



J. WHITNEY BUNTING COLLEGE OF BUSINESS & TECHNOLOGY

GEORGIA COLLEGE & STATE UNIVERSITY



2022-2027 Strategic Plan

Reimagining Our Future: Business and Technology Education for the Public Good

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Introduction

The J. Whitney Bunting College of Business & Technology community joins together to prioritize and to plan for the future to deliver a preeminent business education for the public good. We strive for excellence in all aspects of our mission. The strategic directions and initiatives, along with associated action steps and goals outlined in this plan, affirm our commitment to learner success and meaningful, positive impact for the communities that we serve.

The higher education environment, post-pandemic and within the context of forthcoming demographic shifts, will challenge us to be nimble, adaptive, and forward thinking. We must cultivate and steward resources, recruit and retain high-quality faculty, staff, and students, and maintain a competitive advantage in the public liberal arts and graduate education markets.

Strategic Planning Process

We seek to differentiate ourselves within the larger public liberal art sector so that we can effectively lead the way into the future of business education. As such, we continually assess our programs and operations to find areas where we have gaps and opportunities. In the spirit of collaboration, the Dean convened a group of faculty, academic leaders, students, and CoBT Leadership Board members in January 2021 to assess the context in which the CoBT operates (2016-2021). A brainstorming exercise was used to identify specific strengths, weaknesses, opportunities, and threats that influence our contributions to various stakeholder groups.

The internal and external contextual factors that emerged shape our mission and operations now and in the future. The internal and external environments influence the degree to which we sustain and adapt our curriculum offerings to achieve our mission. While the weaknesses and threats herein outlined give context to our challenges, we remain committed to capitalizing on existing strengths and potential opportunities to create a sustainable, meaningful teaching and learning environment for our learners and faculty that also contributes to positive societal impact for our stakeholders.

STRATEGIC ANALYSIS	
Strengths	Opportunities
<ul style="list-style-type: none"> • Liberal Arts Education Model • Student Experience & Success Rates • Community Collaboration & Engagement 	<ul style="list-style-type: none"> • Graduate Program Growth • Fostering a Culture of Philanthropy
Weaknesses	Threats
<ul style="list-style-type: none"> • Brand/Name Recognition & Reputation • Leadership Turnover & Hiring • Alumni Outreach and Data 	<ul style="list-style-type: none"> • External Competition • Shift to Online Instruction • Funding Gaps

In May 2021, a 17-person task force was charged with crafting our 2022-2027 Strategic Plan including a review and revision to our vision, values, and mission. This inclusive process invited task force participants from academic leadership, faculty, staff, graduate and undergraduate students, alumni, employers, and donor constituents. We utilized focus groups and surveys as part of a multi-stage engagement with numerous stakeholders. The process engendered both aspirational dreaming and focused priorities with measurable performance indicators that reflect a shared direction embraced by the various stakeholders.

The plan was affirmed by the College of Business & Technology Leadership Board on April 14, 2022 and ratified by the faculty on April 29, 2022. The CoBT Strategic Management Committee, including members of the CoBT Leadership Team, will conduct a biannual review to assess progress toward goal achievement. As a living document and as part of an iterative process, additional initiatives and action steps may emerge as strategic opportunities present themselves.¹ Additionally, risk management tactics will be employed to pivot as needed.

¹ After a progress review in January 2023, the SMC recommended changes passed in April 2023; In February 2025, the SMC proposed changes. Refer to progress update (<https://www.gcsu.edu/business/strategic-plan>) for additional information related to risk assessments

