

2022-2027 Strategic Planning

Reimagining Our Future: Business Education for the Public Good

FOCUS GROUP DETAILED NOTES

Internal Stakeholder Focus Group (September 30, 2021 – 1030am-12pm)

- CoB Staff
- Academic Affairs incl. Registrar Office, Academic Advising
- Student Affairs incl. Career Center
- Finance/Administration
- **Introductory Question: What comes to mind when you think about the CoB?** MICHEAL
 - A little sad that students are going down a business path because it pigeon holes them in what they are going to study. Emphasis on training rather than education or research. Specifically in a liberal arts institution.
 - COB feels siloed from the rest of the university. What happens in Atkinson stays in Atkinson. Difference in focus, or perception of it. Feels very masculine. Taking classes in the COB and in my undergrad and grad. With campus being 60% identifying as women. Hear from students.
 - Very different than two years ago. Have seen a shift in involvement with GC Reads and TREK.
 - Coordinator of Bridge program, felt uncomfortable in building, place where white men go.
 - Leadership event – COB and climate change.
 - Advocates for inclusivity in the COB faculty.
 - Stratton presence and transition in Deans – VP of Advancement – did not want to be siloed. Bring more openness to the COB. Opportunities on campus.
 - Business program – early to mid 2000s – my class was 50/50 male/female.
 - Graduates are very successful in getting positions.
 - Quality are very high.
 - I can agree – the COB and the rest of GC. Graduate student – connections has been bridged. Opening the doors to the University.
 - Heart of the institution. Needs to be included. Footprint has been established with advancement.
- **What should business education look like at Georgia College?** HOLLEY
 - As a liberal arts institution – double edged sword – COB needs to be evaluated by peers, not getting a pat on the back for a liberal arts, the other side we are not simply training students to get jobs. Approach we have to take – we do all the traditional metrics, but as a liberal arts – focused on morality, virtue, and other aspects unique to liberal arts. The next phase, need to lean into – cooperate social responsibility, environmental impact, social impact. We struggle to put it into words and then we have a hard time because we often add.
 - Integrating liberal arts ideas into courses, love to see academic learning communities, with 2 connected courses. Would be fascinating option to take a social science along with business class to see how they interact. Logistically difficult for all students, but could have learning communities. Integrated curriculum.
 - Partnering with others across campus. Career Center, other centers to build connections. Taking it to deeper levels.
 - Leadership in an organization that is made up of **people**.
 - Grows to be more diverse. Makes the connections more explicit for students.
 - COB has always been partnering with other administrative units.
 - Career Center – internships.
 - Quality of academic advising – centralized.
 - Lends legitimacy to these other efforts – Career, Advising, etc.
 - Incoming students are fascinated by COB. COB has been good for the institution as a whole.
 - Tech based accounting classes – that could help set us apart.

- Degrees/Minors that include partnerships.
- **BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus? MICHEAL**
 - Finance Degree – that is a big investment – that will take resources to get up and running and established. There is a need. Not having it as a major does impact retention. We have momentum.
 - Success of any university based on quality of faculty you hire and retain.
 - Opportunities to have long term success for faculty. Infrastructure to support programming and diverse top talent.
 - Finding ways to retain faculty from assistant to associate. Fund to retain faculty who get offers elsewhere.
 - Scholarly productivity associated with university.
 - Cluster hire, endowed chairs, not searching for assistant, cost of recruitment, advertised for diversity.
 - Scholars and ideas make distinctive.
 - Climate survey.
 - Program around social entrepreneurship. Ex.- partner with COB and nursing program, students who plan to start non-profit organizations. Others who wouldn't get business classes. Our students are very socially minded. Create pathways – GC Journeys to broaden.
 - Post Doc in Social Entrepreneurship
 - Center for Innovation – idea that could bring to market for societal benefit.
 - Arts Management program – talks with Dean Tenbus – Run art galleries
 - For the public good – improving relationship with community, bringing together a structure for the activity.
 - Retention is so important. From the student side – you could have 2-3 courses with the faculty and then you build connections.
 - Long term faculty – faculty professional development to embrace the changing, model for students, diversity, inclusion. Getting faculty to buy in.
- **Conclusion Question: What else should we focus on to advance the CoB beyond what we have discussed today? HOLLE**
 - Need to engage employers for corporate partnerships – they can support us and help inform what's missing
 - More emphasis on alumni relations
 - Visibly dynamic and inviting space (e.g., first floor – new ideas, programs, etc.)
 - More opportunity to integrate, but we're in the right direction
 - New graduate program offerings and expand/experiment; graduate and continuing education
 - Redefining expectations re: studying business at GC...
 - Missing an opportunity with cooperate partnerships. How do we get out front to employers?
 - They can help inform programmatic needs/advancement needs.
 - Individual partnerships – working on alumni council, need to foster these alumni relationships – that would then support financial giving.
 - Think about common places within Atkinson. How to make more inviting to all? Highlighting students and faculty that emphasize the messages/ideas that you would like to focus.
 - COB has been a great partner to Leadership programs.
 - Removed incentives to collaborate intellectually.
 - There are a lot more than can be offered, organizational management. Lots of opportunities. Concentrations. In terms of the good that comes out of the programs, but also we can grow and expand and try new things. Are there other new programs that COB could put together but keep the public good at center. Masters in Health Care Management, non-profit program.
 - Moving MACC online.
 - Certificate programs to add to alumni base, get connected with university and how to help professionals retool – relationship with School of Continuing and Professional Studies. Support partnerships too.
 - Graduate programs – defying expectations – this is what it means to study at GC. Our institutional brand is not immediately associated with MBA mentality. Branding could be leaned into as we define what that can be.

Internal Stakeholder Focus Group (September 30, 2021 – 1030am-12pm)

- **Introductory Question: What comes to mind when you think about the CoB?** MICHEAL
 - Employer Engagement; quality, problem-solving, critical thinking – these are some of the points of feedback from employers
 - Professionalism and Structure – events, classroom... professional engagement to help develop them (undergraduate and graduate); I feel that the CoB does a great job at preparing students to market themselves as a professional; majority of students at Career Fairs are from CoB
 - Collaboration with the Career Center
 - Elevator Pitch
 - Male dominated; masculine
 - Small class sizes, more personal interaction; engagement with the faculty (faculty know the students)
 - Employer engagement; Employer relations – recruit at GC, graduates are top notch, can think critically, accounting firm had interviews on Monday – Crowe – very impressed with our students. They heard about us through transfer students at other institutions, and then contacted GC.
 - Professionalism, structure – what is done in the classroom, events outside of the classroom, graduate programs getting the skills they need to move up in their jobs. Structure – we have processes in place; Career center – majority of the students we see at our career fairs, they take it very seriously, professionalism is evident in the students
 - Critical thinking
 - More male dominated spaces on campus
 - Technology
 - Grace Hopper participation – women as leaders in technology, successful in moving women in the higher echelon of companies that recruited them
- **What should business education look like at Georgia College?** HOLLEY
 - Liberal arts mission should be evident in the COB, curriculum that ties into what the employers want – undergrad and graduate level
 - Attention to building soft skills into the curriculum, helping students understand the skills they are learning so that they can articulate
 - BComm classes - learn soft skills, being able to write an email and communicate – requirement is very important
 - Well rounded – students being prepared to work with peers from diverse backgrounds that are affirming, bringing diversity brings great benefit to all
 - Public good – GC and liberal arts mission, focus on what you can give back to your communities based on our success - time, talents, money
 - Community engagement and philanthropic activities are important aspects to include in business education. Are there any courses that focus on topics such as corporate social responsibility?
 - Technology changes constantly; staying on top of these changes and incorporating those in the curriculum are important for students to remain competitive.
- **BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus?** MICHEAL
 - A targeted commitment to reaching more students and faculty of color.
 - Renovations – lobby, update throughout the building, more uniformed look throughout the building
 - Branding the J Whitney Bunting College of Business, the name and who we are. Being very intentional about it and constantly keeping it as a focus.
 - Student concerns – think about what they say and identifying what students say, where they can voice a concern, and the problems can be addressed and taken seriously.
 - Hosting Town Halls, virtual and face-to-face for undergrad and graduate students

