Year 1: 81% of the students received an 80% or higher Year 2: 82% of the students received an 80% or higher	Worked with other departments to improve (C), Year 1
Communication Skills	All students receive an 80% or higher	Writing assignment	ACCT 6165	Years 4,5	Year 4: 97.5% of the students received an 80% or higher Year 5: 100% of the students received an 80% or higher	Introduced more writing instruction (C), Year 4
Accounting Issues	80% of students receive an 80% or higher	Embedded exam questions	ACCT 6135	Years 1,2	Year 1: 82% of the students received an 80% or higher Year 2: 88% of the students received an 80% or higher	Updated the exam questions and discussed additional and more complex accounting issues in lectures (C), Year 1
Methodologies and tools	80% of students receive an 80% or higher	Research proposal	ACCT 6125	Years 1,2	Year 1: 100% of the students received an 80% or higher Year 2: 81% of the students received an 80% or higher	Discussed with colleagues inside and outside of the college of business to improve writing capacities (C), Year 1
Indirect Measures						
Job placements	90% of students enter the accounting profession within 90 days of graduation	A survey instrument/structured interview	Survey/Interview	Annually	Years 1-5: 90%-100% of students entered the accounting profession within 90 days of graduation	Provided professional development and integrated curriculum with current practices of the profession. We will continue to monitor it (P), Year 1

Master of Logistics and Supply Chain Management (MLSCM)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle
 J. Whitney Bunting College of Business, Georgia College & State University

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Process (P) or Curriculum (C) Improvements
Direct Measures						
Management Techniques	80% of students meet expectations	A project assignment	LOGS 6650	Years 2,3	Year 2: 80% of the students met expectations Year 3: 90% of the students met expectations	Provided additional guidance as to successfully completing the assignment. Moved the deadline for picking a topic and submitting it for approval to give students more time to work on it. Had WebEx sessions with students to discuss their projects (C), Year 2
Analytics	80% of students meet expectations	Course embedded exam questions	LOGS 6649	Years 1,3	Year 1: 84% of the students met expectations Year 3: 83% of the students met expectations	Made changes in the course and assessment format (C), Year 1
	80% of students meet expectations	A case analysis	LOGS 6654	Years 2,3	Year 1: 82.5% of the students met expectations Year 3: 82.5% of the students met expectations	Required check-in to discussion, which forced students to review the case study requirements earlier and address concerns earlier (C), Year 2
	80% of students meet expectations	A case analysis	LOGS 6653	Years 4,5	Year 4: 90% of the students met expectations Year 5: 100% of the students met expectations	Deliberate discussion of the case study situation was brought up earlier, making sure a stronger link was articulated between the learning of the techniques and how it could apply to future situations (C), Year 4
Logistics and Supply Chain Management Principles	80% of students meet expectations	A final project	LOGS 6650	Years 3,4	Year 3: 90% of the students met expectations Year 4: 95% of the students met expectations	Provided students with some more resources on their slides and slide template (C), Year 3
	80% of students meet expectations	A case study	LOGS 6690	Years 4,5	Year 4: 80% of the students met expectations on content reflection papers Year 5: 52% of the students met expectations on content reflection papers	Included more reading directly related to ethical issues in supply chains in Year 4. The course was taught by a new instructor in Year 5. It will be assessed again with additional information and examples on summary versus synthesis (P), Year 4
Global logistics and Supply Chain Issues	80% of students meet expectations	A group project	LOGS 6647	Years 1,2	Year 1: 100% of the students met expectations Year 2: 80% of the students met expectations	Outlined more specificity in the requirements of the deliverables in order to ensure greater demonstration of the mastery of the course materials both individually and together as a team (C), Year 1

Master of Management Information Systems (MMIS)
Assessment Plan and Results for Most Recently Completed Accreditation Cycle
 J. Whitney Bunting College of Business, Georgia College & State University