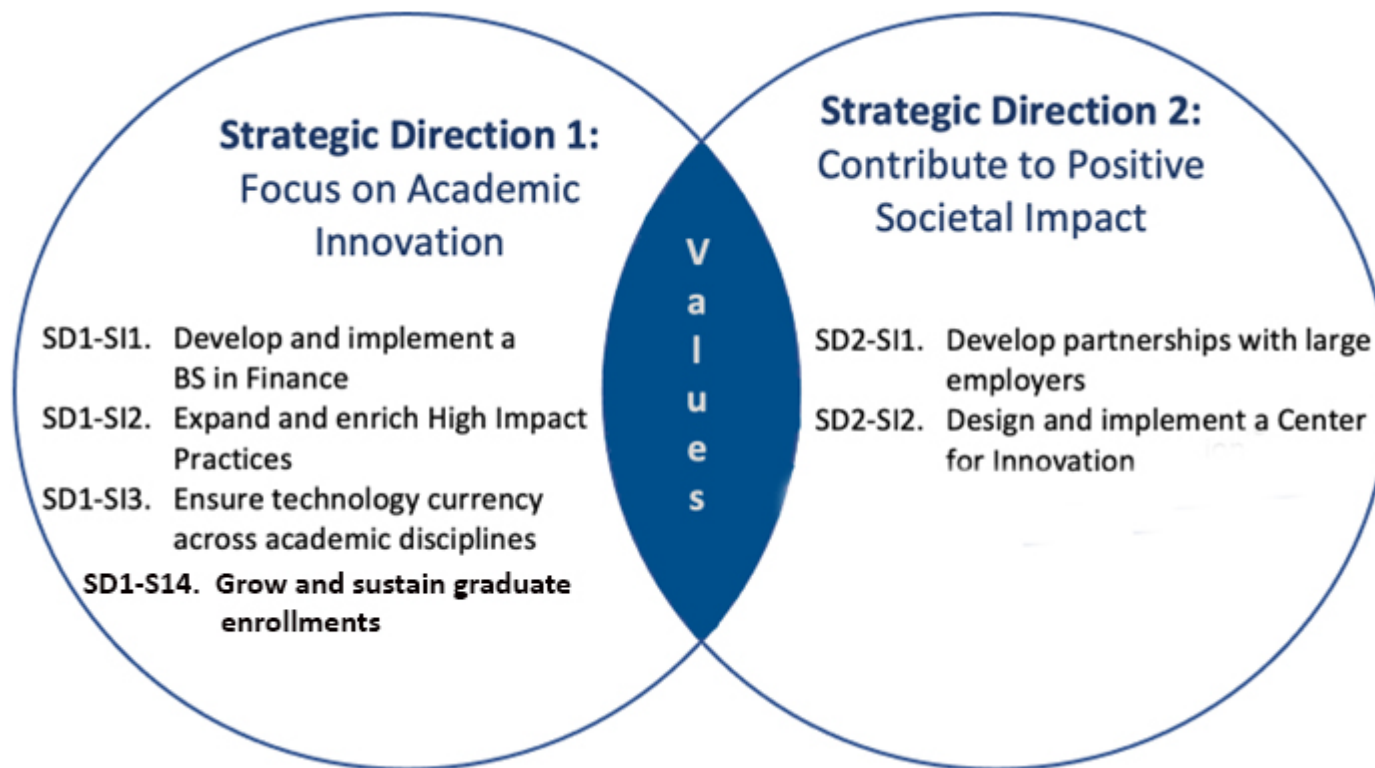
Vision, Values, & Mission

Georgia College & State University ²	J. Whitney Bunting College of Business & Technology
<p>Vision: Georgia College will be a nationally preeminent public liberal arts university.</p>	<p>Vision: The J. Whitney Bunting College of Business & Technology aspires to be the preeminent business school among public liberal arts colleges and universities by delivering innovative programs of excellence.</p>
<p>Values: The Georgia College experience, which is rooted in the liberal arts and provides the foundation for a lifetime of learning, growth, and academic excellence, is based on these shared values:</p> <ul style="list-style-type: none"> • The pursuit of knowledge and truth for the public good • The transformative effect of service, leadership, and collaborative engaged learning experiences both in and beyond the classroom • Ethical principles including integrity, altruism, reason, respect, and responsibility in discourse and actions • Diversity and inclusion in all forms. 	<p>Values:</p> <ul style="list-style-type: none"> • Respect for Others • Open communication and transparency • Ethical behavior • Social responsibility • Technology acumen • Entrepreneurial mindset • Global perspective
<p>Mission: Georgia College is the state’s only designated public liberal arts university.</p>	<p>Mission: The mission of the J. Whitney Bunting College of Business & Technology is to develop agile business professionals and socially responsible citizen leaders who embrace intellectual inquiry through critical and analytical thinking, quantitative reasoning, technical competence, and effective</p>

² <https://www.gcsu.edu/about/vision-values-mission-about-georgia-college>

	communication, while building upon the attributes of a public liberal arts education.
<p>Implications of Mission: <i>(1) An Expansive Educational Experience.</i> We challenge our students through exemplary teaching. The Georgia College student will think clearly and critically in creatively addressing social issues; Undergraduate study encompasses multi-disciplinary intellectual encounters with both enduring and contemporary questions, intensive study in the major, exposure to artistic endeavors, opportunities for scholarly research, and capstone experiences that integrate and apply learning; Post-baccalaureate programs bridge the gap between theory and practice with a focus on regional needs, preparing graduates for professional advancement, lifelong intellectual pursuits, and informed participation in today’s complex society.</p> <p><i>(2) Highly Intentional Engagement.</i> We collaborate with community partners to address mutually identified needs while advancing students’ academic and civic learning, in crafting informed, global citizens ready to serve the public good. Engagement opportunities include undergraduate research, study abroad, internships, community service, and leadership experiences, both in and outside the classroom.</p> <p><i>(3) Diversity and Inclusive Excellence.</i> We foster a sense of belonging within a campus community that values diversity of intellectual thought, experiences and identifications. Georgia College faculty, staff, and students intentionally embrace inclusivity to advance excellence through diversity.</p> <p><i>(4) Preparation for Leadership.</i> We encourage all students to develop a breadth of leadership competencies, including self-awareness, empathy for cultural differences, and effective interpersonal communication. Georgia College students become leaders through engagement with purposeful curricular and co-curricular leadership experiences.</p>	<p>Implications of Mission: The faculty of the J. Whitney Bunting College of Business & Technology define a liberal arts education as an ethos that develops capable intellectual processes that prepare students for leadership, life-long learning, civic engagement, and continuous professional development. Our student-faculty interactions foster attributes such as openness to inquiry and discovery, the consideration of challenging questions, and the reassessment of one’s position based on fact. These attributes are embedded across the curriculum. Our goal is to prepare students to compete by developing their intellectual processes through experiential learning that bridges theory with practice. We teach our students to think, communicate, and analyze effectively within a global context.</p>

**J. Whitney Bunting College of Business & Technology
Strategic Directions, Supporting Initiatives, & Risk Assessments**



Strategic Direction 1: <i>Focus on Academic Innovation</i>	Strategic Direction 2: <i>Contribute to Positive Societal Impact</i>
Academic innovation reflects both responsiveness to demand in the market and relevance to broader societal needs. A business education, as fully integrated with the public liberal arts, sets the environment for transformative listening, learning, and leveraging.	We foster collaborative engagement and meaningful stakeholder connections. Our goal is positive and measurable societal impact for our various constituents including students, faculty, staff, local organizations, entrepreneurs, and regional employers.