- Business students say in Mock interviews – hard technology skills that they can add to their LinkedIn profile, access to online courses and encourage in concert with curriculum. Allowing more resources and elective courses. To help differentiate students in the job search and preparation.
 - Would like to see the entire college of business jelling into one large team, sharing relationships with businesses/community relationships.
 - Raise a lot of money for more meaningful scholarships that could be more helpful in students being able to attend.
 - Scholarships at the graduate level. Employers are suspending tuition assistance.
 - Commitment to support students from diverse backgrounds when they get here. Increasing knowledge of faculty and staff so that they are best able to support.
- *What threats and opportunities exist for us as a business school in the liberal arts?* HOLLEY
 - Opportunity – The liberal arts; make sure to articulate what that is... e.g., soft skills
 - Threats – Competition and tuition
 - Threats – not having buy-in by the faculty/staff/supporters on specific goals
 - Threats – complacency in teaching and programming
 - Threats – demographic shifts at undergraduate level; how do we address it? How do we grow and shift resources to the graduate programs
 - Opportunities – early college program; engage with that group of students; mentorship program or talks/panels, etc. for the early college students (Dr. Renee Solad)
 - Opportunity - Large businesses and corporation are often pinned as the culprits for climate change due to unsustainable business practices and operations. This issue will continue to grow in severity, thus, it could be worthwhile to consider incorporating a response to this within the new strategic plan by ensuring that 100% of CoB students are exposed to environmental sustainability education to showcase the college's effort in tackling climate change.
 - *How should we define **societal impact** in the area of teaching and community/business engagement?* MICHEAL
 - Integrate with the community; introduce our students to those for whom they wouldn't normally engage; they can see their impact; cultural competency; listening to the needs of community (to avoid savior concept)
 - GIVE DAY should be ALL colleges not just first year students
 - More comprehensive community-based engaged learning
 - Opportunity - Large businesses and corporation are often pinned as the culprits for climate change due to unsustainable business practices and operations. This issue will continue to grow in severity, thus, it could be worthwhile to consider incorporating a response to this within the new strategic plan by ensuring that 100% of CoB students are exposed to environmental sustainability education to showcase the college's effort in tackling climate change.
 - The CoB could also work with the Office of Sustainability to get students LEED Green Associate accredited. But, going off of Deanie's comment on renovations, I would love to have Atkinson become a certified green building on campus :)
 - *What might we do to address issues of diversity and inclusivity in the CoB?* HOLLEY
 - Allowing students to respond to a survey to share some of their experiences. Place to share their anonymous comments. Feedback button on website.
 - Communication – faculty go through training – Safe Space training. Sharing more broadly so if students don't see notices on office doors.
 - Counseling services know who to contact.
 - Make sure that students know that diversity training is available to all students as well as faculty and staff. How is this being encouraged by faculty?
 - Resources for students to come, where are recruiters going in the state? South GA?
 - Move away from theory to practice of all decisions.
 - What will be the long-term impact of Covid-19?
 - *What role should technology play in educating students in the 21st century?* HOLLEY

- This is where the employer – industry specific technologies are needed. Helping students identify the internal systems that industries are using.
- Opportunity to use a lot of things in LinkedIn Learning. So many opportunities to use as a resource. Free while a student.
- Keeping up with latest technology – business school in the liberal arts, move beyond the technology to make them necessary. Skills to change and grow, relation skills, may know the technology but can't analyze.
- Ethics of technology, what are the implications? Human consequences.
- Using technology as one tool and how to enhance what you know.

- **Conclusion Question:** *What else should we focus on to advance the CoB beyond what we have discussed today?*

HOLLEY

- Strong connections with some departments on campus, would suggest further partnerships around campus.
- Help students be ready for jobs that don't exist yet. Collaborate with students in other colleges.
- Thinking about what is to come in the future and how to be prepared for that across disciplines.

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Strategic Planning Survey Responses

Internal Stakeholder Responses:

- 1. What comes to mind when you think about the CoB?**
 - Large enrollments, both in terms of majors (positive) and in terms of class size (negative). Challenging courses (or stricter grading standards); COB students' overall gpas are significantly lower than the other colleges. Proud history of accreditation (and deservedly so).

- 2. What should business education look like at Georgia College?**
 - A Business major should have more flexibility in his/her/their program. Currently, most Business majors have almost no electives. It gives them no time to explore as a student should be able to do at a liberal arts college.

- 3. BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus?**
 - Revised curriculum, to include options for Finance and additional electives/exploration. Fundraising for endowed faculty positions since recruiting/hiring is difficult and the university does not seem willing to fund new positions.

- 4. What threats and opportunities exist for us as a business school in the liberal arts?**
 - Poor retention and connection with first and second-year students. Limited options in Milledgeville. Proximity to Atlanta and programs like the FinTech Academy.

- 5. How should we define societal impact in the area of teaching and community/business engagement?**
 - Amount of community-based engaged learning and undergraduate research that supports local needs.

- 6. What might we do to address issues of diversity and inclusivity in the CoB?**
 - Seek out more diverse hires. A white male dean and three white male department chairs does not exactly scream diversity.

- 7. How might we improve in our engagement with other stakeholders?**
 - No answer provided.

- 8. What role should technology play in educating students in the 21st century?**
 - This should be a central part of every class. There is not one aspect of business that does not depend on technology.

9. If you could reimagine our current academic programs (courses, prerequisites, majors, minors, credit requirements, experiential learning/high impact practices, etc.), what might you like to see change and why (added, enhanced, discontinued, etc.)?

- More electives (as compared to almost none). Integrated (and therefore mandatory) participation in high-impact practices. More focus on innovation and change.

10. What else should we focus on to advance the CoB beyond what we have discussed today?

- Smaller class sizes

Faculty

September 28 and October 5, 2021

What comes to mind when you think of the College of Business? What sets the College of Business apart?

- Focus on liberal arts (not just lip service)
- Multi-disciplinary
- High impact practices (transformative experiences)
- Experiential learning
- Strong faculty-student interactions
- Smaller classes

What should business education look like at Georgia College?

- Community involvement
- Meet with industry leaders -- constant inquiry on how we can best prepare our graduates for jobs
- More study abroad

What threats and opportunities exist for us as a business school in liberal arts?

- O - Elevator Pitch
- More opportunities than threats
- O - Every economics student is engaged in research and provided one-on-one attention
- T - Don't always have money for guest speakers
- T - Lack of preparation for careers
- O - Community partnerships
- T - Uncertainty with new president
- T - Do we truly understand what our customers want? Specifically, are we catering sufficiently to employers?

How should we define societal impact in the area of teaching, research, and community/business engagement?

- SoTL is growing -- should be rewarded more
- Assess impact of journals -- determine additional measures, such as clicks and downloads
- Should be measurable
- More internships
- More connections with alumni

What might we do to address issues of diversity and inclusivity in the CoB?

- Doing pretty good with this already
- High school outreach
- More international students
- Expand and leverage the Minority Youth in Business program

What role should technology play in educating students in the 21st century?

- Faculty should get on board -- meet students where they are (text, social media, etc.)
- GeorgiaVIEW should be optimized for mobile app
- Simulations

If you could reimagine our current academic programs, what might you like to see change and why?

- Would like to see a finance major
- Reach out to our alumni and ask them what they wish we had
- Focus or help with excel (like accounting lab, but for excel)
- Required class in personal finance
- Redesign the business core
- More rigor
- Additional logistics faculty

What are the 3-5 audacious goals the CoB should seek to achieve in the next five years? What should be our focus?

- More online graduate programs
- More internships and work shadowing opportunities; more connections with Career Services
- Focus on professionalism and business etiquette (maybe as part of TREK)
- Innovation Center
- A space for collaboration with faculty of different disciplines
- Develop one or more rotating endowed chairs to focus on faculty growth opportunities
- Free tutoring within core business competencies (not just generally as is provided at the Learning Center)

Strategic Planning Survey Responses

Faculty Member Responses:

- 1. What comes to mind when you think about the CoB?**
Where knowledgeable people are trained for future careers in business areas.
- 2. What should business education look like at Georgia College?**
Highly disciplined, rigorous, up to date program, where students are introduced to real world concepts and obtain relevant skills
- 3. What threats and opportunities exist for us as a business school in the liberal arts?**
Opportunity: more vocational oriented, so can be more interested to students
Threat: lower enrolment 5 years from now due to less child birth during the 2008 recession
- 4. BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus?**
improving our education quality, raising our salaries to retain current faculties and hire new faculties,
- 5. How should we define societal impact in the area of teaching, research, and community/business engagement?**
Student placements after graduation is the most important in my views. They will represent COB
- 6. What might we do to address issues of diversity and inclusivity in the CoB?**
Whatever we can
- 7. What role should technology play in educating students in the 21st century? No answer provided.**
- 8. If you could reimagine our current academic programs (courses, prerequisites, majors, minors, credit requirements, experiential learning/high impact practices, etc.), what might you like to see change and why (added, enhanced, discontinued, etc.)? No answer provided.**
- 9. What else should we focus on to advance the CoB beyond what we have discussed today?**
Reaching out to businesses, extending our career fairs and helping students with their job hunt.