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results	Process (P) or Curriculum (C) Improvements
Direct Measures						
Information Systems Planning	All students receive an 85% or higher	Student assignment	MMIS 6198	Years 3,5	Year 3: all students assessed received an 85% or higher Year 5: 83% of the students assessed received an 85% or higher	Developed dashboards to help with complex decision making (C), Year 5
	90% of students receive an 85% or higher	A written assignment	MMIS 6293	Years 3,5	Year 3: all students assessed received an 85% or higher Year 5: all students assessed received an 85% or higher	Used a rubric to better evaluate exactly how the paper meets the expectations (C), Year 5
Best Practices	85% of the students pass the certification exam	A certification exam	MMIS 6295	Years 2,4,5	Year 2: 87.5% of the students passed the certification exam Year 4: 80% of the students passed the certification exam	Encouraged more active learning. It will be assessed again (C), Year 4
	85% of students receive an 80% or higher	A semester-long project	MMIS 6298	Years 4,5	Year 4: all students assessed received an 80% or higher Year 5: all students assessed received an 80% or higher	Used a new rubric to evaluate and covered this information thoroughly in class (C), Year 5
Ethical Issues	85% of students receive an 80% or higher	Course embedded exam question	MMIS 6296	Years 2.4	Year 2: all students assessed received an 85% or higher Year 4: 97% of the students assessed received an 85% or higher	Clarified the exam question and gave students opportunities to research the topic and provide thoughtful well researched responses (C), Year 4
	85% of students receive an 85% or higher	Course embedded exam question	MMIS 6299	Years 3,5	Year 3: 88% of the students assessed received an 85% or higher Year 5: 88% of the students assessed received an 85% or higher	Emphasize even more ethical issues throughout the course (C), Year 5

The Georgia WebMBA
Assessment Plan and Results for Most Recently Completed Accreditation Cycle
 J. Whitney Bunting College of Business, Georgia College & State University

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results (Examples)	Process (P) or Curriculum (C) Improvements
Direct Measures						
Qualitative / Quantitative Tools	85% of students meet expectations	Course embedded exam question	WMBA 6100	Annually	Year 1: 91% of the students met expectations Year 2: 90% of the students met expectations	Integrated interpretation of results into the problem-solving instructions. In addition, students were required to use the operations of their own company or organization as the base for their team projects (C), Year 2
	80% of students meet expectations	Course embedded exam question	WMBA 6010	Years 1,3,4,5	Year 4: 69% of the students met expectations Year 5: 92% of the students met expectations	Introduced practice problems from the text and outside sources to improve student learning (C), Year 5
Ethical and Social Dimensions of Business Activities	80% of students meet expectations	A written project	WMBA 6080	Years 1,3,4,5	Year 1: 82% of the students met expectations Year 3: 85% of the students met expectations	Introduced specific example of ethical dilemma for students to have honed bearings of the issue. Also, the Golden Principles of Ethics were included in the reading (C), Year 1
	80% of students meet expectations	Course embedded exam question	WMBA 6050	Years 2,3,4,5	Year 4: 88% of the students met expectations Year 5: 80% of the students met expectations	Spent more time discussing the needed analysis and the need to relate both the Simulation and textbook materials. Incorporated the MarketPlace micro-simulations into the text modules and added a required environment video into Module 2. Additionally, test questions covering these videos were included in the cumulative final (C), Year 5
Integrated Technology Solutions	70% of students meet expectations	Course embedded exam question	WMBA 6040	Years 2,3,4,5	Year 4: 72% of the students met expectations Year 5: 71% of the students met expectations	Emphasize the importance of concepts related to linear regression and discussed any additional strategies and best practices that faculty could employ to achieve continuous improvement in student performance at the 2019 WebMBA retreat (C), Year 4
Global Economic Environments	80% of students meet expectations	Case study	WMBA 6030	Years 1,3,4,5	Year 4: 84% of the students met expectations Year 5: 96% of the students met expectations	Added a simulation as the simulation is expected to be a more rigorous measure for the WebMBA students (C), Year 4
Business Functions	50% percentile and above	The Comp-XM exam	WMBA 6110	Years 2,3,4,5	Year 2: class average 62% percentile Year 3: class average 73% percentile	Students scored best on questions related to competitive analysis, human resources and marketing. On average, students scored lower on questions related to accounting and finance compared to their peers. More emphasis on accounting and finance was placed (C), Year 3
Team Development / Leadership Skills	80% of students meet expectations	Written assignment	WMBA 6000	Years 2,3,4,5	Year 4: 81% of the students met expectations Year 5: 86.3% of the students met expectations	Employ scaffolded learning through a multi-step case analysis, team discussion and reflection paper. Provided more instruction in giving feedback and having students complete a giving feedback activity prior to the assessment (C), Year 4