Strategic Direction 1: Focus on Academic Innovation

Initiative 1: Develop and implement a BS in Finance

Evidence from alums, students, donors, and firms all point to considerable interest and demand for expanding our students’ knowledge and skills in finance; additionally, the current minor is well enrolled. Initial conversations with stakeholder groups and faculty in the Department of Economics and Finance precipitated an examination of feasibility and resource needs associated with a degree program. The program, if approved by the Board of Regents, will go into effect in Fall 2022.

Action Steps	Champions	Goals/Target Dates	Key Performance Indicators	Resource Needs (\$)
1. Develop proposal for internal governance review and Board of Regents approval	Chair, Associate Dean, Dean, Associate Provost	Achieve approval for Fall 2022 with BOR review in late Spring 2022	N/A	\$150,000 (faculty position inclusive of benefits)
2. Announcement and promotion-related tasks	Chair, Associate Dean, Admissions, Academic Advising	Summer 2022 – online presence; admissions materials;	# of students indicating interest; # of new majors; course enrollments	\$500
		Fall 2022 – conduct information sessions for current students	# of students indicating interest; # of new majors; course enrollments	\$250
		Spring 2023 – Purchase stock ticker (AY22-23); donor naming opportunity	# of engaged donors	\$25,000 (one-time)
3. Secure technology to support student learning and program	Chair	FY23 – Craft donor proposal for a Bloomberg Terminal	# of engaged donors	\$25,000 annually

Action Steps	Champions	Goals/Target Dates	Key Performance Indicators	Resource Needs (\$)
4. Monitor enrollment growth and capacity.	Chair, Associate Dean	Enrollment Growth Goals: FY23 – 18 FY24 – 20 FY25 – 23 FY26 – 26	# of students indicating interest; # of new majors; course enrollments	Existing resources will likely be sufficient to address growth projections; a major, unanticipated influx of students may lead to need for faculty line redirection and/or use of part-time faculty to deliver curriculum

Strategic Direction 1: Focus on Academic Innovation						
Initiative	Risk Description	Likelihood	Impact	Risk Owner	Mitigation Actions	Timeline
1. Develop and implement a BS in Finance	The University System of Georgia declines the proposal	Low	High	Chair; Associate Dean	Revise according to feedback; examine institutional support for the degree program; identify another path by which to deliver curriculum (e.g., NEXUS, graduate certificate)	Initial year (AY 2022-23) and ongoing assessment
	Program enrollment outpaces faculty resources	High	High	Chair; Associate Dean	Redirect available lines within the CoBT; request additional lines as part of the institutional budget process; identify standards for major declaration	Annual assessment
	Failure to meet program enrollment targets	Low	Moderate	Chair; Associate Dean	Reassess current and prospective student outreach (messaging); study feedback from advising, admissions, and current students	Second year (AY 2023-24) and ongoing assessment
	Limited funds for programming-related technology	Moderate	High	Dean	Reengage CoBT Leadership Board and identify potential corporate or financial institution partnerships; submit one-time and continuing funding requests	At conclusion of AY two (2024-2025)

Strategic Direction 1: Focus on Academic Innovation

Initiative 2: Expand and enrich High Impact Practices

Collaborating with the award-winning *GC Journeys* program, the CoBT will prioritize growth in high impact practices (HIPs) both in terms of participation by learners and faculty. Emphasis will be on student professional development, engagement with practice, and global experience to include first year-seminars, capstone projects, undergraduate research mentoring, internships, career milestones, and study abroad. HIPs contribute to positive outcomes such as higher student engagement with practice and community, career placements, a sense of belonging, greater interaction with faculty, and gains in critical thinking, communication, and interpersonal skills. Through partnerships with various offices on campus, along with employers and practitioners in the field, the CoBT will devote resources to encourage creative, intentional ways of sustaining and building transformative experiences.

Action Steps	Champions	Goals/Target Dates	Key Performance Indicators	Resource Needs (\$)
1. Annual Report – Tracking HIPs and Outcomes	CoBT GC Journeys Fellow	September 1 st of each AY	First-year retention ³ ; sophomore retention; Graduation rates/time to graduation; participation rates; stakeholder engagement (e.g., internship host perceptions about student performance; industry and geographic representation of host organizations); career placements; graduate school placements	\$6,000 (stipend, course release annually) ⁴

³ A comprehensive survey will be developed and implemented, in collaboration with GC Journeys and the Office of Institutional Research, to examine CoBT retention as it pertains to this and other strategic initiatives and actions.

