

GC Journeys Report

2021

2022



J. Whitney Bunting
College of Business

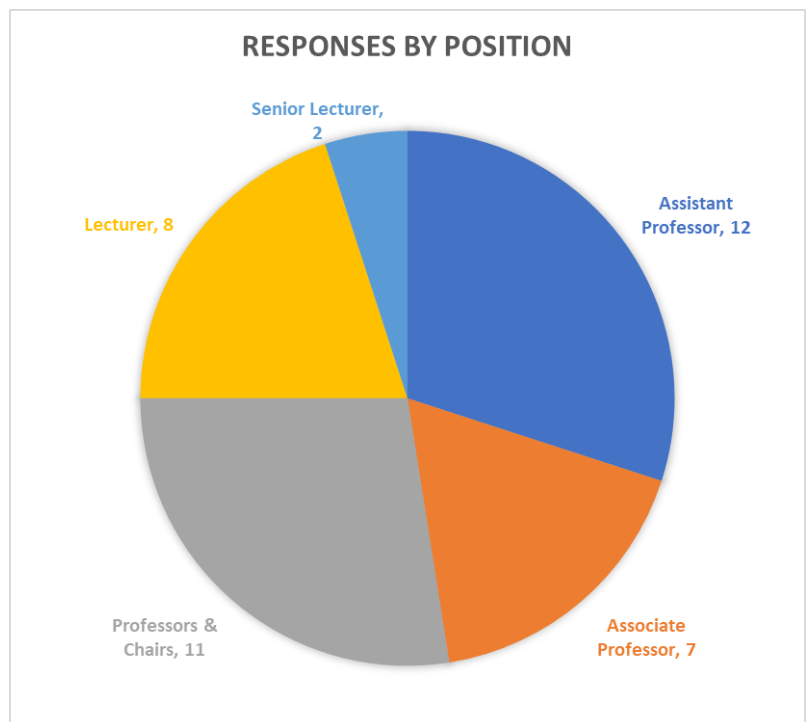


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What Are We Doing Now?

Survey Response Rate

Faculty were sent a questionnaire in the Fall of 2021. By January of 2022, 80% of faculty responded (40 out of 50). Of those not responding, five represent IS/CS, three represent MGMT/MKT/LOG, and two represent ECON/FINC. The survey sought to determine how many faculty are already engaged in high-impact practices (HIPs) and how many have interest in incorporating HIPs into their teaching and scholarship. Jim Berger with the Center for Teaching and Learning provided input on the survey instrument prior to it being sent out.



**80% of
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survey**

The responses reflect all positions in the College of Business, with 12 Assistant Professors, 11 Professors & Chairs, 8 Lecturers, 7 Associate Professors and 2 Senior Lecturers responding to the survey.

More than half of those who responded discussed benefits of GC Journeys, such as learning more than in the classroom, providing realistic experiences, developing interpersonal skills, and increasing student engagement.

GC Journeys in the CoB

The College of Business does have some strong areas when it comes to high impact practices. Over 50% of our faculty members work with **Career Services** in providing professionalism and career-oriented skills, such as resume reviews and mock interviews. Almost half of our faculty work with undergraduates on **mentored research**, guiding them in student-led and faculty substantive research. A similar number also connect students with **internships**. Half of all faculty members have also taken part in a **First Year Experience**.



1 Fifty-three percent (52.5%) of faculty connected students with Career Services

Our strongest area is in Career Milestones with over half of the faculty connecting students with these resources and opportunities. Faculty report inviting **Career Services** to speak to their classes or requiring resume reviews. Other specific examples of faculty promoting career services include embedding career benchmarks into the course, requiring students to get on LinkedIn, requiring a mock interview, and incorporating the Elevator Pitch competition.

2 Fifty percent (50%) of faculty have engaged in the First Year Experience

According to faculty responses to the survey, half of our faculty have engaged in a **First Year Experience**, either with GC Reads, attending the Academic Expo, or teaching or presenting to a TREK course. Fourteen (14) faculty indicated having interest in taking part in a First Year Experience, and fifteen (15) indicated they are not interested. Eleven (11) were ambivalent in this area.

3 Forty-eight percent (47.5%) facilitate internships AND engage in MURACE

Two additional strong areas for the College of Business are assisting students with securing **internships** and working with undergraduates to complete **research**. Faculty provide students with informal, job shadowing experiences, and some serve as internship coordinators for their departments. Faculty work with students on honors options and some work on research projects with students during the summer. A few professors have coauthored papers with students and others have assisted students on preparing research for conference presentation.

