

Addendum Z: 2020-2021 Societal Impact Task Force

BACKGROUND¹

One of the most significant changes in the 2020 AACSB Standards includes an emphasis on societal impact. Schools are expected to develop policies and practices that support, demonstrate, and assess the degree to which the school is having a positive impact on society. While documentation for compliance is largely driven by school mission and associated outcomes, the relevant standards offer guidance:

Standard 1 – Strategic Planning

“The school should be specific in clarity of desired societal impact, how it is monitored and how progress is measured. Societal impact can be defined at the level consistent with the school’s mission and resources. That is, some schools will have goals to improve their local communities, some will have goals to impact the business community, while others have goals to make an international impact on society. The key is for the school to align its activities with its mission.” (p. 5)

Standard 8 – Impact of Intellectual Contributions

“Impact is concerned with the difference made or innovations fostered by intellectual contributions, for example what has been changed, accomplished, or improved. For business schools this difference can be to the theory, practice and/or teaching of business and management. The school needs to describe and justify the measures that it uses to analyze the impact of its intellectual contributions. These should be both quantitative and qualitative to provide the peer review team with evidence of the impact...”

Societal Impact – “The applicability and benefits of the new knowledge to the theory, practice, and/or teaching of business or to solving broader societal issues.” (p. 38)

Standard 9 – Engagement that Impacts Business and Society

“A business school has a significant impact on society through its graduates and other engagement with external stakeholders. A further channel through which it has a positive societal impact is thought leadership, via research and consulting engagement with business, the professions, government, and/or the wider community. The school can also have a positive societal impact through its thought leadership by addressing broader social, economic, and/or physical environment issues, which could be at a local, national, regional, or international scale. Achieving this requires a school to have a clear focus and direction for its thought leadership that aligns with its mission. The intention of this standard is for the school to present a holistic view of the portfolio of activities in which it engages that brings value to society.

Aspiration - It is understood that the movement to explicitly focusing on thought leadership and societal impact is new in these standards. Further, schools have different missions, are in different contexts, and are at different stages in their development. Recognizing this, the standards require the school to identify its thought leadership aspiration appropriate to its mission and context, to evaluate its progress toward achieving its aspiration and to identify its plans in this arena for the next five years. The same situation exists with societal impact. In Standard 1 the school identifies its aspiration as far as societal impact is concerned. In this standard it analyzes and evaluates how it is progressing against this aspiration through its thought leadership contribution, as well as its plans for the next five years.

¹ 2020 Guiding Principles and Standards - <https://www.aacsb.edu/-/media/aacsb/docs/accreditation/business/standards-and-tables/2020%20business%20accreditation%20standards.ashx?la=en&hash=E4B7D8348A6860B3AA9804567F02C68960281DA2>

Emphasis - This standard requires a school to identify the processes through which it facilitates research and/or consulting and other engagement with external stakeholders. It then requires the school to evaluate the effectiveness of this as well as identify its plans for the next five years.

Impact of Engagement with External Stakeholders - There is no one correct area on which a school's engagement with mission relevant external stakeholders has an impact. This depends mainly on the mission of the school, the external stakeholders it engages with and the nature of that engagement. Standard 9 requires the school to make the connection between these components explicit and, further, to evaluate the extent to which these engagements are making a difference. Thought leadership engagement can involve the translation of academic research findings of relevance to external stakeholders, the co-creation of knowledge with external stakeholders, and the conduct of contract research and consultancy for private- and public-sector entities. Possible impacts include:

- Contributions to major world issues, such as those identified by the U.N. Sustainable Development Goals
- Effects on business development
- Improved financial performance of organizations
- Contributing to business creation
- Improved health and safety outcomes
- Improvement in the brand and/or image of an organization, industry, or profession
- Examples of co-creation of knowledge with external stakeholders
- Examples of commercialization outcomes
- Examples of involvement in new venture creation
- Contributions through membership of boards and government bodies
- Examples of shaping community debate on issues of importance
- Examples of contributions to policy development for local, regional, national, or international public-sector organizations
- Outline of "pathways to impact" developed and the anticipated results from these projects initiated or leading with external non-academic stakeholders
- Contract research or consultancy projects with private and public sector
- Examples of changes to business practice arising from engagement
- Examples of where business performance has been improved as a result of engagement with the school
- Examples of public-sector policy changed or impacted by engagement with the school
- Outline of positive effects on identified societal issues arising from the school's research contributions, for example on the social, economic, or physical environment
- Impact on the regional economy" p. 41-42

CHARGE

In preparation for drafting our Continuous Improvement Report (CIR), the Task Force shall provide the following in narrative format (along with any relevant data). For the review period starting July 1, 2017, the Task Force shall:

1. Describe the degree to which the CoB has defined and operationalized societal impact;
2. Describe and assess the societal impact associated with faculty, staff, student, and alumni activities (provide a list of such impactful scholarly activities/outcomes and external engagement activities/outcomes per year since July 1, 2017);
3. Develop a recommended mission-aligned CoB Societal Impact Plan with suggested areas of focus, targeted stakeholders, and metrics for assessment that addresses Standards 8 and 9.

Composition

1. Chris Clark (Chair)
2. Kari Brown (Dean's Office)
3. Bevin Landrum (Dean's Office)
4. Sally Humphries (IS-CS)
5. Karl Manrodt (MML)
6. Brooke Conaway (ECON)
7. Jehan Eljourbagy (ACCT)

TIMELINE

- Call for members – November 17-December 1, 2020
- Finalize task force composition – December 4, 2020
- Task force work/meetings – after January 4-March 15, 2021
- Report to the Dean – March 30, 2021 (Task force meeting with Dean April 2, 2021)

Societal Impact Summary and Plan

Our Charge:

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3. Develop a recommended mission-aligned CoB Societal Impact Plan with suggested areas of focus, targeted stakeholders, and metrics for assessment that addresses Standards 8 and 9.

Component 1: Describe the degree to which the CoB has defined and operationalized societal impact.