⁴ The CoBT GC Journeys Fellow began in Spring 2022. To encourage growth in CoBT participation in and innovation with HIPs, the CoBT developed a formalized leadership role for a faculty member with an expectation that they will act as advocate, liaison, and mentor for students and faculty. From advising on matters of undergraduate research and internships to helping faculty develop study abroad proposals, this leader plays an instrumental role in elevating our HIPs contributions. Additionally, the individual will be responsible for tracking and reporting, in consultation with colleagues across campus, on CoBT engagement and performance in GC Journeys.

Action Steps	Champions	Goals/Target Dates	Key Performance Indicators	Resource Needs (\$)
2. Teaching Innovation Grants	Associate Dean; Dean	Two competitive \$5,000 grants will be made available to faculty each summer; expectation that faculty will present their proposal(s) to our CoBT Faculty Learning Community in the following year.	New or redesigned transformative experiences	\$12,750 (inclusive of taxes and benefits)
3. Curriculum proposal to embed an expectation of a minimum number of HIPs for students prior to graduation	CoBT GC Journeys Fellow; Faculty; Academic Advisors	Proposal to be developed and reviewed in AY22-23; initial and regular communications with Academic Advisors about the change (starting in Spring 2023).	Tracked in DegreeWorks so learners and Academic Advisors know expectations are being met	N/A
4. Develop a course ⁵ for Undergraduate Research Mentoring	CoBT GC Journeys Fellow; Faculty	Proposal to be developed and reviewed in AY22-23	First-year retention; sophomore retention; Student success measures such as graduation rates/time to graduation, participation rates, # conferences and publications	N/A
5. Study Abroad Scholarships	CoBT GC Journeys Fellow; Associate Dean; Dean	Craft a proposal for donor engagement to establish annual or endowed scholarships to support students participating in CoBT-specific study abroad programming	First-year retention; sophomore retention; Student success measures such as graduation rates/time to graduation, # scholarships, # applications, participation rates	\$5,000 annually

⁵ This could be a general business administration (BUAD) course or cross-listed prefixed course across CoBT degree programs.

Action Steps	Champions	Goals/Target Dates	Key Performance Indicators	Resource Needs (\$)
6. Work to increase student participation in credit and zero-credit internships	CoBT GC Journeys Fellow; Career Center; Chairs; Faculty; Advising	Identify a baseline of for credit and zero-credit internships in Fall 2022; collaborate with the Career Center in AY22-23 to increase student engagement in internships and to expand participation of host organizations.	First-year retention; sophomore retention; Student success measures such as graduation rates/time to graduation, student participation rates (including by major), internship host perceptions about student performance, industry and geographic representation of host organizations	N/A
7. Ensure student career and professional development ⁶ through programming such as: a) Leadership Tour of Georgia b) GC Column Society c) CoBT Alumni Council - Panel d) Community-based Engaged Learning (embedded course projects; Center client projects) e) Leadership Programs f) Host at three career fair recruitment events per year g) CoBT-wide professions course	CoBT GC Journeys Fellow; Career Center; Center for Innovation; Faculty	Increase the number of students per year participation who engage in these activities; Grow combined graduate and career placement rate from 70% to 90% FY23 – Explore the development of a CoBT-wide professions course similar to what is offered in IS/CS and ACCT	First-year retention; sophomore retention; Student success measures such as graduation rates/time to graduation, student participation rates, industry and geographic representation of client and hiring organizations, employment placement rates	a) \$12,000 annually b) \$2,500 annually f) Staffing/promotion resources g) Faculty resources (redirection or part-time instructors) may be required if we develop a CoBT-wide professions course

⁶ AACSB Expectation per the PRT Visit in 2021: “Because many current efforts are designed to prepare students for the marketplace, the CoBT would benefit in setting career placement goals and metrics, tracking the metrics, pursuing strategies to improve placement outcomes and documenting these over the next review period (2020 Standard 6).”

Strategic Direction 1: Focus on Academic Innovation

Initiative	Risk Description	Likelihood	Impact	Risk Owner	Mitigation Actions	Timeline
2. Expand and enrich High Impact Practices	Little to no increase in student participation in HIPs	Moderate	High	Fellow; Chairs	Bring in employers and alumni to help tell the HIPs story and impact they have on student success; examine student interest and resources to participate	Ongoing assessment
	Decrease in available internship host organizations	Moderate	High	Fellow; Career Center	Engage Career Center; explore opportunities for virtual and global internships	Ongoing assessment
	Graduation rates do not increase	Moderate	Moderate	Chairs	Reexamine four-year plans; engage Advising Center to explore possible obstructions in curriculum related to HIPs	Ongoing assessment
	Little to no major course innovations nor new or redesigned transformative experiences	Low	Moderate	Fellow; Chairs	Modify expectations for faculty who receive Teaching Innovation Grants; reassess amount of grant and time afforded to faculty to complete on the innovations	Ongoing assessment
	Curricula changes are not embraced by faculty	Low	High	Fellow; Chairs; Associate Dean	Seek compromise and/or develop alternative proposals related to minimum number of HIPs, undergraduate research mentoring, and professional preparation content in coursework/curriculum	AY22-23
	Insufficient scholarship or annual gifts to have broad impact on the number of students seeking support study abroad experiences	Moderate	High	Dean; Donor Engagement Officer; Leadership Board; Department Advisory Boards	Explore other fund sources such as grants and corporate/foundation giving; identify a broader pool of potential prospective donors who support this initiative	FY23 initial assessment
	Employment placement rates maintain at current rate or decline	Moderate	High	Fellow; Career Center; Dean	Identify new employment partners in various industries; engage alumni networks; leverage Career Center and faculty to encourage student career exploration and transition to workforce	Ongoing assessment

Strategic Direction 1: Focus on Academic Innovation

Initiative 3: Ensure technology currency across academic disciplines⁷

CoBT graduates need to be assured that they are learning the technologies used by industry in their fields. Faculty need to know what is and is not being taught in other classes. Faculty should know what technologies industry uses and expectations for early career professionals. Students, employers, parents, and alumni need to know what is being taught in which programs.