Summary of Strategic Planning Focus Group sessions

Student Session Facilitators: Juan Ling, Will Perry, Luke Bright

Alumni Session Facilitators: Juan Ling, Will Perry

1) What comes to mind when you think about the CoB?

The alumni believe that the business school's program is strong, diverse, and "approachable." In general, the alumni think the CoB offers a good selection of curriculum that is accessible, unlike competing schools at Georgia Tech. The alumni recalled their experience and felt the school engaged in subjects that were relevant to the current business world.

"Opportunities to follow the path you'd like to take, small class size, internships, getting involved, and community involvement." The students responding noted that they chose Georgia College after researching schools online and touring and wanted to explore entrepreneurship goals.

2) What should business education look like at CoB?

The alumni suggested that the CoB should define "victory" more broadly and strive to achieve a stronger reputation on a broader basis, national or global basis versus regional. Some alumni felt the development of interpersonal skills was important and noted that in today's world of bullet point, digital and virtual communication seemed to be a dying skill set.

The alumni applauded the school for its work with local small businesses but asked how we are preparing students to navigate large corporations. In other words, the CoB has programs and courses that work with local small businesses, but students need to understand operations in large organizations.

The alumni group agreed that the implementation of more personal assessments in the CoB would be good for students. In other words, personal development programs that give individuals insights on their personality and how that psychology relates to their chosen roles.

The students think the CoB should develop them with the skills needed to be competitive in the workforce from the day they graduate. The students indicated that they were benchmarking others to help shape their path. For example, the students said they would like to hear from alumni on what they have done with their degrees after graduation. In general, the students were more focused on the outcome of the business education, rather than the process, as all their answers were outcome focused; even after reframing the question differently.

3) What threats and opportunities exist for us as a business school in the liberal arts?

The alumni believe that a business school in a liberal arts university is an advantage, and the CoB should market that more. Meaning, we are giving our graduates a broader education. Some alumni noted that they would like to see more scholarships offered to students; for the scholarships that are available, the CoB may need to do a better job promoting them. The alumni group said they would like to see more organizations on campus and business resource groups on campus.

The alumni group also touched on diversity in this question, noting that we need to focus equally on DEI – Diversity, Equity, and Inclusion. They recommended including all three in our curriculum (Note: Equity tends to focus more on compensation and fair opportunity).

One threat that was discussed was the possibility of students transferring to bigger institutions after their first or second year. The first-year students said they did not understand why they were taking certain core courses in their first year as they did not see the benefit.

Because of the students age and experience with higher education, they have not fully developed their ability to think in abstract terms and therefore focused on more factual aspects. The CoB could benefit by helping students bridge where they are today and where they hope to be in the future.

4) BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus?

The alumni think we should prepare students for what the needs are going to be out there. There's a huge focus within the generation on social businesses, on social entrepreneurship, on making business mission driven and helping the world. Our liberal arts mission allows us really poised to take advantage of that and incorporate liberal arts into how we make business better for society as a whole.

An innovation center should be on the radar. It is open to students, faculty, staff, as well as the community to utilize the services.

The students suggest we educate them of different resources and learning opportunities within the community or with internship programs, whether that be in Milledgeville or virtually.

- 5) How should we define societal impact in the area of teaching and community/business engagement?

More human stories of how our students have really engaged with community in a meaningful way.

Quantify the number of students who are involved with partnering with local organizations or businesses that could be some quantitative measurements valuable to market with.

- 6) What might we do to address issues of diversity and inclusivity in the CoB?

We're doing very well in diversity and inclusion at Georgia college, but we can always do better. We have some really great seminars that are going on in the college of business and marketing courses toward LGBTQ+ community. But they're always questions as we get into you know women in the business world.

We need to make sure that all business students get some education on diversity and inclusion. Make sure all business students are aware of the importance of diversity.

Make sure that college of business, students and the clubs that they're interacting with have intentional time to interact with other clubs on campus. Have the club meetings hosted at the multicultural house and just ensure that students are being exposed to all the students on campus on a regular basis.

Make sure that everybody does feel included and understands the different opportunities for people with more diverse backgrounds who may not feel comfortable. Everyone should have the same opportunities as the next person, no matter who they are, or what they believe in or look like.

- 7) How might we improve in our engagement with alums?

We do have a monthly newsletter. Aside from those kind of communications with alumni, we could pay attention to social media, share posts online and make sure there's somebody who's tied to liking the posts and helping generate the additional traffic. Be responsive.

- 8) What role should technology play in educating students in the 21st century?

In the 21st century, the student group talked a lot about learning technologies that give them an advantage in the workplace.

The alumni group thinks telecommuting should definitely be incorporated into the education program now. We need to be flexible and making sure that students are prepared to do business in the virtual setting versus in person. The alumni shared that they have had a lot of new hires to be trained and onboarding remotely. Making sure students are prepared to deal with those types of situations will be important.

We should stay up to date with technology, e.g., teaching SAP to MIS students and teaching ERP to management students. On a larger scale with the College of Business, the other one is Customer Relationship Management (CRM), which is getting pervasive that every organization that's mid-size or larger is probably employing some sort of it.

Some students are really bad at understanding computers. They don't really know how to use a file system because they save everything to the desktop and never get beyond that. Students should understand a little bit about the hardware because it was probably going to mess up or something needed to be replaced.

- 9) If you could reimagine our current academic programs (courses, prerequisites, majors, minors, credit requirements, experiential learning/high impact practices, etc.), what might you like to see change and why (added, enhanced, discontinued, etc.)?

The alumni suggested that we keep making sure that the technology piece is incorporated heavily into the business program. A study by Microsoft shows that 65% of the people who are in school now are going to be in careers and doing jobs that have not been created yet so the technology piece is going to be very important. As far as curriculum is concerned, be sure technology is embedded in that curriculum.

The business communication course is important, how to write professional emails and reports using proper language. Concise writing skills are very important. Another piece is interpersonal communication. How to talk to coworkers and clients effectively is a very important skill to impress upon any business student.

Make sure students are ready for remote work and understand the remote work environment.

Provide DEI courses. Equip students with the understanding of why good businesses value DEI. For example, University of South Florida is offering a 14-hour DEI certificate we could take a look.

The student group wanted to have a better idea of where they are headed and what's expected of them in the early of a program. They would like to have a clear blueprint of courses, prerequisites, and other program requirements in the beginning of their study.

10) What else should we focus on to advance the CoB beyond what we have discussed today?

an emphasis on the senior capstone. An alumnus said in over 100 interviews with recent graduates he'd had, the ones who did well reference their capstones and their respective universities as a transformative experience. The CoB has already done a good job of that but continuing the emphasis on the capstone project.

An emphasis on equity. DEI includes not only diversity and inclusion but also equity. Equity is an important component that is missing as we discussed question six.

Strategic Planning Survey Responses

Alumni Responses:

1. What comes to mind when you think about the Bunting College of Business?

- Success
- An accredited and affordable business school.
- Top-Notch, Inclusive learning environment with amazing faculty that want to see students succeed personally and professionally by challenging and encouraging them.
- Dr. Bunting was a good leader.
- Rigorous and diverse course offerings
- Great professors, preparation for joining the job task force, I had a great idea of how and what to say in an interview, I've used everything I ever learned about strategic management, I am even a six sigma black belt because one of my professors preached about it constantly. I've used everything I was taught about union and how to manage them and I utilized everything I learned about in hospitality.
- All the professors that genuinely want you to understand the material and succeed.
- The women's college of Georgia offered exceptional personal growth for me.
- Solid, well rounded business school
- Old friends and good teachers
- A personal business education.
- Nothing specifically.
- Quality education.
- Excellence, that place was vital to my early success in my career so far.
- Great School!
- Good faculty that genuinely care about students.
- Challenging curriculum. Dedicated professors. Diverse body of students.