The faculty and staff in the College of Business are engaged in mission-driven activities which have a meaningful impact on society. In the attached document, "Societal Impact Activities and Measures," we provide a list of such activities undertaken during the relevant period with explanation (where necessary) and how we feel they are related to the University or College Mission or its implications. The activities listed in this document serve as evidence of our commitment to the key components of our mission and include examples of diversity and inclusion activities, expansive educational experiences, and engagement with the community. We also provide evidence of a commitment to working with external partners through undergraduate research, pedagogical research, and consulting projects. In addition, we include evidence of students, faculty, and programs being recognized for their contributions to society via rankings, awards, and scholarships.

We also attached a document, "Intellectual Contributions by Faculty 2016-2021," in which we provide a list of all the publications, working papers, and proceedings faculty have produced during the last five years. (This document is updated through February 1, 2021.) We also provide H-Index data for each journal (obtained from Scimago), the journal's ranking according to either the Australian Business Deans Council Journal Quality List or our own College of Business journal list, and the Cabell's Acceptance Rate for each journal, when available. Our faculty are publishing in some very impressive journals including several A* publications and one publication in a journal with an H-index over 300 (and several over 100). These articles range from advanced applied research in A* rated journals to pedagogical research published in

the top field journals in respective academic disciplines. We plan to update the publication list by May 1 to include any articles added to Digital Measures after February 1.

Component 2: Describe and assess the societal impact associated with faculty, staff, student, and alumni activities (provide a list of such impactful scholarly activities/outcomes and external engagement activities/outcomes per year since July 1, 2017)

The two attached documents provide an annual list of impactful activities and publications and a list of ongoing activities. Where relevant and available, we also provide data, a description (in cases where the activity is not self-explanatory), or a link for additional context. We also provide data for assessment where relevant/available including H-index, acceptance rate, and rankings for journals and attendance/faculty participation counts for activities. We plan to update the publication list by May 1 to include any articles added to Digital Measures after February 1.

Component 3: Develop a recommended mission-aligned CoB Societal Impact Plan with suggested areas of focus, targeted stakeholders, and metrics for assessment that addresses Standards 8 and 9.

Plan for Future Focus Areas with Targeted Stakeholders in Parentheses and Relevant AACSB Standard in Brackets: (This information is also presented as a table at the end of this document.)

1. Award for Outstanding Societal Impact. Awarded to recent graduates/exceptional current students. One award per major decided by relevant faculty. (Students. Alums. Employers. Parents. Community Partners.) [Standard 9]
2. Continue to reward Research. Place more pedagogical outlets on our journal list. Create an official "Pedagogical Journal List" to supplement our current list, assuming we continue to use journal lists. This new list could contain any area-specific pedagogical journals that are peer-reviewed, but not considered predatory. The journals may not always meet the standards (due to missing H-index data or Cabell's information, for example) to be listed on the ABDC (or GC COB) list, but may still be valid outlets for pedagogical work given our mission. (Educators in each respective discipline. Faculty. Students.) [Standards 8 and 9]
3. Secure or allocate additional funds to support diversity efforts. (Underrepresented potential Students, Faculty, and Staff.) [Standard 9]
4. Integrate societal engagement/impact into annual evaluations. Add a flexible section in IFR for demonstrable efforts in this area. Departments can determine and/or justify how these efforts impact the discipline and institution. (Faculty. Staff. Administrators.) [Standard 9]

5. Continue to reward grant work and consulting. [Note from a task force member: This will be extremely hard to do given the current interpretation of BOR policies.] (Faculty, potential community partners, and students.) [Standards 8 and 9]
6. Add “Citation Count” and “H-Index” fields to the intellectual contributions page in Digital Measures. Ask faculty to update that field for each publication before annual review using data from Google Scholar, Scimago, ResearchGate, etc. (Faculty. Intended audiences for publications both inside and outside academia.) [Standard 8]
7. Add a “Reads” field to the intellectual contributions page in Digital Measures. Ask faculty to update that field for each publication before annual review using data from ResearchGate. (Faculty. Intended audiences for publications both inside and outside academia.) [Standards 8 and 9]
8. Reward service on boards, committees, and community service organizations outside the university. Remind faculty to add this contribution in Digital Measures if they do not do so already. (Faculty. Community Partners.) [Standard 9]
9. Add a way to flag publications as work with students/alumni in Digital Measures. This option exists for current students, but it’s not clear if it works when the publication occurs after graduation. (Faculty. Students.) [Standard 8]

Metrics for Assessment with Relevant Focus Area(s) in parentheses: (This information is also presented as a table at the end of this document.)

- Number of pedagogical papers published and textbook contributions annually. Already tracked in Digital Measures. (Focus Areas 2 and 4)
- Number of students presentations/awards/publications. Chairs could request this from faculty annually. For example, it could be included in the emails discussing the outstanding major from each discipline. (Focus Areas 4 and 9)
- Number of student internships. Internship courses are tracked via Digital Measures. (Focus Areas 1 and 8)
- Number of papers published with students/former students annually. Already possible, to some extent, in digital measures. (Focus Areas 4 and 9)
- Number of underrepresented students active by discipline and related societally engaged activities. (Female econ seniors presenting/going to grad school, etc.) This could be requested by Chairs or the Associate Dean. (Brooke Conaway used to get demographic data by major every year from the Office of Institutional Research. We used to include it in our annual Diversity Action Plan. They stopped asking us for those a couple of years ago, but it could be requested from Institutional Research.) (Focus Area 3)