Action Steps	Champions	Goals/Target Dates	Key Performance Indicators	Resource Needs (\$)
1. Survey alumni and employers to determine which technologies are used by disciplines in the “real world”	Business Outreach Coordinator; Associate Dean	Jan – March 2023; repeat every three years	# of surveys completed and response rates	\$500 advertising survey (operating)
2. Inventory all CoBT courses, undergraduate and graduate, to list each technology used and the depth covered; compare and contrast survey findings with technologies used to identify gaps; create and store information in a database	Associate Dean	Jan – May 2023 and update annually	# of classes inventoried; # technologies used; percentage of classes using any technology; # of aligned technologies	N/A
3. Create webpage detailing technologies emphasized within each degree/major and links from other pages; monitor stakeholder engagement with webpage	Website Content Mgr; Associate Dean; Chairs	Oct 2023 – Nov 2023; ongoing maintenance and review of webpage analytics	# of page views; alumni and employer perceived utility of the Webpage (collected as part of regular survey)	N/A
4. Modify curriculum to include missing needed/expected technologies	Chairs; Faculty	Nov 2023 – March 2024	Documentation of curriculum changes through technology database or modification of required major courses or creation of new classes	N/A

⁷ AACSB Expectation per the PRT Visit in 2021: “The CoBT must move forward on recommendations of its Task Force about technological agility, developing a process for infusing up-to-date technology skills in undergraduate and graduate classes across the curriculum (2020 Standard 4)”

Strategic Direction 1: Focus on Academic Innovation

Initiative	Risk Description	Likelihood	Impact	Risk Owner	Mitigation Actions	Timeline
3. Ensure technology currency across academic disciplines	Lack of survey participation	High	Low	Business Outreach Coordinator	Continue to post survey and send emails	Jan – March 2023
	Limited faculty involvement in technology inventory	Low	Moderate	Associate Dean	Continue to engage faculty and Chairs to solicit information	Jan – May 2023
	Webpage not utilized by stakeholders	Low	Moderate	Website content Mgr; Chairs; Associate Dean	Promote webpage in communications with stakeholders (e.g., social media postings, <i>Atkinson Insider</i> , Annual Report)	Ongoing
	No substantive curriculum changes	Moderate	High	Faculty	Seek to understand resistance to curriculum changes; revise proposals to include feedback from faculty and leverage AACSB expectations in this area	2023-24 AY

Strategic Direction 1: Focus on Academic Innovation

Initiative 4: Grow and Sustain Graduate Enrollments

With the impending demographic shifts and a tight labor market, the CoBT is challenged to address declining graduate enrollments and to focus resources, efforts, and priorities for growth and innovation. Work in mid-2022 to restructure the CoBT’s Graduate Programs office from a centralized to a decentralized model led to further faculty engagement (as program coordinators), redefining some staff positions to provide support to graduate recruitment and advising, and the addition of a dedicated graduate recruiter. The resources generated from the CoBT Graduate Programs are significant not only for the university, given differentiated allocation in the state funding model, but also the premium tuition in two of the four existing programs that support CoBT operations and strategic initiatives. While the following actions are intended to reverse a decline in program enrollments, other actions may be determined and implemented for all or some of the programs as part of continuous review and improvement.

Action Steps	Stakeholder Emphasis	Champions	Goals/Target Dates	Key Performance Indicators	Resource Needs (\$)
1. Incorporate the Double Bobcats program into the MMIS program	Undergraduate learners	MMIS Program Coordinator; IS/CS Chair; Graduate Recruiter	An average of 10-15 additional students per AY	#students expressing interest; #applications; #admits; #students declaring; #students enrolled and SCH growth	No additional resources other than the potential for increased part-time faculty (\$5,000 per AY)
2. Explore the feasibility, and potentially implement, a second cohort for the MLSCM Program, leveraging the Double Bobcat program	Undergraduate learners without industry experience	MLSCM Graduate Coordinator; Graduate Recruiter	Explore in Spring 2023; if implemented, we would begin in Spring 2024 15-20 additional students per spring cohort	#students expressing interest; #applications; #admits; #students declaring; #students enrolled and SCH growth	Additional FTE faculty line in Logistics and Supply Chain Management (\$100,000) Part-time faculty resources (\$5,000 per semester)

