



Georgia Gwinnett College Teaching, Learning, and Research
Symposium 2023

January 11 – 12, 2023

Co-hosted by:

Business, Economic, & Applied Research Center (BEAR)
Center for Teaching Excellence (CTE)

Welcome

Welcome to the third annual Georgia Gwinnett College Teaching, Learning, and Research Symposium. Prosperity, inflation, inequality, and recession, these words describe the wide-range of economic impacts that exist. Scholars are uniquely equipped to explore what these impacts mean for academia and society as a whole.

This year's theme of Economic Horizons, provides us with an opportunity to explore the future. Across two days we will share in a wealth of works featuring the latest pedagogical methods and new and evolving research.

We look forward to engaging with everyone virtually and in-person. The hybrid format of the Symposium allows diverse scholars from a variety of locations to participate. We are delighted to have strong participation from multiple institutions in the state of Georgia, along with participants from across the U.S., and the world.

Enjoy yourself and enjoy each other as we spend time refreshing, renewing, and learning. We are glad that you are here, and we hope to see you again next year as we explore the future together.

Co-Chairs

Dr. Reanna Berry, Director of Accounting BEAR Center, Assistant Professor of Accounting

Dr. Rolando Marquez, Associate Director for CTE, Assistant Professor of Instructional Technology



Welcome to the Third Annual GGC Research Symposium

A message from the Business, Economic, and Applied Research (BEAR) Center

We at the BEAR Center are delighted to co-sponsor the third annual GGC Teaching, Learning, and Research Symposium which aims to inspire and disseminate scholarly research and practices across many fields of relevant research. We look forward to continuing to host this important event while increasing the scope and outreach to the research community. We want to express our sincere gratitude for all the faculty and administrative support we have received in planning this event as well as thank those who are participating as reviewers, presenters, and speakers.

The mission of the GGC BEAR Center, located within the School of Business Administration, is to support the local business community, the state of Georgia, and beyond with economic and business-related research and to provide outreach services including statistical and business-related training in the community. The BEAR Center is also committed to furthering the mission of the School of Business Administration by fostering continuous improvement in faculty scholarship and student engagement in original research.

The BEAR Center accomplishes its mission through various activities including publication of scholarly journal articles, research services, and the Symposium. We especially look forward to the Symposium each year because it is an opportunity for scholars to interact with scholars in a friendly and supportive environment. Conducting research is of great importance, but being able to share your research in an uplifting and collegial forum is also of great importance. We strive to ensure that the Symposium is a positive place for scholarly engagement.

We welcome you, and we look forward to hosting you now and in the future!

Warm regards,

Dr. Mark Partridge, BEAR Center Director

Dr. Reanna Berry, BEAR Center Director of Accounting, 2023 Symposium Co-Chair

Dr. P. Wesley Routon, BEAR Center Director of Undergraduate Research

Dr. Tracey Schaller, BEAR Center Director of Marketing



The mission of Georgia Gwinnett College's Center for Teaching Excellence is to provide programming that promotes the design and implementation of creative learning environments. The CTE supports the implementation of effective instructional practices, facilitates an environment of instructional experimentation, and enhances the skills needed to engage students in the learning process. We provide a community forum for the exchange of ideas and innovative instructional practices that lead to high levels of student learning.

CTE welcomes you to the Symposium. This symposium gives us an opportunity to share the knowledge we acquire about what's happening in the classroom both inside and outside, with peers. This allows us to expand the body of knowledge beyond the walls of classroom and toward an increasing world view.

We look forward to meeting you and making this symposium a memorable event.