- Number of GC1Y and 2Y courses taught (course or student counts) and/or other measures of nonCOB campus engagement. (The Nudge Unit, for example.) This information is already tracked in Digital Measures. (Focus Area 4)
- Track grant applications and rewarded grants/consulting work. Already possible in Digital Measures. (Focus Area 5)
- Number of articles / presentations / white papers written or delivered to practitioners in the discipline. Available in Digital Measures. (Focus Area 5)
- Number of reads/downloads/citations for existing pedagogical papers annually: Track annual citation count (by faculty member, department, or college) and track annual reads (by faculty member, department, or college). Relatively easy to track if a field is added for each publication in Digital Measures and faculty are willing to update said field. (Focus Areas 2, 6, 7, and 9)
- Ask for a personal citation total for each faculty member updated annually. (Instead of or in addition to article level citation counts.) We would need to add a place for faculty to enter and update this information in Digital Measures. (Focus Areas 2, 6, 7, and 9)
- Track faculty H-index and i10-index via Google Scholar via a simple field in Digital Measure updated annually at the time of IFR. (Focus Areas 2, 6, 7, and 9)
- Track board/organization membership and community service (e.g. service on academic organization boards, alumni boards, Chambers of Commerce, etc.). Already possible in Digital Measures. (Focus Area 8)
- Number of Economic impact studies done/estimated impact (studies performed by GC students/faculty and/or studies about GC impact). Already possible in Digital Measures for faculty. Student impact studies would need to be tracked at the department level. (Focus Areas 1, 5, 8, and 9)
- Track the percentage of graduates going directly into graduate school each year. This could be collected by the chair each year (perhaps with the cooperation of the relevant capstone professors). (Focus Areas 1 and 4)
- Track student employment outcomes. This has been discussed in a variety of forms for years. It is possible the university is already attempting to track this kind of information, but isn't sharing it with the individual colleges. (Focus Areas 1 and 4)

Future Focus Areas

Focus Area	Stakeholders	Standard
1. Award for Outstanding Societal Impact. Awarded to recent graduates/exceptional current students. One award per major decided by relevant faculty.	Students. Alums. Employers. Parents. Community Partners.	9
2. Continue to reward Research. Place more pedagogical outlets on our journal list. Create an official "Pedagogical Journal List" to supplement our current list, assuming we continue to use journal lists. This new list could contain any area-specific pedagogical journals that are peer-reviewed, but not considered predatory. The journals may not always meet the standards (due to missing H-index data or Cabell's information, for example) to be listed on the ABDC (or GC COB) list, but may still be valid outlets for pedagogical work given our mission.	Educators in each respective discipline. Faculty. Students.	8, 9
3. Secure or allocate additional funds to support diversity efforts.	Underrepresented potential Students, Faculty, and Staff.	9
4. Integrate societal engagement/impact into annual evaluations. Add a flexible section in IFR for demonstrable efforts in this area. Departments can determine and/or justify how these efforts impact the discipline and institution.	Faculty. Staff. Administrators.	9
5. Continue to reward grant work and consulting. [Note from a task force member: This will be extremely hard to do given the current interpretation of BOR policies.]	Faculty. Community partners. Students.	8, 9
6. Add "Citation Count" and "H-Index" fields to the intellectual contributions page in Digital Measures. Ask faculty to update that field for each publication before annual review using data from Google Scholar, Scimago, ResearchGate, etc.	Faculty. Intended audiences for publications.	8, 9
7. Add a "Reads" field to the intellectual contributions page in Digital Measures. Ask faculty to update that field for each publication before annual review using data from ResearchGate.	Faculty. Intended audiences for publications.	8, 9
8. Reward service on boards, committees, and community service organizations outside the university. Remind faculty to add this contribution in Digital Measures if they do not do so already.	Faculty. Community Partners.	9
9. Add a way to flag publications as work with students/alumni in Digital Measures. This option exists for current students, but it's not clear if it works when the publication occurs after graduation.	Faculty. Students.	8

Metrics for Assessment		
Metric For Assessment	Tracking	Focus Area
Number of pedagogical papers published and textbook contributions annually.	Already in Digital Measures	2, 4
Number of students presentations/awards/publications.	Chairs could request this from faculty annually.	4, 9
Number of student internships.	Already in Digital Measures	1, 8
Number of papers published with students/former students annually.	Tweak Digital Measures	4, 9
Number of underrepresented students active by discipline and related societally engaged activities.	Activities in Digital Measures Count by Chairs or Associate Dean	3
Number of GC1Y and 2Y courses taught (course or student counts) and/or other measures of nonCOB campus engagement. (Nudge Unit, for example.)	Already in Digital Measures	4
Track grant applications and rewarded grants/consulting work.	Already in Digital Measures	5
Number of articles / presentations / white papers written or delivered to practitioners.	Already in Digital Measures	5
Number of reads/downloads/citations for existing pedagogical papers annually: Track annual citation count and annual reads.	Add relevant fields in Digital Measures	2, 6, 7, 9
Ask for a personal citation total for each faculty member updated annually.	Add relevant fields in Digital Measures	2, 6, 7, 9
Track faculty H-index and/or i10-index.	Add relevant fields in Digital Measures	2, 6, 7, 9
Track board/organization membership and community service.	Already in Digital Measures	8
Number of Economic impact studies completed (studies performed by GC students/faculty and/or studies about GC impact).	Already in Digital Measures for Faculty. Departments track students.	1, 5, 8, 9
Track the percentage of graduates going directly into graduate school each year.	Collect annually by Chair (with help from relevant capstone professor)	1, 4
Track student employment outcomes.	Collected by the University? Career Center? Departments?	1, 4

List of Societal Impact Activities and Measures

FOR REFERENCE: “The school should be specific in clarity of desired societal impact, how it is monitored and how progress is measured. ... The key is for the school to align its activities with its mission.”

GCSU Mission:

“Georgia College is the state’s only designated public liberal arts university.

We fulfill this mission through a commitment to:

An Expansive Educational Experience.

We challenge our students through exemplary teaching. The Georgia College student will think clearly and critically in creatively addressing social issues.

Undergraduate study encompasses multi-disciplinary intellectual encounters with both enduring and contemporary questions, intensive study in the major, exposure to artistic endeavors, opportunities for scholarly research, and capstone experiences that integrate and apply learning.

Post-baccalaureate programs bridge the gap between theory and practice with a focus on regional needs, preparing graduates for professional advancement, lifelong intellectual pursuits, and informed participation in today’s complex society.

Highly Intentional Engagement.

We collaborate with community partners to address mutually identified needs while advancing students’ academic and civic learning, in crafting informed, global citizens ready to serve the public good. Engagement opportunities include undergraduate research, study abroad, internships, community service, and leadership experiences, both in and outside the classroom.