**Table 8-1
Intellectual Contributions**

J. Whitney Bunting College of Business, Georgia College & State University

Part A: Summary of Intellectual Contributions Over the Most Recently Completed Accreditation Cycle*										
Discipline	Portfolio of Intellectual Contributions				Types of Intellectual Contributions				% of Faculty Producing Intellectual Contributions	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journal Articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	Percent of Participating Faculty Producing ICs	Percent of FTE Faculty Producing ICs
ACCT	4	18	17	39	14	25	0	39	84%	86%
BCOMM	0	0	0	0	0	0	0	0	0%	0%
BLAW	8	22	9	39	6	28	4	38	67%	67%
ECON	6	50	15	71	23	42	6	71	100%	100%
FIN	16	17	0	33	8	23	2	33	100%	100%
LSM	4	44	4	52	9	35	10	54	100%	98%
MGMT	52	15	27	94	29	60	5	94	100%	81%
MKT	27	6	52	86	9	75	1	85	85%	86%
MIS	9	13	24	46	16	27	2	45	100%	77%
Total	126	185	148	459	114	315	30	459	88%	82%
% Total	27%	40%	32%		25%	69%	7%			

**Aggregate and summarize data by discipline; non-duplicated count.*

Part B: Alignment with Mission, Strategies, and Expected Outcomes

Provide a description of how the portfolio of intellectual contributions by faculty and by units within the school, where appropriate, align with mission, strategies, and expected outcomes.

The implications of our mission are to develop academic and community leaders through programs that combine active learning, research, and service by both our faculty and students. Our programs strongly reflect the traditions of the liberal arts which emphasizes high quality teaching, critical thinking, effective communication and reflection. The faculty support our mission through scholarly activity and service to their disciplines and professions. 72% of all intellectual contributions are application and teaching focused. We seek to enhance our engagement with the business community (Strategic Objective 4), which is reflected in 40% of all faculty scholarly activities that are applied and practitioner oriented. This includes 31% of all of peer-reviewed journal articles (PRJs) that are applied scholarship. Additionally, we strive to enhance the teaching and learning experience (Strategic Objective 1) and as such 32% of our faculty intellectual contributions are pedagogically focused with 28% of PRJs in SoTL outlets.

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Identify the qualitative and quantitative measures of quality used by the school and apply these measures to analyze and evaluate the portfolio of intellectual contributions.

The portfolio reflects a breadth of high-quality intellectual contributions. Faculty have engaged in multiple types of research. Given that we are teacher-scholars and place a high priority on teaching effectiveness, we wanted to be mindful of setting realistic and meaningful expectations. Therefore, as per the policy on Faculty Qualifications (myAccreditation), we agreed that PRJs that support the dissemination of discovery, applied, or pedagogical would be welcome. These journal outlets must be listed in either the Australian Business Deans Council (ABDC) Journal Quality List or approved through a rigorous review process as outlined in **Addendum Y**. The inclusion process requires the faculty member to submit a proposal that includes a variety of metrics such as SJR h-index (quality), Google Scholar h5-index (impact), Acceptance rate, and if publication fees are required. Additional justification has included Cabell's Acceptance Rate, JCR Impact Factor, and contextual factors such as information from the publisher, the editorial review board composition, ResearchGate metrics, and downloads. This process protects from including predatory or pay-to-publish outlets in our CoB portfolio. The Associate Dean, who renders a decision based on a recommendation from the Department's tenured faculty, may seek additional information such as consulting CoB faculty and referencing the Beall's List of Predatory Publishers. Additionally, the Promotion and Tenure Policy (**Addendum F**) aligns with both the Faculty Qualifications policy and Inclusion process whereby PRJs must be "published in a journal on the College of Business Journal List." Please refer to **Addendum AA** for a detailed accounting of the quality measures and evidence for each of the journal outlets in which faculty published PRJs. Below is a summary of faculty research quality.