<p>3. Establish articulation agreements with universities that offer primarily undergraduate education to provide pathways to CoBT graduate programs</p>	<p>Private/public universities; Undergraduate learners without industry experience; Working professional learners</p>	<p>Dean; Associate Dean; Graduate Coordinators; Graduate Recruiter</p>	<p>Establish MOUs with 8-10 universities between 2022-2027; Yield an average of 10-15 students per year for the CoBT graduate programs</p>	<p>#students expressing interest; #applications; #admits; #students declaring; #students enrolled and SCH growth</p>	<p>\$5,000 – targeted recruitment, marketing and admissions/operating costs per year</p>
<p>4. Degree/non-Degree Program Development and Implementation</p>	<p>Undergraduate learners without industry experience; working professional learners</p>	<p>Dean; Associate Dean; Graduate Coordinators; Graduate Recruiter; Faculty; Executive Director, School of Continuing and Professional Studies; Deans of other GCSU Colleges</p>	<p>Explore feasibility of adding one new graduate degree program in FY24; if feasible, implement in FY25 or FY26 Develop/implement at least two non-degree professional development programs for adult learners between</p>	<p>#students expressing interest; #applications; #admits; #students declaring; #students enrolled and SCH growth; program participation and adult learn demographics</p>	<p>Undetermined number of faculty positions and part-time resources</p>

Strategic Direction 1: Focus on Academic Innovation

Initiative	Risk Description	Likelihood	Impact	Risk Owner	Mitigation Actions	Timeline
4. Grow and Sustain Graduate Enrollments	Stress on faculty capacity	Medium	High	MMIS Program Coordinator; IS/CS Chair	Identify qualified part-time faculty resources to temporarily fill gaps; if growth patterns emerge, then request additional line(s) or redirect within the CoBT	AY 23-24 and ongoing
	Limited interest by prospective students due to competition and costs	Medium	Medium	Graduate Coordinators; Graduate Recruiter; Graduate Marketing	Reexamine marketing/outreach tactics	AY 23-24 and ongoing
	Additional faculty resources become unavailable	Medium	High	Dean; Associate Dean; MML Chair	Seek out redirection possibilities and/or new line request as part of GCSU budget process	Summer 2023-Spring 2024
	Limited ROI on the MOUs	Low	Medium	Dean; Associate Dean; Graduate Recruiter	Study effectiveness of marketing materials and engagement activities	FY23 and ongoing
	Additional faculty resources become unavailable	High	High	Dean; Associate Dean; Chairs	Seek out redirection possibilities and/or new line request as part of GCSU budget process	FY24 and ongoing

Strategic Direction 2: Contribute to Positive Societal Impact

Initiative 1: Develop partnerships with large employers

Engage three-five large organizations to develop MOUs with detailed expectations and benefits. It is expected that the companies will provide class projects, serve as Elevator Pitch (and/or other competitions) judges, attend GC Career Fairs, employ students as interns, and participate in other CoBT HIPs. Additionally, we seek ways for faculty to participate in externships with companies in areas that support their teaching and research. These organizations are broadly defined to include those large enough to have a steady stream of projects/internships and engaged involvement.

Action Steps	Stakeholder Emphasis	Champions	Goals/Target Dates	Key Performance Indicators	Resource Needs (\$)
1. Craft communications to alumni working in large corporations inviting them or a company representative to a virtual meeting to discuss what type of partnerships are desired	Alumni; Large organizations in Georgia	Center for Innovation Director; Dean; Business Outreach Coordinator	Summer/Fall 2023	# companies interested in attending a virtual meeting	\$500 advertising (operating)
2. Detail what benefits may be provided to participating companies as well as expectations to CoBT for partners	Large corporations	Center for Innovation Director; Dean; Associate Dean; Business Outreach Coordinator; Exec Dir. or designee from the School of Continuing and Professional Studies	Fall 2023	N/A	N/A
3. Hold a virtual meeting with the alumni/representatives and faculty stakeholders to discuss the partnerships	Alumni; Representatives from corporations	Center for Innovation Director; Dean; Business Outreach Coordinator	Fall 2023	# companies interested in attending luncheon	N/A
4. Host a luncheon for the 3-5 companies who are most interested based on the feedback from the virtual meeting	Representatives from potential partner companies	Center for Innovation Director; Dean; Business Outreach Coordinator	Fall 2023	# companies interested in attending luncheon	\$1000 to pay for luncheon (Dean's Excellence Fund)

Action Steps	Stakeholder Emphasis	Champions	Goals/Target Dates	Key Performance Indicators	Resource Needs (\$)
5. Partners provide class projects	Students; faculty; partner companies	Center for Innovation Director; Faculty	Spring 2024 and continuing	# of projects provided; \$ value of work provided by students	N/A
6. Sign MOUs with three companies detailing partnerships	Representatives from partner companies	Dean; Legal Affairs	Spring 2024 and continuing	# companies signing MOU for partnership	N/A
7. Use partners as elevator pitch or other competition judges	Students; partner companies	Elevator Pitch Coordinator; Faculty involved with competition teams	Fall 2023– Spring 2024 and continuing	# of participants from partnerships	N/A
8. Place students, graduate and undergraduate, in internships	Students; partner companies	Career Center; Chairs	Summer 2024 and continuing	Student success measures such as # of students placed in internships; \$ value of work provided by students	N/A
9. Develop and implement a Faculty Externship Program	Faculty; partner companies	Dean; Associate Dean; Business Outreach Coordinator	Pilot Program designed in AY 22-23; implemented in Summer 2023 (with two faculty participating) and at least one per summer starting in 2024	# host companies; feedback from host companies on faculty participants; implemented projects and deliverables that impact pedagogy and research	\$20,000 per year (donation from the participating host companies)