Diversity and Inclusive Excellence.

We foster a sense of belonging within a campus community that values diversity of intellectual thought, experiences and identifications. Georgia College faculty, staff, and students intentionally embrace inclusivity to advance excellence through diversity.

Preparation for Leadership.

We encourage all students to develop a breadth of leadership competencies, including self-awareness, empathy for cultural differences, and effective interpersonal communication. Georgia College students become leaders through engagement with purposeful curricular and co-curricular leadership experiences.”

COB 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.”

Implications:

“The faculty of the J. Whitney Bunting College of Business defines a liberal arts education as an ethos that develops capable intellectual processes beyond vocational skills. Our student-faculty interactions foster attributes such as openness to inquiry and discovery, considering difficult questions, and re-assessing one’s position based on fact. These attributes are embedded across the curriculum.

Our goal is to prepare students to compete by developing their intellectual processes. We teach our students to think, communicate, and analyze effectively within a global context.”

TASK FORCE CHARGE:

- 1. Describe the degree to which the CoB has defined and operationalized societal impact;**
- 2. Describe and assess the societal impact associated with faculty, staff, student, and alumni activities (provide a list of such impactful scholarly activities/outcomes and external engagement activities/outcomes per year since July 1, 2017);**

The bolded portion of each entry is how we feel the activity links to the mission/implications or the broad category into which the activity fits.

Ongoing Activities or Activities Spanning Multiple Years:

Our goal is to prepare students to compete by developing their intellectual processes. Pedagogical Research (SoTL) – Intentional effort to share innovative teaching techniques with interested parties in and out of field. Textbook writing/editing. This is happening annually, but I don't have numbers per year.

Our goal is to prepare students to compete by developing their intellectual processes. Pedagogical Research/SoTL. Karl Manrodt wrote two text books in the past 5 years... if that helps.... Other books are being used as textbooks in procurement classes (and law schools) globally.

Our student-faculty interactions foster attributes such as openness to inquiry and discovery, considering difficult questions, and re-assessing one's position based on fact. Emphasis on Undergraduate Research as a way to engage students as they develop their presentation/communication skills. This is also happening annually across the curriculum, there are examples throughout this document, but it does not contain a complete list of such activities.

Diversity and Inclusive Excellence. Active engagement with underrepresented groups. (Minority Youth in Business, Women in Technology, LGBTQ program in management/marketing, etc). MYB and WIT happen annually. The LGBTQ program is new. Relevant article:.

Miller, A., **Ginder, W.**, Schwartz, J., & Owen, A. (2020). Developing an LGBTQ-friendly College of Business: A roadmap for change. *Management and Organizational Behavior Teaching Society Conference*. Virtual.

Engage with the liberal arts mission to develop well-rounded students. GC1Ys, GC2Ys, Constitution Week, Times Talk, Nudge, etc. (Cross disciplinary stuff.) I know 1Ys, 2Ys, and Constitution week happen annually. I don't know how many 1Ys and 2Ys are taught by COB faculty each year. The Nudge Unit was established and has been active since 2018.

bridge the gap between theory and practice with a focus on regional needs Consulting/Grant work. Case studies. Impact studies. Brent Evans does Gambling and Finance consulting. Lots of case study publication historically in Accounting. Brent Evans has landed two MURACE grants for student research over the last two years. JJ Arias also received a MURACE grant for summer research with a student.

bridge the gap between theory and practice with a focus on regional needs Karl Manrodt has done work with the State of GA in procurement / leadership for the past 5 years

Our student-faculty interactions foster attributes such as openness to inquiry and discovery, considering difficult questions, and re-assessing one's position based on fact.

Some questions tackled by econ seniors of late:

Does PTSD Affect Employment?

Does Police Militarization Affect Civilian Deaths?

Do Different Races Perceive their Financial Success Differently?

Does Legalizing Same-Sex Marriage Affect Hate Crime Rates?

Does Repeating or Skipping a Grade Affect Self-Assessed Intelligence?

Do Private Prisons Affect Juvenile Arrest Rates?

Do Changes in SNAP Accessibility Affect Food Insecurity?

Dates: Students ask interesting questions every year. Do we want a list of a few of the most interesting per year?

Our goal is to prepare students to compete by developing their intellectual processes. Innovative teaching College of Business faculty work with the Center for Teaching and Learning to create innovative ways of ensuring student success both in person and online. <https://lnkd.in/d/fQGvtZ>

Our goal is to prepare students to compete by developing their intellectual processes. Innovative teaching Students in Kimberly Roush's Advertising and Social Media Marketing courses will live tweet commercials that air during Sunday's Super Bowl Game. Over 60 brands will run commercials for an audience of over 100 million viewers during [#SB53](#). The project challenges students to identify and discuss theories of advertising they're learning in the classroom. Last year, more than 111 Georgia College Students posted more than 1,500 tweets during the Super Bowl. Several major brands have replied to students in the past. This occurred annually until 2019.

Our goal is to prepare students to compete by developing their intellectual processes. Innovative teaching USG Chancellor's Learning Scholars Program: Faculty are nominated to facilitate faculty learning communities centered on innovative teaching strategies. Brooke Conaway (**Date:** term Fall 2018 – Spring 2020) and Jehan El-Jourbagy (**Date:** term Fall 2020 – Spring 2022).

Diversity and Inclusive Excellence. Minority Youth in Business: Dr. John Swinton, Professor of Economics, continued to work extensively with our Minority Youth & Business Program This program 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. The Minority Youth & Business Program has been in existence for over 30 years through the support of the Small Business Development Center of Georgia and the Office of Admissions, and the college's Black Youth & Business Endowment. This summer, the program accepted 20 students from all over Georgia and one from South Carolina. Students from GC's Minority Advising Program (SOAR) and the National Pan-Hellenic Council engaged with these students on multiple occasions throughout the week, providing support and information about their college experiences. Workshops included information on 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. This program helps facilitate the transition to college for an underserved population of students;

students are encouraged to apply to Georgia College, and are given information about various scholarships available.