Summary of IC Quality

Total PRJs in Acceptable Publications	114
Total Acceptable Publication Outlets	83
Average Cabell's Acceptance Rate	25%
Average SJR h-index	56.81
# ABDC Rating A*	6
# ABDC Rating A	17
# ABDC Rating B	21
# ABDC Rating C	36

Part D: Impact of Intellectual Contributions

(i) Analyze the impact of the portfolio of intellectual contributions on the theory, practice, and/or teaching of business, including qualitative and quantitative evidence.

We currently measure impact using a variety of indicators including Journal Citation Report Impact Factor (JCR) and Google Scholar Journal Ranking (h5- index). We also track the number of competitive research awards/grants conferred to our faculty and the number presentations or publications for practice. These are not exhaustive metrics as we invite faculty to also annually document the positive impact their research is having on students, practitioners, or in their disciplines. Please refer to **Addendum AA** for detailed evidence of impact for each of the journal outlets in which faculty published PRJs. Below is a summary of faculty research impact according to these measures.

Summary of IC Impact

Average JCR Impact Factor	2.21
Average Google Scholar h5-index	30.24
Competitive Research Awards/Grants	30
Presentations or Publications for Practice	23

(ii) Provide exemplars of the societal impact of the school's intellectual contributions.

Baron, E. J., Goldstein, E. G., & Wallace, C. T. (2020). Suffering in silence: How COVID-19 school closures inhibit the reporting of child maltreatment. *Journal of Public Economics*, 190. Dr. Cullen Wallace, and his research partners were first to examine the impact of school closings on abuse. Reports of child maltreatment dramatically declined during the early days of COVID, when schools nationwide closed their doors and switched to online learning. By focusing on Florida—which updates its data system monthly—researchers were able to study the issue in real-time. His study was noted last fall on Fox News and cited in the New York Times.

Clayton, R., Thomas, C., Stratton, M., Garrison, E., Schaffer, B., and Mathews, L. G. (2017). Exercise and Work-Family Conflict: A field experiment. *Journal of Managerial Psychology*. 32:3, 225-238. Recipient of the Emerald Literati Outstanding Paper Award for the Journal of Managerial Psychology in 2018.

Schwartz, Joanna. (2021). Presentation to the American College Health Association (ACHA) on “Best Practices for Non-Binary and Transgender Student Campus Inclusivity and Mental Health Services.” Presentation to ACHA members, which serves nearly 5,500 individual college health and wellness professionals and leaders of all disciplines united together to advance the health and wellness of college students. Dr. Anthony S. Fauci is the keynote speaker for the event.

Stephenson, S. (2016). Reflective Ethical Decision: A Model for Ethics in Accounting Education 2016 Annual Meeting of the American Accounting Association, New York, NY. August 2016. Awarded the George Krull/Grant Thornton 2016 Teaching Innovation Award Presentation.

Stephenson, S. (2017). Learning Styles Assessment Modalities Preferences Diagnostics (LAMP-D): A Framework of Accounting Students' Preferred Learning Styles and Course Learning Assessments. American Accounting Association Southeast Region Annual Conference. Miami, FL. TLC Section of the American Accounting Association-Best Paper Award Presentation; AAA-CTLA Best Research Paper Award.

Billsberry, J., Köhler, R., Stratton, M., Cohen, M., Taylor, S. M. (2019). From the Guest Editors: Introduction to the Special Issue on Rhythms of Academic Life. *Academy of Management Learning and Education*. Invited guest co-editor for special issue on 20th anniversary of a seminal piece in the study of faculty development and careers. AMLE is a top ranked SoTL Journal for management education and in the top 10 for journals in education and educational research.

Swinton, J. (2018). Comparative Advantage and Cookie Trade (teaching material developed for the Georgia Council on Economic Education). National Association of Economic Educators (NAEE) Curriculum Gold Award

Dr. Williams and then Dr. Manrodt worked on a team to conduct an annual metric study in partnership with the Warehouse Educators Research Council to produce a Distribution Center Metrics Benchmarking study used by practitioners throughout the country. The findings were presented to the annual global conference for WERC in May 2018, in Charlotte and reported to all WERC members. Additionally, the results of the study were written about and promoted in DC Velocity, one of the top industry trade magazines. In spite of the COVID-19 lockdown, the survey was completed in January 2020, and the results were shared via a webinar on May 5, 2020.