Strategic Direction 2: Contribute to Positive Societal Impact

Initiative	Risk Description	Likelihood	Impact	Risk Owner	Mitigation Actions	Timeline
1. Develop partnerships with large employers	Lack of participants in initial meeting	Moderate	High	Center for Innovation Director; Dean; Business Outreach Coordinator	Post meeting information often and have alumni relations send emails often. Have more than one meeting day/time.	Summer/Fall 2023
	Benefits for corporations are unclear	Moderate	High	Center for Innovation Director; Dean; Business Outreach Coordinator	Get feedback from multiple groups, and pilot test listed benefits with a few alumni/corporations; reemphasize importance and availability of non-credit options for programming and collaborative experiences (bootcamps, webinars, etc.).	Fall 2023
	Limited attendance at luncheons	Low	High	Center for Innovation Director; Dean; Business Outreach Coordinator	Work with all interested from virtual meeting to pick the best day/time. Have two smaller luncheons if needed.	Fall 2023
	Little to no interest in MOUs	Low	High	Center for Innovation Director; Dean; Business Outreach Coordinator	Interview attendees who said no to find out why. Redo benefits and start again with initial meeting.	Spring 2024 and continuing
	MOUs take too long to sign	Moderate	Moderate	Dean; Legal Affairs	Get agreement template worked out with Legal Affairs before initially sending to companies.	Spring 2024 and continuing
	Faculty do not use companies as intended	Low	High	Center for Innovation Director; Faculty	Communicate frequently with faculty providing information on who is available from where to do what. Communicate to everyone what individuals/companies are used for. Publish the stories.	ongoing
	Companies do not engage as intended	Low	Moderate	Dean; Business Outreach Coordinator	Communicate with the company what other signees have done. Revoke MOU.	ongoing
	Companies will not agree to compensate for faculty externships	High	High	Dean; Associate Dean; Business Outreach Coordinator	Fund initial externships with other sources to support pilot; provide a clear RIO and examples to future companies to motivate financial partnership	ongoing
	Limited participation by faculty to sustain the externship program	Low	High	Dean; Associate Dean	Use pilot to examine compensation, expectations, and benefits to faculty; adjust as needed	ongoing

Strategic Direction 2: Contribute to Positive Societal Impact

Initiative 2: Develop and implement a Center for Innovation

Preliminary conversations began in Fall 2020 with potential partners in public and private sectors; this will remain a priority for us to explore in the coming months. A comprehensive and formalized *Center for Innovation* has the potential to further capitalize on our commitment to both high impact practices and engagement with and service to local and regional organizations. Ideally designed as an interdisciplinary laboratory for student and faculty collaborations across campus, this Center would serve as a space for both entrepreneurial activity and consulting. For instance, cross-disciplinary teams could work with faculty mentors in community based engaged learning whereby they offer consulting services in areas of strategy, marketing, HR, finance, technology, and the like. Also, the center could facilitate entrepreneurial competitions for students across disciplines to help bring ideas to the market. It would also be a collaborative space with the Center for Economic Education that leads the annual Youth in Business Program (YBP) in which the high school participants engage in a business plan competition as part of the summer curriculum. The synergies with the YBP could be significant both in terms of opportunities to further build that program, but also to involve our GC entrepreneurs and mentors with participating high school students. Lastly, the Center would be a space for organizations to engage our students and faculty experts on emergent technologies and critical policy issues. For instance, an emphasis on ESG (environmental, social, and corporate governance) and the intersection of technology on matters related to ethics, access, and disparity could be a central focus. The Center will provide support for researching, reporting, and advising on these topics including triple bottom line reporting. The Center could also oversee students as they co-manage an ESG investment portfolio.

Action Steps	Stakeholder Emphasis	Champions	Goals/Target Dates	Key Performance Indicators	Resource Needs (\$)
1. Craft the Center proposal to include structural design, outline programmatic goals, business plan, and website/promotional content	N/A	Dr. Nicholas Creel (Champion); Dean	Proposal submission June 30, 2022	N/A	\$7,500 (initial investment to include stipend and benchmarking)
2. Recruit and maintain an active Leadership Board to advise on pertinent matters and to secure external resources to grow and sustain the Center	Entrepreneurs, Alumni, Angel Investors, Local and Regional Organizations	Director; Advancement; Dean	Spring 2023 – Establish the Leadership Board	# board members; composition; giving rate	\$1,000 (operating)

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3. Secure initial space to house the Center; explore additional physical space for potential expansion to meet programming and stakeholder needs	N/A	Director; Dean	Spring 2022 – finalize space acquisition; Fall 2022-Spring 2024 – assess needs and determine options if further physical space is needed	Space utilization; # clients served; # projects initiated and completed; student, faculty, and citizen participation rate in activities housed in space	TBD
4. Develop and foster Community-based Engaged Learning projects and client consultancies for students to serve local and regional organizations	Local and Regional Organizations, Students, Alumni	Faculty; Director; GIVE Center; Dean	Fall 2022 – establish client list and begin projects AY23-26 – complete an average of 5 projects per year involving 20 students per year	Student success measures such as: # clients served; # projects initiated and completed; client goal achievement and associated economic impact; feedback from clients; industry and geographic representation of client organizations (industry, organization size, location); Client feedback (e.g., Likert-like scale of satisfaction, quality, etc.)	\$500 (advertising); \$3,500 (graduate assistant)