2. What should business education look like at Georgia College?

- Opportunity
- It should provide real-world experiences for students from faculty that are not only educated in their respected fields, but also in industry. It should be innovative with the latest technology and adapt to current trends in business.
- Business education at Georgia College should focus on providing a well-rounded business experience. Every subject should be taught through the various lenses of the degree paths (e.g. here's why an MIS major should care about Logistics, here's why an Accounting major should care about databases, here's why a Marketing major should care about management structure, etc.).
- I was disappointed when business education teacher training was discontinued at GC.
- Back to the basics - keyboarding; computer applications
- You need to make sure and keep the program real world. Include programming like a six sigma black belt program, strategic leadership is important, real world leadership of

other people, have them conduct real interviews, have them manage in a team, not just a team project. I work in large cities such as NYC and Seattle and Union experience is a must and there needs a focus here. Also, to offer live trading is a necessity.

- I think GC does an incredible job of finding the right professors to teach valuable information. However, I think a public speaking class should be mandatory for all students of the College because in business you have to be well spoken, that is what will aid in your success.
- Diverse, well rounded
- That's a strange question, but I'm an old school guy and the World of business is evolving. Curriculum today is similar to yesterday, Organizational Theory, Finance, Commerce, leadership, Human Relations, etc. are required. However, diversity, productivity, working location, marketing, etc. should reflect the changing environment.
- Preparing students to make a positive impact on any business they join.
- Hybrid classes with focus on flexible schedules.
- Practical and flexible, always adapting to changing business conditions such as remote work, interviewing skills, and basic budget profit/loss (P&L) understanding.
- Very interactive, as well as continuing to push for opportunities to help recent graduates, and continue to set up networking events in the real world.
- Interactive between students and professors
- Challenging and broad.
- An increased focus on internships for students in the CoB.

3. What threats and opportunities exist for us as a business school in the liberal arts?

- Opportunities - the ability to provide education in the digital space for an affordable price, and also the ability to collaborate with other disciplines offered at the institution (for example, partnering with the sciences to offer Healthcare Administration courses or the department of Music for Music business/management classes) to apply business concepts in various industries | Threats - high level of competition in the business-school space
- "Opportunities: well-rounded educational experience
- Threats: lack of degree options (e.g. Finance). "
- Putting vocational areas such as business on the back burner as they have been in high schools
- Your biggest threat is not adding digitization to your program. Computer skills are a leading requirement for hiring into top jobs these days. The leader in the job sector is the large tech companies.
- The threats are the quality of the education and the student. Online education offers flexible access for the teacher and student. If your student quality is bad, it will show over time. The opportunity is to offer learning options that provide the same quality results while requiring less traditional brick & mortar.
- "Threat - Big Name schools
- Opportunities - the education of more than a business degree "

- Competition from other forms of education.
- "Threats: Outdated curriculum (think programming languages), possible lack of negotiation skills teachings, and importance of networking.
- Opportunities: Specialty courses each year, good reputation to bring in fresh professors with new ideas. "
- Opportunities at bigger schools, and cheaper tuition.
- The threat that the business school will not be deemed as important as other schools
- Some faculty are less knowledgeable than others. Those courses limit growth and preparation for students. (I took an sql course where I knew far more than the instructor for example.)
- "Threats- An outdated, limited technology for those in computer science and graphic design.
- Opportunities- CoB can work with Sodexo to offer students real-world training for different aspects of business."

4. BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus?2

- Sorry, I am retired and no longer thinking in these terms.
 - Partnering with other disciplines at the university to create more tailored degree offerings
 - 2) Developing a built-in internship program with high-level employers for various disciplines (for example, Logistics internship class at a distribution center for a major corporation, so students would know they have a spot by being in the program as opposed to finding and applying for various opportunities on their own)
 - 3) Developing an employer network that is comprised of employers who can commit to provide dedicated post-graduation job opportunities for a few high-performing GC grads each year (guaranteed job offers at graduation)
- "Increase enrollment in less popular programs (e.g. MIS and CS).
- Create more council's for advise on trends in various industries and age groups (e.g. Young Alumni Council).
- Constantly review curriculum with alumni to see if what was taught was impactful towards careers within the first 5 years of graduation. "
- More emphasis on practical learning and skills courses that lead to employment - accounting, economics, computer applications, etc.
- Live stock trader simulator class
- Earn a Six Sigma Black Belt (they can actually use this in the real world)
- Manage a program at the school
- Add a public speaking class
- Have a separate aid in making sure students are applying for jobs. (I graduated in may 2020 and didn't have a job lined up, even before the pandemic. Push the lazy students to want to have a future, a secure job, after college.)

- Make sure every student has done an elevator pitch ATLEAST 4 times before they graduate. It seems like a daunting task for the students but I didn't really understand the severity of it until real-life interviews.
 - Speaking of interviews, like the elevator pitch, make sure the juniors and seniors are fake interviewed and taught how to get through an interview. I think making a fake interview mandatory would aid in the students success far above an elevator pitch!"
- Do research to find out what business ventures are on the horizon and plan your curriculum accordingly.
- BIG Ideas - should include relationships with BIG employers, Critical connections with large corporations and industry partners.
- Become a leader in producing graduates with a thorough understanding of international / global business ethics. Focus on diversity in language, trade, products, etc.
- Become one of the top 10 Business schools in the country.
- Develop a learning environment to emulate the teaching points provided by places like the Center for Creative Leadership.
- Become a leader in producing PhD in the field of Business."
- Be the majors Georgia College is known for all around GA. (Currently nursing and education)
- Make recruiting connections with the top fortune 100 companies HQ'd in Atlanta.
- Ensure the curriculum is preparing students for the future of business"
- Identify specialized fields in the business arena to add to the program.
- Find intern opportunities within Macon and Atlanta for students to compete for.
- Grow the business student body by 20%.
- Student welfare, Career opportunities, and classes on taxes and strategies to pay off debt to prepare for the real world.
- Preparing students for employment
- Teaching students time management techniques
- Becoming a nationally recognized great business school
- Create a strategic plan to prepare students for what employers most need and are looking for.
- Create a business panel consisting of HR leaders at large tech firms from around the nation. This panel should include employers that are focused on remote job opportunities. The goal would be to add content to current curriculum that enables GC students to stand out in a crowded job market.

5. How should we define societal impact in the area of teaching and community/business engagement?

- Quantify how many real-world applications (business plans developed, websites built, etc.) were conducted for area employers, how many were implemented, and what the estimated annual cost would be if the companies were to have contracted for those projects on their own.

- Engage the local community in business owner meetups / networking events / round tables.
- Society needs business education especially computer applications as companies need skilled employees
- You need to teach ethics but on a deeper level. Incorporate sustainability, have them conduct and manage a community project and partner with the city/county.
- Having a social life and community while at college is crucial to their success. Students and professors who don't feel supported do not do their best work. They get by just because they have to. Both need to feel like they are progressing in and out of the class. Success is what drives people to do their best work, unless they don't have the drive to do the work at all.
- Social impact is key to helping to mold the young minds of tomorrow. The messaging in the grade schools and others need to be one of inclusion and opportunity. Georgia College needs to start early in planting seeds about the field of business and letting the seeds grow.
- Challenge students to engage in their communities to identify areas where they can make a difference.
- Volunteer hours, number of new company founders by alumni, dollars raised for causes.
- Continue to provide a close knit family atmosphere at GC. The teaching needs to be very interactive and informative for when students enter the real world.
- Be involved. Period. The student groups that worked with my personal business in the past offered mediocre, traditional business plans. Instructors could be more engaged in the process of student proposals to help them learn and grow more through that process.

6. What might we do to address issues of diversity and inclusivity in the CoB?

- Develop minority-targeted programs (for example, women in computing; minority leaders in management/entrepreneurship, etc.) and actively recruit for these cohort programs like Call Me MiSTER does in the College of Education. Recruit diverse faculty mentors to teach and lead these programs.
- Work with the minority groups on campus to understand what drew them to Georgia College as opposed to other schools they may have considered to hopefully use those findings to draw more minorities to campus in order to increase the overall diversity and inclusiveness of Georgia College.
- Aggressively recruit high school students into the College of Business - field trips, guest speakers, mentoring, etc. it seems that the lack of diversity is worse now at GC than when I was there in the 70s and early 80s. Of course, the faculty was ALL white then and that hasn't changed enough.
- You need to teach about Bias and systemic racism.