Areas of Opportunity

An outlier in the survey was the report of activity with **capstone courses**. Only 25 percent of faculty report being involved with capstones, though all of our students reap the benefit of these courses. An opportunity for faculty might be to rotate delivery of these courses among members of the department, based on interest.

Three main areas of opportunities for the College of Business are **community-based engaged learning (CbEL)**, leadership development and study abroad. Currently, only 25 percent of faculty report being involved with CbEL. One business ethics course requires students to engage in service learning in the community, and a few classes use client-based consulting projects (such as Strategic Marketing).

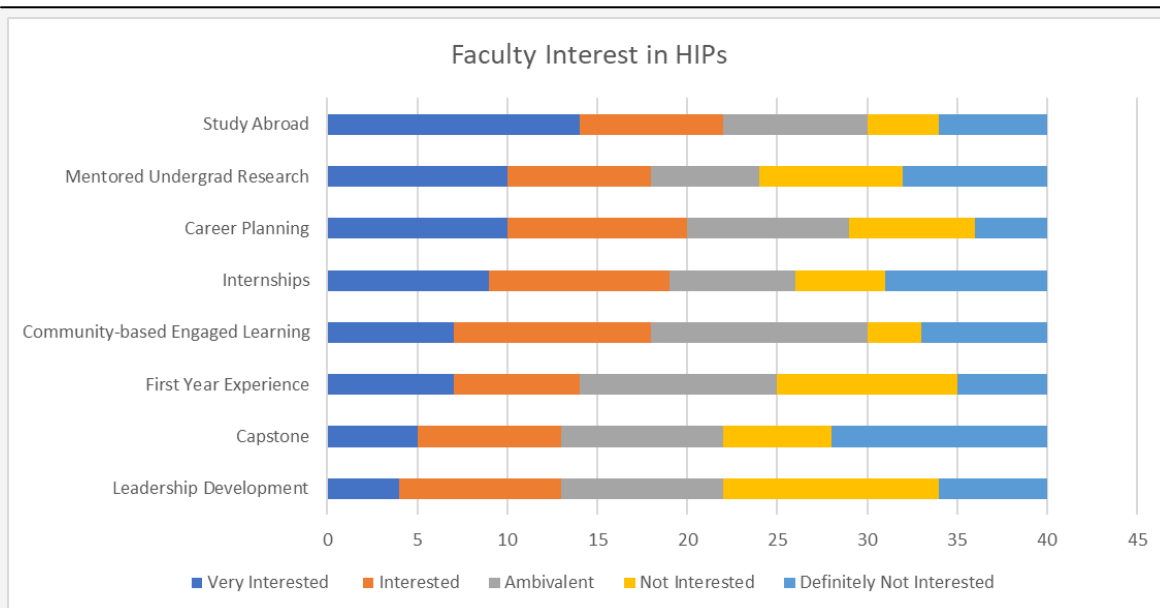
Very few faculty members (15%) reported affiliating with the Office of Leadership and specifically engaging in **leadership development**. This area also had the fewest number of explanatory comments.

High Impact Practice	Brief Description	Faculty Engagement
Study Abroad	Educational experiences through travel and site visits	13%
Community-Based Engaged Learning	Professional and service experiences outside of the classroom	25%
Leadership	Helping students make positive change and serve	15%

The last area of opportunity for the College of Business is in **study abroad**. Fewer than thirteen percent (13%) of faculty have led such programs. Two faculty who spearheaded such programs have since retired or moved on (Cynthia Orms and Dee Sams). Faculty currently leading study abroad programs include Joy Godin, Tanya Goette, and Jehan El-Jourbagy.

Faculty Interest in High Impact Practices

Faculty were asked about their interest in engaging in GC Journeys.



22

faculty said they were interested in study abroad

18

faculty indicated disinterest in leadership development

Faculty were asked what might incentivize them to engage in High Impact Practices. Here are some of their responses:

- Stipend (compensation) and/or a course release (more time)
- Recognition and/or awards
- Approval to develop a capstone for accounting students
- Consideration/recognition in annual reviews and with promotion and tenure
- Fewer preps

"These experiences produce a **well-rounded** student who is better equipped to thrive in a professional setting."

Suggestions for the Future

- Mock interviews should be useful and impactful (dress requirement, adequate time)
- More **funding** for student experiences (and easy reporting requirements)
- Meetings to provide **information** about these opportunities (such as study abroad)
- Record **videos** with detailed information and steps to take
- Provide at least one **study abroad** experience for each major
- Reduce the **number of preps** for faculty members
- Provide information on how to incorporate HIPs into courses
- Provide a **peer mentor**
- Be supportive of students attending conferences
- Connect CoB student organizations and faculty advisors with the **Office of Leadership**

GC Journeys is a "point of differentiation for the university."

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