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<p>5. Facilitate various entrepreneurship programming including, but not limited to:</p> <ul style="list-style-type: none"> a) campus-wide competition b) participation in Enactus competition c) participation in a scaling competition (e.g., https://gsc.mgt.unm.edu) 	<p>Entrepreneurs, Angel Investors, Local and Regional Organizations, Undergraduate and Graduate Students, Alumni</p>	<p>Faculty; Entrepreneurship Club; Director; Dean</p>	<ul style="list-style-type: none"> a) Starting Spring 2023, facilitate one competition per year b) Organize a group of students to attend Enactus in AY23-24 c) AY22-23 explore the potential participation in global scaling competitions or other related state-wide or national scaling or entrepreneurship competitions 	<p>Student success measures such as: # students engaged and the major/disciplinary background of students, # entrepreneurial ideas that go to market, # competitions entered and placings; \$ raised by Angel Investors;</p>	<ul style="list-style-type: none"> a) \$4,000 (good, advertising, awards) b) \$4,000 (registration, travel) c) \$4,000 (registration, travel)
<p>6. Work with faculty to explore the potential for an entrepreneurship minor</p>	<p>Students, Entrepreneurs</p>	<p>Director; Faculty</p>	<p>AY22-23 – preliminary conversations with faculty AY23-24 – proposed minor AY24-25 – minor goes live</p>	<p>First-year retention; sophomore retention; Student success measures such as graduation rates/time to graduation; enrollments</p>	<p>\$6,000 - \$100,000 (potential redirection for a faculty position and/or part-time faculty support)</p>

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Initiative	Risk Description	Likelihood	Impact	Risk Owner	Mitigation Actions	Timeline
2. Design and implement a Center for Innovation	Center proposal denied	Low	High	Center Director	Reassess and resubmit proposal in FY24	Summer 2022
	Client demand exceeds supply of cross-disciplinary student teams (and courses)	Moderate	Moderate	Center Director	Increase client fee; identify client organizations that can be served remotely leveraging summer courses/project teams	Ongoing annual assessment
	Failure to secure sufficient external funds to self-sustain Center	High	High	Center Director; Dean	Reengage partners in Advancement to examine corporate/foundation and individual donor prospects, along with potential naming opportunities; Reexamine client fee structure	Internal funding expires in FY26; initial assessment of funding progress in AY 2024-25; annual review of external revenues
	Insufficient physical space to deliver high-quality learning and external engagement	Moderate	Moderate	Center Director; Dean; Provost	Identify alternative locations (on- or off-campus); explore partnerships and external funding to facilitate new physical location	Ongoing annual assessment
	Limited participation by angel investors	High	High	Center Director; Dean	Collaborate with CoBT Leadership Board and University Advancement to identify corporate and individual donors to fund the competition	Initial year and ongoing
	Entrepreneurship minor is not embraced by faculty	Low	Moderate	Chair, Associate Dean	Seek compromise and/or develop alternative proposal	AY23-24
	Faculty interest and involvement in the Center diminishes over time	Moderate	High	Chairs, Center Director; Dean	Explore reasons for disengagement and ways to incentivize further involvement	Ongoing annual assessment

University & College Strategic Alignment

Georgia College & State University Strategic Goals ⁸ <i>Imagine 2030</i>	J. Whitney Bunting College of Business & Technology Strategic Directions <i>Reimagining Our Future: Business Education for the Public Good (2022-2027)</i>
<p>Pillar Innovate: We will encourage and support innovation and creativity, enhance our leadership in transformative curricular and co-curricular experiences.</p>	<p>Strategic Direction 1: Focus on Academic Innovation <i>Initiative 1: Develop and implement a BS in Finance</i> <i>Initiative 2: Expand and enrich High Impact Practices</i> <i>Initiative 3: Ensure technology currency across academic disciplines</i></p> <p>Strategic Direction 2: Contribute to Positive Societal Impact <i>Initiative 2: Develop and implement a Center for Innovation</i></p>
<p>Pillar Distinguish: We will demonstrate the importance of our unique liberal arts experience and strengthen the university’s reputation for attracting the highest caliber students, faculty, and staff.</p>	<p>Strategic Direction 1: Focus on Academic Innovation <i>Initiative 1: Develop and implement a BS in Finance</i> <i>Initiative 2: Expand and enrich High Impact Practices</i></p> <p>Strategic Direction 2: Contribute to Positive Societal Impact <i>Initiative 1: Develop partnerships with large employers</i> <i>Initiative 2: Develop and implement a Center for Innovation</i></p>
<p>Pillar Engage: We will cultivate an environment that promotes lasting positive change by collaboratively developing and sustaining meaningful, reciprocal relationships.</p>	<p>Strategic Direction 1: Focus on Academic Innovation <i>Initiative 2: Expand and enrich High Impact Practices</i> <i>Initiative 3: Ensure technology currency across academic disciplines</i> <i>Initiative 4: Grow and Sustain Graduate Enrollments</i></p> <p>Strategic Direction 2: Contribute to Positive Societal Impact <i>Initiative 1: Develop partnerships with large employers</i></p>

⁸ <https://www.gcsu.edu/Imagine2030>