- Have a mandatory speaking engagement that asks students to share issues that they've struggled with in life. It'll open the opportunity for others to see and relate to one another no matter gender, race, sexuality, etc.
- Ensure applicants applying are diverse.
- STEM has been on the move for years. Perhaps a similar approach for business would help improve the interest of the young in this area. Need to review messaging to ensure its one of inclusion. The subliminal message in our schools and other institutional don't often reinforce the desire for a minority to seek a career in the field of business. Youth tend to be what they see. Thus if you are from a family that's been in the business field, you may seek it for yourself. Most minority families are not from the field of business or ownership. More exposure in the early years will help.
- "Leaders set the example; More women management professors.
- Ensure the materials are using diverse examples and case studies. "
- Provide more education to students on LGBTQ issues and cultural diversity information.
- It should be part of many classes, not just a class or two dedicated to it. How does it impact decisions in current classes and business culture? Start there.
- Advertise to families and areas out of state in neighboring areas.
- Educate. Diversity and inclusivity require a cultural change that only comes with education. What is equality, equity, or inclusivity? This starts with students, faculty and staff, but also extends in to high schools. Is GC offering assistance to the local high schools to provide this training to up and coming college students?
- Hire more professors of various ages, races, and genders.

7. How might we improve in our engagement with students and alumni?

- I'm unsure on this one myself. For current students, work to build more affinity for the students and create reasons to return as alumni. For alumni...give them actual reasons/benefits to engage.
- "More alumni chapters. I live in Opelika, AL, (and I work at Auburn University), and the closest Alumni chapter I have is in Macon. I know there are several people who are GCSU alumni who live in the West Georgia area who would love to come to more events to network. If we put something in say Lagrange, Columbus, or Carrolton, that would be great!
- Sadly, I do not have the time to manage running a chapter, but coming to a few events a year would be nice! "
- Organizations for students like FBLA (Phi Beta Lambda on collegiate level) or create your own Business Club rather than honor societies and sororities that can be exclusive.
- See how we can help contribute to the classes can we as professional be part of a virtual presentation?
- I think having a speaking event with alum to current students and allow conversation to be opened up would improve engagement. As an alum, we just want the current students to realize what they have and can do before the opportunity has passed.

- Open house, alumni events,
- To build a strong and vibrant institution requires getting into the grade schools early. Have students in college earn credit by teaching a business curriculum to grade school youth. Alumni can also play a role.
- Connect students directly to alumni located in the cities, companies, or fields they are interested in. (MIS does a good job at exposing students to different opportunities with their degree)
- More town hall like meetings
- More consistent outreach. Events are sporadic (my opinion) except a few like alumni weekend. Encourage fraternity and sorority alumni to attend to increase turn out and do the same with sports programs. Find marketing majors to help turn them into social events that get people excited to attend.
- Have social events that people will want to go to. Example: Business GALA
- Have more events where we can meet outside of the classroom

8. What role should technology play in educating students in the 21st century?

- A large role. Technology deployment is utilized increasing in companies, and giving opportunities for students to become familiar with various technologies, as well as define and develop plans for adaptation to future changes in technology, would be helpful.
- Technology should be the first thing you consider. As the pandemic taught us, we must be ready to leverage technology at a moment's notice to accomplish our goals. Education should be setup in a way so that technology should only help and not hinder student growth. If professors are more concerned about if a student could google the answer than they are worried about if the student can actually comprehend the material, the professor has failed to teach the material in a meaningful way. In my professional career, if I didn't know something, I have never been mocked for looking it up on the fly; that's just called being resourceful. Instead, once I look up that data, I should then be able to lean on the teachings about that topic to relay it as useful information.
- A major role in the forefront! That's why students must be trained even in computer coding, programming, maintenance, repair, etc.
- You must digitize your program. You will not keep up if you do not.
- Technology is a great resource however it is a crutch for students to do their best work. It makes college too "easy". It hinders the students in reaching their greatest potential. In my opinion, I wouldn't want a piece of technology in my class or in the work required for it. It makes students lazy and breeds room for cheating.
- A very big role.
- Technology should be a big part but not sure how. Need the best software, tools, and resources for the student to become familiar with technology so they are successful in their corporations. Such as innovations labs with various accounting softwares, data analytics software, new computers, etc.

- Technology plays a critical role in today's learning environment. However, it can also be a crutch. Our youth and graduates today and tomorrow must understand the use of technology. But they must also be able to accomplish the task or know how to do it without it.
- Technology should play a major role. Companies are going hybrid, so technology as a means to communicate and work isn't going away. It's a wonderful way for students to network outside of Milledgeville. Students having a basic understanding of simple technologies companies use can be priceless.
- The option should be accessible for all.
- Use it to enhance education but without forgetting the basics of reading and writing.
- A very important role, because you are going to have to use the most advanced technology in the real world no matter your profession.
- Technology should continue to play a very important role. Updated computers, laptops, iPads, and other technology should be utilized.

9. If you could reimagine our current academic programs (courses, prerequisites, majors, minors, credit requirements, experiential learning/high impact practices, etc.), what might you like to see change

- Added: more online program options, required internships before graduating
- Create an undergraduate and graduate degree program for Finance: new analysts at large firms are earning more money than ever (<https://www.cnbc.com/2021/08/02/goldman-sachs-joins-wall-street-rivals-in-boosting-junior-banker-salaries-.html>).
- Split MIS into two new degrees: MIS and the other being Data Analytics (<https://harbert.auburn.edu/degrees-programs/undergraduate/majors/index.html> for reference): Data Analytics is so unique and separate from traditional MIS, it should be taught separately and deeper.
- Create Business Administration as an undergraduate degree: provides a flexible learning experience to cover a broad range of business areas for someone who may be going back to school just to get a degree and/or someone who may want to dual-major in another college.
- Create Graduate certificates in Cybersecurity Management: hugely important field.
- Create Graduate certificates in non-MIS/IT fields: provides opportunities for more exposure to GCSU. "
- Basics as aforementioned. Impress upon high schools that business, office, and computer skills are necessary and make them integral to collegiate majors.
- Been awhile since I graduated, 1988, so tough for me to say.
- The Career Prep class and Business communication class are some of the most helpful in my day to day work. More emphasis on internships before graduation. Making more core business classes fully virtual, so students can have Fall/Spring internships and still take classes. I would encourage all the intro major classes to talk about career opportunities with that major. Also, teach case studies and case study interviews.

- Have classes on how to manage debt, build credit, and buy a home.
- A tech learning lab would have been phenomenal in my graduate course work. We depend on computer simulations too much. A networking course should have an actual server room to help students learn. Simulations are just not adequate. Projects requiring setting up a database with specific requirements should have the hardware (or AWS capability) to help students be successful. My grad team final was turned in incomplete because free AWS and local hardware availability could not meet the needs of the project proposal that we were given.
- I would like a major of Integrated Marketing Communications.

10. What else should we focus on to advance the CoB beyond what we have discussed today?

- Look into something with International options. The graduate programs here at Auburn University all require an international trip to learn about business abroad.
- Meet high school students at freshman level through an outreach program providing mentoring and summer training sessions as GC offered in years past. My HS students always enjoyed the minority summer enrichment program in which they wrote a business plan, etc.
- Make sure the professors love what they do and care for the students they teach. Some of my hardest professors were those that cared the most. I am more thankful for them than the ones just letting students by because they need the job or title at GCSU.
- "I would look at the University of Georgia Business College verse Georgia College and make some comparisons.
- Continue to always put the students first.

