



J. WHITNEY BUNTING COLLEGE OF BUSINESS & TECHNOLOGY

GEORGIA COLLEGE & STATE UNIVERSITY

Societal Impact Plan

Advancing Equality of Opportunity and Improving Social Mobility

Focus Area: As a college of business and technology that seeks to differentiate itself as one that promotes the public good, we wish to focus our societal impact plan on reducing opportunity inequalities and enhancing social mobility. Core to our mission as the designated public liberal arts institution in the University System of Georgia, the J. Whitney College of Business & Technology at Georgia College & State University is committed to “cultivate a fair, just ... community that prepares our students, faculty, and staff to excel in a globally connected workforce,” as stated in our University’s Imagine 2030 Strategic Plan (<https://www.gcsu.edu/imagine2030/strategic-vision>). Our emphasis on reducing opportunity inequalities aligns with the *United Nations Sustainable Development Goal 10.2* in that we seek to “empower and promote the social, economic, and political inclusion of all” (<https://sdgs.un.org/goals/goal10>).

Desired Impact: Martha Nussbaum¹, a professor of philosophy and ethics at the University of Chicago, alongside Economists Amartya Sen at Harvard University and James Foster at Vanderbilt University, coined the capabilities approach to human welfare. This approach emphasizes capacity development to encourage a more productive and responsible citizenry. To aid in that effort, our college reaffirms our commitment to reducing opportunity inequalities, enhancing capabilities, and bettering quality of life for our students and community. We espouse a culture of openness in our teaching, learning, and decision-making, and an appreciation for all perspectives and backgrounds, along with access to resources that support faculty/staff development, student learning, and broader intellectual understanding of how to improve social mobility.

To achieve our desired impact, we will further invest in existing programs that provide experiential learning opportunities to all student populations. Additionally, we will encourage thought leadership in this area, support existing and new course development

¹ Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press;
Nussbaum, M. C. (2016). *Not for profit: Why democracy needs the humanities*. Princeton university press.

that addresses these matters, and work with external partners for community-based engaged learning projects. We will monitor our impact over time through stakeholder surveys, outcome measures related to student success, alumni outcomes (e.g., job placements, income, graduate school placements, etc.), and through various scholarship metrics to help us better understand the impact of faculty and student research. Past and continuing efforts reflect our commitment to improving social mobility. These are foundational aspects of the college’s guiding principles.

Initiatives

Curriculum	Establish/support courses and embedded content into the business and liberal arts core curriculum; develop a VITA (Voluntary Income Tax Assistance) community-based engaged practicum course to support low-income members of the local community
Scholarship	Encourage faculty and student presentations, peer-reviewed journal articles, media exposure, and other related academic engagement activities in alignment with our SA/PA faculty qualifications policy.
Internal and External Engagement Activities	Continue to support and invest in programs which can empower students and community members to achieve success.

2023-2024 Academic Year²

AACSB Standard	Goal	Objective	Tactics	Measures of Success
4. Curriculum	Propose a VITA program practicum for community-based engaged learning	Engage students in empathy development and practical skills of tax preparation to support low-income members of the local community	Engage the IRS and other partners to identify needs and potential resources to sustain the program (e.g., grants, donor support)	# clients served; client survey and demographics; # of student participants; any donor or grant funding
8. Scholarship	Support student/faculty participation in related conferences and professional development Encourage faculty scholarship in matters related to social mobility	Funding 20 students to attend the annual Grace Hopper Celebration of Women in Computer conference To help faculty in various business and technology disciplines better understand how to address these matters both in SoTL and in their discovery or practice fields	Develop an annual giving campaign to support student and faculty grants Identify funding (internal or external) to support faculty through travel grants or stipends Provide release time for faculty to develop research in the areas of personal finance and social mobility.	A minimum of \$5,000 raised to support conference attendance Funding sources identified and utilized Number of presentations, proposals, or papers published
9. Engagement Activities	Facilitate the annual Youth in Business Program	To promote and facilitate a successful week-long summer entrepreneurship workshop for high school students	Secure funding from a variety of internal and external sources to sustain this annual workshop	Grants from companies; # of high schools and participants; student survey

² If this plan goes into effect AY23-24 upon approval of the faculty, we will conduct an analysis and document progress on activities and outcomes measures for AY 21-22 and AY 22-23.

	<p>Facilitate the second annual WIT conference for high school students</p> <p>Seek out businesses in the middle GA area to involve in the Center for Innovation, HIPs, and possibly formalized large company partnerships</p>	<p>Recruit student participants; encourage faculty and supporters as facilitators</p> <p>To support their needs and to learn from them about opportunities to engage the Center for Innovation and Entrepreneurship, HIPs, and possibly formalized large company partnerships</p>	<p>Collaborate with local high schools and corporate partners to help fund the event</p>	<p>Funding support; # of high schools and student participants; student and supporter survey</p> <p># of companies engaged; feedback from participants</p> <p>Student success measures such as # of students involved in HIPs with these organizations</p>
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