Diversity and Inclusive Excellence. Female economics majors – The COB Economics and Finance Department has higher than average numbers of female majors, and female graduates that go on to graduate school. <https://frontpage.gcsu.edu/node/6096> Some specific numbers: Of those earning undergraduate degrees in economics, around 30-35% of them are women across all US colleges and universities.¹ Georgia College Econ was previously below this national average from 2015-2017; however, in the last three years we have been 5-10 percentage points above the national average in the share of our graduates who are women.

2015 – 2017: percent of graduates who were women 28% (15/54)

2018 – 2020: percent of graduates who were women 41.4% (24/58)

Additionally, of our students who attend graduate school after graduation, an average of 72% of them were women over the last 3 years.

2020:

50% of our graduates were female

50% of those attending grad school after graduation were female

2019:

28% of our graduates were female

67% of those attending grad school after graduation were female

2018:

53% of our graduates were female

100% of those attending grad school after graduation were female

- **Highly Intentional Engagement.** We collaborate with community partners to address mutually identified needs while advancing students' academic and civic learning, in crafting informed, global citizens ready to serve the public good. **Logistics.**
 - CSCMP Edge Conference: we have sent 1-2 students each year to the annual Council of Supply Chain Management Professionals annual conference.
 - We have taken students to the Atlanta CSCMP Chapter meetings, as well as WERC Atlanta meetings.
 - The annual SMC3 Jump Start conference (held virtually in 2021) was open to all GC undergraduate and students in the MLSCM program. Over twenty students uploaded their resumes to further their contacts.

Highly Intentional Engagement. Elevator pitch Renee does an awesome job on this.

(<https://rfontenot.gcsu.edu/ElevatorPitch.htm>)

Highly Intentional Engagement. Shades of Green Dee Sams was and is active.

(<https://www.gcsu.edu/green/shades-green>)

¹ Siegfried, John J. 2017. "Trends in undergraduate economics degrees: 1991 – 2016." *Journal of Economic Education*, 48(3): 238–42

Diversity and Inclusive Excellence. Girls Who Code - GC WIT (Women in Technology) started a new branch of the club called Girls Who Code. The new branch was led by Kali Kimball, GC WIT Public Relations Officer. Members of Girls Who Code club taught Early College Middle School and High School students how to code (introducing girls in an earlier age in an attempt to emphasize careers in the computer field and in the STEM field in general).

Diversity and Inclusive Excellence. Women in Technology Activities: External engagement activities: Engagement with local businesses – Highly intentional engagement/D&I

March 5, 2019: Spirit Night at Barberitos, November 6, 2019: Spirit Night at Buffington's, February 13, 2019: Science Café night at Blackbird Coffee, February 27, 2018: Fundraising event at Gringos, January 23, 2018: Spirit Night at Barberitos, October 24, 2017: Spirit Night at SweetTreats, September 26, 2017: Spirit Night at Barberitos

Diversity and Inclusive Excellence. Women in Technology Activities: Engagement with external stakeholders (speaking events) – highly intentional engagement/D&I

April 19, 2017: Kevin Finke, an award-winning business consultant, September 22, 2017: Kim Linton, Senior IT Consultant at Cardinal Solutions and GC alum, October 19, 2017: Hayden Helms, Managed Services Director at Core Technologies, and alum, February 6, 2018: Lori Brewer, founder and President of LBA Ware, Kristen Warren, former GC WIT President and current Big Data Engineer at NCR, November 12, 2018: Stephanie Holtzapfel, Technical Recruiter from Visionaire Partners, February 11, 2019: Vickie Rogers, Senior Manager of Change at Georgia Tech, February 5, 2020: Lauren Alibey, Bank of America Cybersecurity Analyst and GC alum, April 3, 2018: Camryn Skladany, founder and CEO of Innovien Solutions

Engagement with the community on relevant social and economic issues: Bobcats for Business – a new directory featuring alumni-owned businesses to help members of the GC community support alumni-owned businesses (<http://bobcatsforbusiness.com>) **Date:** began 2020?

Engagement with the community on relevant social and economic issues: COB sponsored events:

Executives forum and book signing with Michael Coles **Date:** March 9, 2020

Women's Leadership Conference **Date:** March 6, 2020

Women's Leadership Forum **Date:** February 11, 2020

IT Career Fair **Date:** February 7, 2018

Expansive Educational Experience: Grace Hopper Conference – GC WIT helps send WIT members to the Grace Hopper Conference each year. WIT holds fundraising events by partnering with local businesses to raise money to sponsor attendance for some members. **Date:** Conference generally occurs end of Sept/early Oct

Expansive Educational Experience: Academy of Economics and Finance Conference – Around 7-9 senior economics majors attend this conference each year to present their senior research papers in the Best Undergraduate Research Paper Competition. Students network and learn professional expectations for their future careers **Date:** Conference occurs in early/mid-February each year

Engagement with the community on relevant social and economic issues: Membership on boards and with government bodies: Alumni Board of Directors members: Brooke Conaway and Kendra Evans. Karl Manrodt serves as the Education chair for the Atlanta Council of Supply Chain Management Professionals Roundtable.

Expansive Educational Experience: We have taken students (as well as faculty and advisors) to tour IKEA and the Port of Savannah (as well as Target) every semester till Spring 2020 as part of our LOGS 3180 class. Should be in excess of 500 students. Additionally, Dr. Donnie Williams took his Operations students to tour Caterpillar for his Operations class.

Jobs of selected recent alumni (Brooke Conaway can add a LOT more to this if we want to include it):

T. Brittan Edwards, Project Manager at Development Authority of Columbia County GA

J. Ashley Nowak, Hotel Lifecycle & Growth Manager at InterContinental Hotels Group (Alpharetta, GA)

Morgan Scarboro, Manager, Tax Policy & Economist at MultiState and former Policy Analyst at Tax Foundation think tank (D.C.)

Emma Brodzik, Campus Recycling Coordinator at Georgia Tech (Atlanta)

Caitlin McKeon, Coordinator of Domestic Economic Policy and Tax at National Association of Manufacturers (D.C.)