Strategic Planning Survey Responses

Students Responses:

1. What comes to mind when you think about the Bunting College of Business?

- Limited but quality talent from both students and professors. Opportunities available and welcoming environment. Dull interior, beautiful exterior.
- Top business school in Georgia
- GCSU business college, management, accounting, information systems, mass communication, marketing
- Dedication throughout by faculty and students
- The first thing that comes to my mind when I think about the Bunting College of Business is all the wonderful people and all the great opportunities it has provided me thus far in my career and academically.
- The Bunting College of Business provides a very well rounded education. Over the course of my education, I have noticed that the content I learn assists me in other courses; therefore, my knowledge is built upon as I progress through my degree. The professors are very helpful, and they make class interesting, interactive, and fun.
- Nothing
- Atkinson, marketing, finance, accounting, a big building

2. What should business education look like at Georgia College?

- More opportunity to be involved within the community and outside of it. Bringing more outside, "real world" experiences and possible encounters into the classroom; ensuring that students are learning the material conceptually rather than cramming for exams. Lots of opportunities for tutoring/mentoring.
- Dynamic, expansive learning
- Geared towards preparing and helping students survive and succeed in the business world after college.
- It should stand out as something serious in the state of Georgia
- Business Education at Georgia College should be a mixture of school and real work experience. Georgia College excels at this by promoting internships, career fairs, etc.
- A business education at Georgia College should include a strong understanding of business ethics, economics, management, statistics, accounting, finance, and marketing concepts. I like how business ethics and management are integrated into most, if not all, of the business courses, as well as being courses on their own.
- It should focus on getting students jobs after college, meaning each class should require at least one assignment or project that is targeted directly toward impacting our life after college.
- Hands on, opportunities, real life application

3. What threats and opportunities exist for us as a business school in the liberal arts?2

- I think a threat/opportunity to the business school is the lack of a finance major. Otherwise, the well-rounded and hands-on learning experience provided by the business school produces high-quality and well prepared graduates for the job market.
- Teachers that lack the ability to teach.
- "- Great teachers, small class sizes
 - Opportunities to have small major with specific outcomes
 - Lack of diversity "
- "Threats: other colleges may be more centered around business
- Threats of not being taken seriously
- Threats are that some businesses may not take a liberal arts education seriously
- Potential threats I could see would be not having certain degrees offered at our liberal arts school, compared to other universities. This would make students more inclined to choose another university.
- Opportunities: the resources and connections made from being a liberal arts school can be directed towards business"
- Opportunities for internships and success
- Some opportunities would be to highlight the diversity and benefits that a liberal arts university could provide over other universities.
- Opportunities include a more well rounded education as more perspectives are applied

4. BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus?

- Maintain the talent and knowledgeable faculty and staff, while taking measures to hire and retain new talented staff to provide students with more flexible class time offerings. 2. Become more involved with the Milledgeville community through motivating students to be more entrepreneurial and kickstart new organizations. 3. Help students find their strengths before choosing a major 4. Make the business school more inviting/comfortable. A renovation could never hurt.
 - "- Work on incorporating more technology in coursework
 - Focus on outcomes, job placements
 - bring more businesses into the school learning"
 - More help towards choosing a specific industry and job in a major, more classes on the business world compared to other majors (instead of taking mass communication classes as a management major, taking more classes for management), OPTIONAL elevator pitch competition (everything needed for this competition I learn from BCOM, so why compete?), and more guest speakers speaking on the realities of the business world.

- I'm not sure
 - "1. The CoB should focus on placing students at internships during school and full-time positions when students graduate.
- The CoB should focus on adding new departments that are offered at competitor universities.
 - The CoB should focus on student feedback and should make changes accordingly to increase students not transferring.
 - "
 - The CoB should seek to provide a finance major, integrate the importance of work-life balance and mental health, provide a course that includes an understanding of fundamental life concepts such as managing personal finances, contributing to retirement plans, filing personal taxes, establishing credit, paying off loans, buying insurance, etc..
 - "Offer more real world opportunities
 - Create a finance major
 - Preparing students for the real world"

5. How should we define societal impact in the area of teaching and community/business engagement?

- Education is the future
- I am not informed about the society outside of the college, so I do not know how to answer this question.
- Not sure
- We should represent the CoB to the best of our abilities and try to have a beneficial impact on our community.
- Societal impact should be included in ethical decision making in life and business. Many students have only been exposed to their particular upbringing/society, and they may have not had to consider any societal impacts in their life. It would be beneficial to provide students with a voice/action plan to actually make a difference in the betterment of their community along with an understanding of they way they can impact their society.
- A societal impact is important but some of the professors are too set in their ways and do not allow students to express their opinions

6. What might we do to address issues of diversity and inclusivity in the CoB?

- Create programs diverse people would want to come to

- Continue to open the business college to all people and encourage others to join. Also, classes given to the community could help increase diversity.
- Not sure
- We could host events in order to increase this amongst the CoB.
- Many businesses have required employees to partake in diversity training, and I have heard about the numerous benefits. Some of the content includes identifying numerous kinds of discriminative instances, and how to respond/help in a harmless way. In the same way that the school requires alcohol and relationship abuse training, they could provide required diversity training.
- Diversity and inclusivity are important but offering opportunities to all students is a great step to include everyone

7. How might we improve in our engagement with students and alumni?

- Encouraging faculty/students with ways to properly engagement with programs such as "Table Talk"- free student/teacher lunches are the Maxx.
- I think providing more resources for choosing a specific career path and industry and hosting events for alumni could help.
- More opportunities for all from guest speakers and events
- We could host events in order to get the alumni to come back to engage with our students.
- You could make the professors advocates for award opportunities, scholarships, career fairs, and other professional/ extra-curricular opportunities that students may have not otherwise been aware of.
- Networking events where students can connect with alumni and get tips before entering the real business world

8. What role should technology play in educating students in the 21st century?2

- Businesses have adapted to using technology as a primary source for communication and work output for many of the full time positions that would be accepted by GCSU graduates. It is essential for GCSU to prep students for the new foundations of the real world- ex: working in excel, one note, sharepoint, powerpoint, adobe, etc.
- It should play a huge role in how we are taught. Technology is changing education
- Technology should be a requirement and focus in teaching students about business, as automation and technology are becoming more necessary in the business world.
- A huge role
- I think that technology plays a major role in educating students. This makes things much more challenging but when it works it is much more efficient.
- Technology and tools for life-time learning should be very important to educating students. The world will continue to become more technologically

advanced, so students need to be taught how to identify and adapt to new technologies rather than become fixated on skills that may become outdated very quickly. Additionally, professors should encourage students to use and seek out resources that assist in understanding the materials rather than reiterating old techniques that are now automated.

- Technology should be used to share helpful videos and engaging when students cannot make it to class but real world connection is more important. Too much technology in the classroom takes out a lot of personal connection which is a big draw for students coming to GC

9. If you could reimagine our current academic programs (courses, prerequisites, majors, minors, credit requirements, experiential learning/high impact practices, etc.), what might you like to see change

- I would like to see more certifications and smaller course routes added so people can dip into more areas of business than just one
- I think the elevator pitch should become optional. Like I previously mentioned, the lessons that are supposed to be learned from the competition I am learning in my BCOM class. So why should I be required to compete? Also, I think that the majors should be more geared towards actual careers in that major. Some classes that are not my major are useful, but from my point of view, they are just classes I need to pass to graduate and do not add much to my overall degree. I would prefer to have classes that are more to prepare me for a career in management (my major) than other degrees such as marketing.
- More incentive for doing internships over the summer or through the school
- I would like to see more international business classes added.
- I would like to see the addition of a finance major because there are many very good career opportunities for finance students.
- Add a finance major, add a consumer behavior concentration or minor, Take away marketing research as a prerequisite or change the course, take away the requirement of the elevator pitch, require more than one international course (Dr. Humphries is extremely well versed in international business and students who do not get to learn more about international business will sink in the real business world when trying to connect globally)

10. What else should we focus on to advance the CoB beyond what we have discussed today?

- Climate Change initiatives. Making the college of business more sustainable. This will make the college more appealing to young people in the future
- Nothing

- The CoB should focus on expanding into new majors, as well as listening to student feedback.
- Encourage students to prioritize their physical and mental health, establish healthy boundaries in work and life, and manage their schedules and responsibilities effectively. Create students that will provide value for their employers while living a fulfilling life. Normalize and require that students to treat everyone with respect. Make professors and student leaders ambassadors for inclusivity, diversity, and responsibility.
- As a senior, I don't feel completely prepared to enter in the business world, I wish there had been more real world application in some of my courses.