Articles published in Journals with an h-5 index of 40+ (in some cases with a JCR Impact Factor of 4+)

- Durongkadej, I., Wei, S., & Rao, R. (2020). Shareholder litigation and the risk incentive effect of executive compensation: A re-examination. *Finance Research Letters*, 101790.
- Han, J., & Ling, J. (2016). Emotional appeal in recruitment advertising and applicant attraction: Unpacking national cultural differences. *Journal of Organizational Behavior*, 37(8), 1202-1223.
- Lei Xu, Juan Ling & Haemin Dennis Park (2021) Founding team homogeneity and network positioning: The moderating role of environmental and organizational factors, *Journal of Small Business Management*, DOI: 10.1080/00472778.2020.1867731
- Murfield, M., Boone, C. A., Rutner, P., & Thomas, R. (2017). Investigating logistics service quality in omni-channel retailing. *International Journal of Physical Distribution & Logistics Management*. (JCR Impact Factor of 4+)
- Scarcioffolo, A. R., Perobelli, F. F. C., & Chimeli, A. B. (2018). Counterfactual comparisons of investment options for wind power and agricultural production in the United States: Lessons from Northern Ohio. *Energy Economics*, 74, 299-309.
- Schniederjans, D. G., Curado, C., & Khalajhedayati, M. (2020). Supply chain digitization trends: An integration of knowledge management. *International Journal of Production Economics*, 220, 107439.
- Schniederjans, D. G., & Khalajhedayati, M. (2021). Competitive sustainability and stakeholder engagement: Exploring awareness, motivation, and capability. *Business Strategy and the Environment*, 30(2), 808-824. (JCR Impact Factor of 4+)

Addendum Files

- Georgia College&State U CIR Application.pdf
- Georgia College & State U CIR PRT 2016-17.pdf
- Georgia_College_State_University_Ext_Decltr_Jan17.pdf
- Addendum A - COVID-19 Context.pdf
- Addendum B - CoB Organizational Chart and Bylaws.pdf
- Addendum C1 - Record of Strategic Plan Execution.pdf
- Addendum C2 - Examples of Shared Governance Efforts.pdf
- Addendum D - Summer Research Grants Progress and Outcomes.pdf
- Addendum E - Workload Policy.pdf
- Addendum F - Promotion & Tenure Policy.pdf
- Addendum G - College of Business Research Assembly (COBRA).pdf
- Addendum H - CoB Website Assessment and Actions.pdf
- Addendum I - CoB & University Strategic Plan Alignment.pdf
- Addendum J - CoB Non-State Income & Scholarships.pdf
- Addendum K - AY21-22 Graduate Program Advertising Plan.pdf
- Addendum L - Faculty & Staff Awards Grants.pdf
- Addendum M1 - Summary Results of 2021 Stakeholder Survey.pdf
- Addendum M2 - Summary Results of 2021 Dean's Student Advisory Board Survey of Students.pdf
- Addendum N - 2021-2026 Strategic Planning Process.pdf
- Addendum O - GC Journeys.pdf
- Addendum P - Summary of Physical and Virtual Resources.pdf
- Addendum Q - Five-Year Financial Summary.pdf
- Addendum R - Faculty Composition and Recruiting Activities (FY17-FY21).pdf
- Addendum S - Student Success.pdf
- Addendum T - Report on Centers and Institutes.pdf
- Addendum U - 2020-2021 Technology Agility and Competency Task Force.pdf
- Addendum V - Curricula Revisions.pdf
- Addendum W - Accounting Curriculum Task Force Findings.pdf
- Addendum X - Assurance of Learning.pdf
- Addendum Z - 2020-2021 Societal Impact Task Force.pdf
- Addendum AA - Five Year Summary of Peer-Reviewed Journals (Quality and Impact).pdf

If you would like to view these documents please see the organization's addendum tab