Jackson Sutko, Treasury Analyst at Georgia Pacific (Atlanta)

Tyler Hooks, Senior Financial Analyst at White Cap (Norcross, GA)

Number of views on Engagement Videos: 220 total views on the #GCUnited videos made by COB professors, alums, and students (as of 1/13/21)

Expansive Educational Experience: Each fall, students in Jehan El-Jourbagy's business ethics class participate in a service learning project. Examples of nine service learning projects in the community from 2020 class: Serenity Hospice (spending time with and helping in-home hospice patients)
Lakeside Academy (assisting teachers and staff)
Lockerly Arboretum (planting trees)
Georgia War Veterans Home (making care baskets)
Baldwin County Animal Shelter (walking dogs)
GC Office of Sustainability (rehabilitating the campus garden and helping with recycling)
Animal Rescue Foundation (raising money and awareness)
Oconee Greenway (cleaning up)
Café Central (helping to serve community members in need with meals and staples)

Expansive Educational Experience and Engagement with the community on relevant social and economic issues: This is annual. If needed, Jehan can attach flyers from the last five years 2020 example: Constitution Week (Sept. 17-23) Participating faculty: Nicholas Creel, Jehan El-Jourbagy and Dean Copelan. Committee members 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.

Session examples:

Thursday, Sept. 17 – Federalism in the Age of COVID-19 with Nicholas Creel and Andrew Sanders of A&M University San Antonio.

Thursday, Sept. 17 – Constitution Day Lecture with Fred Smith, an Emory Law Professor and former clerk

for United State Supreme Court Justice Sonia Sotomayor, and Trax on the Trail concert: Jaunty Tunes and Delightful Ditties from American Presidential Campaigns, 1840-1964.

Monday, Sept. 21 - Public Health v. Individual Rights with Georgia College's Eboni Haynes and Dean Copelan.

Monday, Sept. 21 - What Exactly is Impeachment? moderated by Nicholas Creel

Tuesday, Sept. 22 - The Politicization of the Federal Bureaucracy

Wednesday, Sept. 23 - Times Talk: NASCAR, Mississippi & The Confederate Flag facilitated by Georgia College's Scott Buchanan.

Wednesday, Sept. 23 - Supreme Court Review Panel will discuss recent court cases. Distinguished panelists include Matt Roessing, lecturer of business law at UGA, Anil Kalhan, Professor at Drexel Kline School of Law, Thomas Mew, a Partner at Buckley Beal who recently argued the Bostock case before the Supreme Court (this is the landmark employment rights case), and Lawrence Lessig, Professor at Harvard Law, who recently argued the Chiafalo case before the Supreme Court (addressing the electoral college). Moderators include Jehan El-Jourbagy and Steve Elliott-Gower.

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

Expansive Educational Experience: Nicholas Creel is advising students for law school admission success.

Expansive Educational Experience: Annual Economics and Finance “Getting Into Grad School” Seminars. From economics: From 2016-2020 we've had 90 total graduates. Of those, 22 went to graduate school, so about 25%.

Our goal is to prepare students to compete by developing their intellectual processes. Pedagogical Research/SoTL The article “Swansonomics: Using "Parks and Recreation" to Teach Economics” has more than 4,000 “reads” according to ResearchGate: [\(PDF\) Swansonomics: Using "Parks and Recreation" to Teach Economics](#)

2017 Specific:

Engagement with the community on relevant social and economic issues: Cynthia Orms’ students partnered with Waffle House to raise money for homeless veterans. **Date:** November 1, 2017

Expansive Educational Experience: Georgia College AIS (Association for Information Systems) Student Chapter: Earned 2nd place in the AmerisourceBergen Analytics competition in world data analysis. Anna Lidzba, Victoriana Lord, Kendall Roy, and Kristen Warren analyzed data to determine how best to combat the global diabetes epidemic. **Date:** April 2017

Faculty Awards: Matt Roessing – Rising Star Award at the Milledgeville-Baldwin Chamber of Commerce. **Date:** June 8, 2017

Faculty Awards: Brooke Conaway – GC SoTL Award **Date:** April 2017

Students with national scholarships and awards: Justin Suda (“Has Affirmative Action Affected Minority or Female Leadership in Manufacturing Firms?”) and Chadwick O’Neal (“Do Farm Subsidies Affect Crop Diversification”): tied for 1st place in Academy of Economics and Finance best undergraduate research paper **2017**;

Students with national scholarships and awards: Kevin Morris (Fullbright **2017-18**)

2018 Specific:

Our goal is to prepare students to compete by developing their intellectual processes. Pedagogical Research/SoTL – Intentional effort to share innovative teaching techniques with interested parties in and out of field. Textbook writing/editing. Conaway, B., Clark, C., Arias, J., and Folk, J. (2018). “Integrating econometrics: A modern undergraduate economics capstone experience.” *Journal of Economic Education*, 49(3), 260-270. Published online May 31, 2018

Our student-faculty interactions foster attributes such as openness to inquiry and discovery, considering difficult questions, and re-assessing one’s position based on fact. Student-faculty co-authored papers – engagement with students to foster inquiry, discovery, etc. and engagement with external stakeholders as they graduate and continue the research process. Conaway, B. and Lee, K. (Student Coauthor) (2018). “The age rating impact on consumer video game choices” *International Journal of Applied Economics*, 15(1), 23-41. **Date:** Published online September 2018

Expansive Educational Experience: Engagement with external stakeholders: A CoB faculty member, Dr. Renee Fontenot, served as a loaner executive to the Central State Hospital – Local Redevelopment Authority (CSHLRA) from **January 2018 to June 2019**. Two outcomes from this activity were:

1. The formation of a SCORE (<https://www.score.org/>) branch in Baldwin County and the creation of the Milledgeville Incubator Community. The Incubator Community will support entrepreneurial activities in Milledgeville and Baldwin County. To date, the SCORE chapter has mentored a number of startup businesses in the community, including student startups.
2. Assistance in the CSHLRA project to bring a food production business onto the campus of the former Central State Hospital. The firm’s CEO, Angelo Bizzarro, of Food Service Partners (FSP) (<http://www.fsp98.com/>), presented the business plan to area business leaders at the CoB Executives Forum November 18, 2019. FSP is a privately held company founded in 1998. The firm designs, builds, and operates high-volume, central production kitchens for the healthcare industry. In addition to the new facility in Milledgeville, other locations include New York, Virginia, and California. FSP currently produces over 10 million meals a year. FSP is investing in the Parham kitchen on the old Central State Hospital campus to create the Georgia Agribusiness Development Center. The GADC will focus on the agribusiness industry throughout the state encompassing research, logistics, and business development. In addition, the Center, in partnership with FSP, will prepare and ship meals across the state to healthcare and educational systems. The investment by FSP will create new jobs in the Milledgeville community. The GADC will create jobs and promote economic growth within Central Georgia related to agribusiness, educational needs, and expansion of Georgia-grown products.