Board Stakeholders

1. **Introductory Question:** What comes to mind when you think about the CoB?
 - Leadership boards (CoB, ITAB, Accounting, etc.)
 - Focus on enhancing student experience
 - High level engagement between college - faculty, administration, boards, and students - and business community of Georgia
 - What do we want the College of Business to be known for?
 - Connectivity between student learning, employment / career opportunities, and how the college serves the needs of the Georgia business community
 - Investment into having high-caliber faculty / faculty who are leaders in their disciplines
 - Supportive of research opportunities, supportive of student engagement
2. What should business education look like at Georgia College?
 - Relevant to student outcomes - prepare students for the next stage in their professional or academic careers
 - Innovative & Realistic with regard to today's business world (modern - in content, technology, concepts, practices)
 - Personal - engaged, small classes, close relationships between professors and students
 - Liberal arts / multi-disciplinary - emphasis on soft skills
 - Affordable
3. What threats and opportunities exist for us as a business school in the liberal arts?
 - Challenges
 - Other educational entities (other universities, online learning / certificate programs)
 - Lack of understanding and awareness of the value of a business degree in a liberal arts context
 - Raising the profile of Georgia College in a broader geographic context
 - Communicating the value of a business degree from a higher-education institution vs. online programs (cost / benefit decision)
 - Opportunities
 - Classroom experience vs. strictly online learning
 - Higher need for personal responsibility / self-driven mentality with online learning
 - Greater interpersonal support in the classroom (from peers and faculty)
 - A liberal arts context has the opportunity to broaden the experiences available to students so that in-classroom learning is more relevant and useful
 - A liberal arts multi-disciplinary education AND campus environment differentiates Georgia College from other "urban" or "large-campus"

programs such as Georgia Tech or UGA; the smaller campus environment provides more opportunities for hands-on learning and "outside the classroom" leadership than a larger campus

4. BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus?
 - Become known as a leader for developing graduates who possess a strong foundation in ethical leadership and professional and personal integrity (combine the liberal arts mission with business context to educate students on how to build and develop businesses in sustainable, diverse, ethical ways)
 - Raise the College of Business' faculty profile / visibility of its academic expertise through engagement with regional, state, and national business leaders (ex., annual symposiums / forums, engagement in research projects, etc. - may plan activities targeted to specific industries)
 - Identify realistic and "stretch" financial goals and related purposes (X target for scholarships, Y target for activities, development of new programs) and build the development resources in the CoB to achieve those goals
 - Attract a larger, more diverse audience of students (students with a variety of education and experiential backgrounds) by developing competency-based programs (new areas, or supporting existing degree programs)

5. How should we define societal impact in the area of teaching and community/business engagement?
 - Growth of partnerships between Georgia College and local and state businesses (# internships, special projects to support businesses)
 - Business participation in efforts to share expertise and hire Georgia College students / graduates (ex., internships, special projects, job fairs, engagement with Career Center and CoB leaders to recruit)
 - Ex., Work with local businesses to identify special projects that can be adopted and addressed by students / student groups / classes
 - Develop a forum / clear process for businesses to advertise special project opportunities for students

6. What might we do to address issues of diversity and inclusivity in the CoB?
 - Develop a focus group explicitly around this question (participation from multiple stakeholder groups - students, faculty, admin, boards, high schools, small business and community leaders)
 - Clearly identify areas where the CoB feels that it is deficient in terms of diversity (racial, gender, etc.) among specific stakeholder groups (students, faculty, administration, boards)
 - For each deficient area, identify potential contributors to those deficiencies (lack of representation, financial challenges, outreach, marketing / positioning) and develop plans to address

7. How might we improve in our engagement with employers and community members?
 - Invite employers and community members to participate in CoB events or receive information about CoB projects, including events targeted specifically to that audience
 - Clearly communicate that these events are intended to provide value to them and share our appreciation for them (make it clear that this is non-solicitous, these events are intended to directly benefit the participants, not the other way around)

8. What role should technology play in educating students in the 21st century?
 - HUGE
 - Students should be encouraged to think critically about the role of technology in their lives; mindfulness of security, privacy, trust, ethics, fact vs. opinion
 - Students should be exposed to a variety of communication mediums used in business and the proper use of those mediums (and how to effectively present themselves) in a professional environment
 - Ex., short-form communication mediums, summarizing content succinctly, providing detailed explanations when needed
 - From a faculty perspective, ensure that faculty demonstrate effective and appropriate use of technology to students (how and *when* faculty communicate electronically, what tools are used, how information is presented clearly - use technology professionally, not lazily)

9. If you could reimagine our current academic programs (courses, prerequisites majors, minors, credit requirements, experiential learning/high impact practices, etc.), what might you like to see change and why (added, enhanced, discontinued, etc.)?
 - You can never have too much experiential learning - Develop a forum / clear process for businesses to advertise special project opportunities for students
 - Add more competency-based programs
 - BCOM / Business Communications should be a course required for all majors beyond CoB
 - Continuously evaluate the *core* program offerings in order to ensure ongoing relevance to career / professional outcomes
 - Develop coordination with faculty in other liberal arts areas to develop business-related examples that demonstrate the relevance of course material to business situations (cross-disciplinary courses or content / example contributions between faculty in different areas)
 - Ex., why specific historical background is important to be aware of for business situations

10. **Conclusion Question:** What else should we focus on to advance the CoB beyond what we have discussed today?

Strategic Planning Survey Responses

Board Member Responses:

1. What comes to mind when you think about the CoB?

- Caring; focused, to a large degree, on the business world experience (with broader view exceptions—see below); interest in job preparation and other items which would require more lengthy discussions. For example, I almost never hear profitability, growth, cutback management discussed—pretty basic stuff to business, even if your life is in accounting, marketing, IT, etc.
- Fond memories as a student, preparation for employment, much engagement since graduation with recruiting and School of Marketing board.

2. What should business education look like at Georgia College?

- Continue successes. Increase cross discipline education, within and outside of the CoB, with continued focus on successes in #2 above and other successes.
- Modern - considerate of evolving business landscape, technology, and engagement.

3. What threats and opportunities exist for us as a business school in the liberal arts?

- The CoB becoming a secondary major to the traditional “liberal arts,” as opposed to partnership with and contributing cross education with the broader definition of a liberal arts school—a threat and an opportunity. A successful business needs to understand the history, culture, ongoing likes/needs of it’s community (including potential customer base) and how to communicate effectively with ads, community involvement, etc.
- Getting behind the times on technology and dynamics of the modern work force.

4. BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus?

- AIM FOR THE TOP
- FIRST: How well have the CoB grads done in the past 20 years? Do we have any hard, statistically relevant or strong anecdotal, data that would enhance the reputation of the CoB? What majors have done well and why? Get the data. Otherwise, how do we know how well we’ve done as a basis on which to go forward. Adjust accordingly.
- SECOND: Promote success heavily—should help to attract top students, faculty, and produce successful grads who will contribute \$. \$\$\$\$\$ raising will obviously be needed.
- THIRD: Cross discipline education, within and outside of the CoB, with continued focus on successes (see items above)."
- "High quality graduate placement rates in field
- Notoriety for innovation (awards, etc.)
- Growth in student enrollment

5. How should we define societal impact in the area of teaching and community/business engagement?

- Businesses sell to all segments of society. A successful business needs to understand the history, culture, ongoing likes/needs of it's community (including potential customer base) and how to communicate effectively with ads, community involvement, etc. How can you have a sustainable business w/o teaching and practicing these points and continuing to serve customer/community needs.
- Not sure I understand the question.

6. What might we do to address issues of diversity and inclusivity in the CoB?

- Recruit and promote effectively. CoB already has a HS minority program, does it not? Is it working? Why not? Does it need to be expanded and improved? Worth a discussion.
- Education for students on current day corporate objectives

7. How might we improve in our engagement with employers and community members?

- Keep moving onward and upward. Will require more OT from Board & faculty. Atlanta based cooperations would be a big help-not easy but doable in time. Recruit people (may take more than a few tries) who have access to these corporations. A large percentage of students are from the Atlanta area— some must have parents with contacts.
- Reach outside Milledgeville for student projects

8. What role should technology play in educating students in the 21st century?

- Tech should definitely be taught, if not as a core subject, then part of all majors. Tech, to a large degree, determines the products and services of the future. Offer a no-fear math course if necessary. Tech & math are an integral part of life.
- A large one - technology is playing a larger and larger role in today's businesses in how we communicate, collaborate, and work.

9. If you could reimagine our current academic programs (courses, prerequisites, majors, minors, credit requirements, experiential learning/high impact practices, etc.), what might you like to see change

- See above. Otherwise, a much more in-depth discussion is required.
- Would love to see increased focus on digital marketing and sales. Lots of positions and opportunities for growth for students in these areas. Would also love to see some education around personal finance to set our students of for personal success as they enter business world and begin earning.

10. What else should we focus on to advance the CoB beyond what we have discussed today?

- See above. Otherwise, a much more in-depth discussion is required.

- I think we do a pretty good job with interview and job search preparation, but the more the better. Helping students adjust to a more modern job search, with a focus on networking, would be helpful.