Faculty Awards: John Swinton – NAEF (National Association of Economic Educators) Award for 2018

Faculty Awards: Brent Evans – GC Faculty Research Award **Date:** 2018

Students with national scholarships and awards: Richard Bowles (Ken Bernhardt Outstanding Collegiate Marketer Award **2018**)

Students with national scholarships and awards: Hannah Pasko (“Does Social Media Usage Affect Suicide Rates?”): 1st place Academy of Economics and Finance best undergraduate research paper **2018**

Impact studies: BOR study shows GC increased regional economic impact by \$298 million more than in 2018 (Link to study: https://www.usg.edu/assets/usg/docs/news_files/USG_Impact_2018.pdf; link to WGXA news story: <https://wgxa.tv/news/local/georgia-college-impacts-the-local-economy-by-298-million>)

2019 Specific:

Our goal is to prepare students to compete by developing their intellectual processes. Innovative teaching Kevin Elder’s MIS students place 7th in ERPism World Championships Date: May 23, 2019 (LinkedIn story: <https://www.linkedin.com/pulse/gcsu-places-7th-erpsim-world-championships-may-23-2019-elder/>)

Our student-faculty interactions foster attributes such as openness to inquiry and discovery, considering difficult questions, and re-assessing one’s position based on fact. Student-faculty co-authored papers – engagement with students to foster inquiry, discovery, etc. and engagement with external stakeholders as they graduate and continue the research process. Evans, B. and MacDonald, N. (Student Coauthor) (2019). “A theoretical study of cash-back credit cards and consumer spending.” *In progress.*

Diversity and Inclusive Excellence. Activities of College of Business Diversity Leadership Team: Brooke Conaway, Gita Phelps, Joanna Schwartz. **Engagement with external stakeholders:** Speaker panel on “Diversity and Inclusion Opportunities in STEM.” Presenters included Dr. Gita Phelps, Associate Professor of Computer Science, Oliver Carnazzo, Diversity Peer Educator for GC, and Darrell Davis, Executive Director and Founder of STEMiversity. **Date:** March 14, 2019

Expansive Educational Experience: Visits to regional businesses: GC Entrepreneur Club - Bob Deusing (advisor): Visited Macon Beer Company November 15, 2019, Hosted Women Entrepreneurship Week (2019), Whitney Ginder - Merchandising class visited Atlanta Apparel Mart (2019), AIS Chapter (advisor?) - Sponsored visits to Chick-fil-a headquarters and Delta Tech Ops (2019)

Faculty Awards: Chris Clark – Felton Jenkins, Jr. Hall of Fame Faculty **Date:** April 2019

Students with national scholarships and awards: Kevin Morris (Marshall **2019**)

Students with national scholarships and awards: Kat Sellers (3rd place in International AMA Collegiate Conference Poster Competition **2019**)

Expansive Educational Experience: Jehan El-Jourbagy - Netherlands study abroad class visited Consulate General in Atlanta and met with Netherlands Foreign Investment Agency representatives (**April 14, 2019**)

2020 Specific:

Undergraduate Research Published with Faculty MacDonald, N. (Undergraduate), Evans, B. A., A theoretical examination of cash-back credit cards and their effect on consumer spending, Published, Applied or Integration/Application Scholarship, Financial Services Review, Vol. 28, Issue 3, 223-242

Our goal is to prepare students to compete by developing their intellectual processes. Innovative teaching Faculty Development Committee: started a Faculty Learning Community run by Joy Godin. Date of First Meeting: October 16, 2020. **This is an ongoing series.**

Diversity and Inclusive Excellence. Activities of College of Business Diversity Leadership Team: Brooke Conaway, Gita Phelps, Joanna Schwartz. **Engagement with external stakeholders:** Allan Ward - Diversity and Inclusion in Business, Leadership, and Recruiting: Engagement with external stakeholders (UPS recruitment); spoke with students about the importance of diversity and inclusion in recruiting new college graduates at UPS. **Date:** October 13, 2020

AND

The College of Business Diversity Series and LGBTQ+ Programs Present: Equality and Access – The Importance and Complexity of Transgender and Intersex Inclusion in Sports. **Date:** October 21, 2020

Diversity and Inclusive Excellence. [Students attend ACM Richard Tapia Celebration of Diversity in Computing Conference | Front Page \(gcsu.edu\)](#) - The IS& CS department sponsored 8 students and a faculty member to attend the virtual ACM Richard Tapia Celebration of Diversity in Computing, September 16 -18. This conference promotes diversity and connects traditionally underrepresented students, faculty, researchers, and professionals in computing from all backgrounds and abilities.

Engagement with the community on relevant social and economic issues: Georgia College Alumni Association #GCUnited – YouTube channel for GC Alumni Association produced #GCUnited videos, where several COB Professors, GC Marketing students, and GC alumni discuss the effects of COVID on things like entrepreneurship, consumer habits, leadership, banking regulations, the housing market, marketing your business, homeschooling, and HR and legal considerations for businesses during the pandemic. Full playlist here: <https://www.youtube.com/playlist?list=PLu6n4RkU8jE9QO-BPEq8FbxuRHvmc3VnF>

FrontPage story: <https://frontpage.gcsu.edu/index.php/node/5998>

Participating faculty and staff: Bevin Landrum, Bob Deusing, Whitney Ginder, Nicholas Creel, Jehan El-Jourbagy, Aric J. Wilhau, Joanna Schwartz, Mary Rickard, Kendra Evans

Dates: September 2, 2020 – November 4, 2020

Engagement with the community on relevant social and economic issues: The following video was also made available to Milledgeville-Baldwin County Resiliency & Recovery Task Force in August 2020. It is a webinar Karl Mandrot moderated, and included Dr. Steve Rutner.

<https://www.youtube.com/watch?v=Y5PLFyCSSuk&list=PLHx1li-8L9k6s11EpmRSjXLIpCChxdMwZ&index=2>

Expansive Educational Experience: Not-for-profit partnerships – Dr. Renée J. Fontenot and her Strategic Marketing students partner with not-for-profit community organizations such as the Old Capital Racing Youth Cycling League, with a goal of increasing membership and fundraising and the Uncle Remus Library System. The system was so impressed that a total of four out of the five libraries in the system have worked with the students. Hancock Co., Eatonton-Putnam Co., Madison, and Monroe

have all taken advantage of the talent of seniors in the Strategic Marketing course.

<https://lnkd.in/dDf8DP3> Date: August 2020

Diversity and Inclusive Excellence. Alumni impacts: Christina O'Brien named, President and CEO of Robins Financial Credit Union. She will be the first woman to serve as CEO in the company's 66-year history. <https://lnkd.in/dn2kAiS> Date: July 2020

Our goal is to prepare students to compete by developing their intellectual processes. Ashley and Steve Hazel discuss the importance of their COB classes to their careers and have started a new scholarship for future GC students <https://frontpage.gcsu.edu/index.php/node/6001> Date: November 2020

Faculty Awards: Jehan El-Jourbagy - Master Teacher Finalist, Academy of Legal Studies in Business Fall 2020 <https://alsbhewitt.weebly.com/news/2020-master-teacher-finalists-announced>

Engagement with the community on relevant social and economic issues: Professors Wilhaus, Creel and El-Jourbagy participated in a Business in a Time of COVID webinar, providing information for local business owners on how to navigate the laws and human resource issues.

Expansive Educational Experience: Two of Dean Copelan's former students started the GCSU Political Society in the Fall of 2020, and he serves as the faculty advisor <https://frontpage.gcsu.edu/node/6132>

International Request for publication use. "National Culture and the Gender Diversity of Corporate Boards" by Catherine Whelan and Sarah A. Humphries. Cited and utilized by the European House - Ambrosetti, an Italian Think Tank based in Milan. October 2020

Impact studies: Renee Fontenot post from LinkedIn (Posted April 2020) – “Across 15 years at Georgia College, students in my client-based classes have contributed roughly \$1.5 million in economic value. Working with 317 unique clients from GA, AL, CA, MT, OH, OK, OR, TX, WV, PEI CA, and Sweden. Of these, 53% have been For-Profit companies, 47% have been Not-For-Profit/Gov't agencies. Collectively, students tracked in excess of 66,000 hrs, equating to \$1,501,238 of economic value. Clients benefit from competing agencies preparing year-long strategic plans across a range of product, pricing, distribution and promotion problems/opportunities. This semester, despite the rush to move classes online, students still had live client projects. Students and clients managed the transition well. Well done marketing majors! Students benefit by gaining résumé worthy experience. Applying relevant and current marketing knowledge, they practice essential professional and soft skills, such as, working in teams, managing client relations, problem solving, decision making, researching, and, preparing and presenting formal written and oral reports. The student plans make a difference for businesses and the community. Thank you clients for the opportunities.” Link:

https://www.linkedin.com/posts/reneefontenotphd_strategic-businessplanning-marketing-activity-6663471374016761857-IDgC

2021 Specific:

Our goal is to prepare students to compete by developing their intellectual processes. Pedagogical Research/SoTL – Intentional effort to share innovative teaching techniques with interested parties in

and out of field. Textbook writing/editing. Roush, J., Conaway, B., Clark, C., and Folk, J. (forthcoming). "Economics in three acts." *Journal of Economics Teaching*.

Expansive Educational Experience: Record Number of Accounting Internships for Spring 2021 - 35

Expansive Educational Experience: The Accounting Department relaunched Beta Alpha Psi and hopes to schedule a service project during the Spring of 2021

Best Online MBA Programs for 2021 <https://www.usnews.com/education/online-education/mba/rankings> The Georgia WebMBA® at Georgia College & State University is ranked #62. We have consistently been recognized by U.S. News as a best online MBA program in the country since they began the online MBA rankings in 2012. We are the second highest ranked online MBA in the state of Georgia (our consortium partner, the University of West Georgia, is the highest ranked in Georgia this year.)

Best Online Master's Business Programs (non-MBA) for 2021 <https://www.usnews.com/education/online-education/business/rankings> The Master of Logistics and Supply Chain Management (MLSCM) and the Master of Management Information Systems (MMIS) are ranked #38 among other, non-MBA, graduate business programs. That ranking includes programs in various disciplines, such as accounting, finance, and logistics. For that group of master's programs, GC is second in the State of Georgia, behind UGA. This is the first year that the MMIS program was included in the data collection. The MLSCM has consistently been recognized as a best online master's business program since 2016 (this is the first year we were able to submit data).

2020-21 **Council on Undergraduate Research** (CUR) has just announced that Georgia College has been chosen as a recipient of the 2020 **Award for Undergraduate Research Accomplishments** (AURA)

Students with national scholarships and awards: Kendyl Lewis ("Do changes in SNAP eligibility affect food insecurity?"): 1st place Academy of Economics and Finance best undergraduate research paper **2021**

Student awards: [Class of 2021: Kendyl Lewis named GC's Academic Day representative](#)

National scholarships and awards: Dr. Doreen Sams and Dr. Mary Rickard, along with Aruna Sadasivan, who recently graduated from the WebMBA program, and Samuel Mullis, currently a Master of Accountancy student won the best paper award at the spring Marketing Management Association conference. <https://frontpage.gcsu.edu/node/7128>