Business Leaders

1. Introductory Question: What comes to mind when you think about the CoB?

- Positive as a student
- Hear more about CoB, reputable, nothing negative
- You hear more about CoB than other areas at GC. Nothing negative comes to mind
- Impressed with CoB with a great reputation especially among other schools
- The Future! Training the future leaders of business
- A lot of different people who go into the success. A lot of people who make themselves available. As a recruiter it is very helpful to have multiple people I can reach out to
- Don't know too much. In west coast ratings in US news and world report ranks GC as #4 so company interest is peaked. Glad to be a part of focus groups.
- Very aware of CoB have worked with Dr. Fontenot and her students with some of STEM programs. Have great programs here.

2. What should business education look like at Georgia College?

- Support/grow entrepreneurs
- Entrepreneurial spirit and ability to be able to do so. How to foster entrepreneurship
- One of the nice things GC take advantage of liberal arts status. We need strong skill set in writing. Applicants might have technical knowledge but writing is high school level or less. Company tests and assess writing skills among tech skills. Liberal arts provide students opportunity to rise to top.
- Keeping up with the future. Offering classes that support that. Have not been in classroom at GC yet but at other schools' students weren't up to date on marketing technology and communication technology. Staying on top of trends and considering new majors and minors like social media because tech changes so fast. Certificates can be achieved for free in some instances and making students aware/
- As recruiter, I am exposed to a lot of different schools. You do a good job but could do more with additional career exploration and learning about multiple companies and finding out about the culture. Students can find out what do I want to do – environment surrounded by and people – high rises or office park in country – attire etc.... can all be a shock when they actually get a job. Shadowing can help students learn about themselves and what they want. Company culture can be very important what students want in a company and its culture. Wardrobe, soft skills, eye contact etc.... more workshops or role playing in classroom. Elevator Pitch helps but could add more into classroom.
- What to do after interview – how to follow up and thank you
- Could use LinkedIn more as a resource
- Take these ideas and how to create their own companies. Ex. Work with scientists to find out how to create regulation around cannabis Present opportunities for entrepreneurship and start their own business in areas that aren't here yet

3. What threats and opportunities exist for us as a business school in the liberal arts?

- Threats: Opposing political views
- Threats – Liberal Arts school but a republican student base. Politics right now could be divisive or create a disconnect.
- Threat- Make sure that faculty is entrenched in the latest trends. Long term faculty haven't been in the "real world" in quite some time. Make sure they stay current in trends in business in technology. Faculty and curriculum are not always keeping up
- Opportunity – Growth. It could be for good for the community if the college and community grew. Try to capture and retain the talents of students who come. Students come and leave but how could we get them to stay. Maybe engage students more with the community to endear them with area. Students working with local organizations through class projects.
- Opportunities: growth, support community; capture talent of students in the community
- Opportunity – have good experience with working with students creating marketing plans as an exercise but have used some of recommendations. Students have showed business new technology, new media
- Re-enhance curriculum
- Use your network for guest speakers or content. Maybe have faculty workshop to help keep up with trends or using network

4. BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus?

- School is a power-house in community; engage school with community; football team, parking deck; better connect students/community and encourage students to stay in the community to grow it.
- Making sure students in CoB are engaged with business owners and businesses in community. Def have more community engagement
- Football team
- Parking Deck
- Review majors and minors and make sure we have the latest and greatest. Marketing technology! This could be really needed.
- Sales minor or majors? Be able to pair with something else like nursing and sales for medical sales or with logistics for supply sales
- Concentrations are helpful for students to get into nitty gritting of some stuff
- Entrepreneurship concentration
- New tech taking place of people – make sure our students are in career paths that won't be overtaken by robots' algorithms. Help them think beyond their current path so that they stay relevant

5. How should we define societal impact in the area of teaching and community/business engagement?

- More lean in on involvement with the community; create groups to learn about different group in the community (Youth Leadership Baldwin, i.e., College Leadership Baldwin)
- Lean in more
- Maybe a college type of Leadership Baldwin
- Increase in class projects that have real world implications. Student projects/partnerships help local communities. In any opportunity to pair students with employers prior to graduation – shadow days. Employers come for Elevator Pitch Competition – means a lot to the students
- Beneficial for companies to work with students. Students get real experience and companies can have positive impacts.
- Formalize internship programs more to help match students
- Increase internship opportunities with local companies or now via tech virtual internships
- Reintroduce manufacturing in some way. Current shortage highlights the need to have some discussion around how to solve problems of future

6. What might we do to address issues of diversity and inclusivity in the CoB?

- Offer scholarships for local students (many minorities);
- Concern: Brochure from the college about encouraging students to get out of small towns (used Milledgeville as an example)
- Offer scholarships to local students to help get more local students into the college
- Promotional campaign that highlights diversity and inclusion – it's a great place for anyone regardless of race, religion etc....
- Bring in minority alumni or businesses come in and speak to students share their stories. Promotes inclusion and if can see it you can be it. Now that you have gift of education what can you do with it. See multiple paths
 - Minority alumni come to speak and even non-traditional students or disabilities
- Marketing – seeing a more diverse. Increase summer programs so that students can see themselves on campus.
- Research project on companies that were founded by minority group – obstacles and challenges
- Does GC have a gerontology program? Business could partner with them learn how to market to specific group
- I think that part of DEI is a feeling of being genuinely welcomed and that a student can be themselves - including because of their race, sexual orientation, age, etc. This could include efforts with students, faculty, administrators, etc. I think DEI is an ongoing conversation.

7. How might we improve in our engagement with employers and community members?

- Get Dean and other staff involved in local boards/groups (Lions Club, Chamber, Rotary etc.... speak at events serve on boards like downtown dev. CSH, etc.)
- Educate community leaders on what's happening in CoB
- Dean or staff get involved with local community organizations like Have students or leadership help volunteer at events like Deep Roots
- Have students/staff join Downtown Doers (volunteer to help with events, planters, etc.)
- Virtual seminars and conferences allow you to go outside of local or state. Could be national or international. Have opportunity through tech to bring in speakers from anywhere in the world.
- Networking event that vendor had... Platform allowed you to visit multiple topics . Host something similar for the community with different topics from faculty.
- Present it to employer/community to be beneficial to them too. What's in it for them? Let them know what kind of students they will be exposed to. (Class has jrs looking for internships in this area). Same with students....
- Be more intentional on how to engage with employers
- Perhaps asking companies for their help with xyz topics in classrooms, sharing with companies a topic of abc that they might be interested in.
- Help business understand how it can help them

8. What role should technology play in educating students in the 21st century?

- Absolutely needed
- Tech is very important to educating students
- How do you keep up with technology?
- Having virtual solutions and that students know what to do with them. Go through scenarios with in class and what happens if you can't be there and how to keep class going and make sure students know what to do.
- Make sure new tech isn't limited to IT program since it's in everything

9. If you could reimagine our current academic programs (courses, prerequisites, majors, minors, credit requirements, experiential learning/high impact practices, etc.), what might you like to see change and why (added, enhanced, discontinued, etc.)?

- Required intern/co-ops, community service via business (i.e., write business plans)
- Student workers/interns are sometimes a "burden" especially for small shops
- Co-op or internship that every student should have to participate in
- Have to help a business or write a business plan
- How can we help students be beneficial to business as opposed to being a burden?
- Re-evaluate majors and minors to make sure they are applicable
- What are global issues and how can our students address these as they move into career

- Make marketing more specific but then separate out into creative, sales, technology for example
- General Business or Business Administration is too vague students don't know how to identify and separate themselves
- Understand change in philosophy among generations – maybe opportunity for CoB to help companies change their mindset and the ways they look at and interact with the younger generations

10. Conclusion Question: What else should we focus on to advance the CoB beyond what we have discussed today?

- FUNDING- grants and other ways to fund these initiatives
- Mercer only has books and classroom stuff but Dr. Fontenot classroom and real-world projects

Strategic Planning Survey Responses

Business Leader/Community Partners Responses:

- 1. What comes to mind when you think about the Bunting College of Business?**
 - Excellent tradition of nurturing from graduates that have the professional drive and desire to become productive members of the workforce across the country.

- 2. What should business education look like at Georgia College?**
 - Continue to get the technical skills needed for careers blended with the real life work force experience.

- 3. BIG IDEAS - What are the 3-5 audacious goals the CoB should seek to achieve in the next five years; what should be our focus?**
 - Partner with businesses to try and get senior level students in local work atmospheres 1-2 days a week to shadow those folks

- 4. How might we improve in our engagement with employers and community members?**
 - Not sure but post pandemic of course just reach out continually maybe with employers or environments that senior or grad level students would invest effort in on both sides