Best regards,

Center for Teaching Excellence

Reviewers

Mr. Robert Anservitz	Assistant Professor of Marketing	Georgia Gwinnett College
Dr. Christian Brown	Senior Economist Lecturer	Food and Drug Administration Johns Hopkins University
Dr. Zachary A. Collier	Assistant Professor of Management	Radford University
Dr. Alice Collins	Associate Professor of Marketing	Georgia Gwinnett College
Dr. Melinda Cline	Professor of MIS SBA Alumni Data Coordinator	Georgia Gwinnett College
Dr. Juliet D'Souza	Associate Professor of Finance	Georgia Gwinnett College
Prof. Bettina Durant	Assistant Professor of Communication and Journalism	Georgia State University Perimeter College Division
Dr. Yvonne Ellis	Association Professor of Accounting	Georgia Gwinnett College
Dr. Trevor England	Assistant Professor of Accounting	Sam Houston State University
Dr. Rhett Epler	Assistant Professor of Marketing	Old Dominion University
Dr. Amy Greiner Fehl	Assistant Professor of Marketing	Georgia Gwinnett College
Dr. Mario Gonzalez- Fuentes	Associate Professor of Marketing	Trinity University
Dr. Eric Gresch	Associate Professor of Management	Georgia Gwinnett College
Dr. Rong Guo	Assistant Professor of Finance	Georgia Gwinnett College
Dr. Joie Hain	Assistant Professor of Marketing	Clayton State University
Dr. Daniel Hall	Interim Dean Associate Professor of Economics	High Point University
Dr. Phillip Hartley	Associate Professor of Marketing and Global Business	Georgia Gwinnett College
Dr. Dale Herndon	Visiting Assistant Professor of Finance	Georgia Gwinnett College
Dr. Travis Henry	Professional Writing Tutor, Student Success	Georgia Gwinnett College
Dr. Ava Hogan- Chapman	Associate Professor of Teacher Education, Clinical Experiences	Georgia Gwinnett College
Dr. Will Holmes	Associate Professor of Economics	Georgia Gwinnett College

Dr. Justin Jernigan	Dean of Student Success Associate Professor of Linguistics	Georgia Gwinnett College
Dr. William Lyle	Assistant Professor of Accounting	Auburn University at Montgomery
Dr. Robert Mason	Assistant Professor of Economics	Georgia Gwinnett College
Dr. Karen McCarron	Assistant Professor of Accounting	Georgia Gwinnett College
Dr. S. Cathy McCrary	Assistant Professor of Accounting	Georgia Gwinnett College
Dr. Michael Morton	Associate Professor of Chemistry	Georgia Gwinnett College
Dr. Anupam Nath	Associate Professor of MIS	Georgia Gwinnett College
Dr. Nik Nikolov	Assistant Professor of Marketing	Kennesaw State University
Dr. Grace Onodipe	Assistant Professor of Economics	Georgia Gwinnett College
Dr. Mark Partridge	Associate Professor of Economics	Georgia Gwinnett College
Dr. Karen Perell- Gerson	Professor of Exercise Science	Georgia Gwinnett College
Dr. Stan Perrine	Associate Professor of Mathematics	Georgia Gwinnett College
Dr. Julianna Ramirez Lozano	Teacher and Researcher	Centrum Pucp, Pontificia Universidad Católica del Perú
Dr. Darryl Romanow	Assistant Professor of MIS	Georgia Gwinnett College
Dr. P. Wesley Routon	Associate Professor of Economics	Georgia Gwinnett College
Dr. Jean Ruffin	Assistant Professor of Educational Leadership	University of West Georgia
Dr. Carlos Ruiz	Professor of Management SBA Diversity Coordinator	Georgia Gwinnett College
Mrs. Rachel Rupprecht	Instructional Designer	Georgia Highlands College
Dr. Mary Saunders	Assistant Professor of Management	Georgia Gwinnett College
Dr. Atul Saxena	Professor of Finance	Georgia Gwinnett College
Dr. Tracey Schaller	Associate Professor of Marketing	Georgia Gwinnett College
Dr. Marieke Schilpzand	Associate Professor of Management	Georgia Gwinnett College
Dr. Dmitry Shishkin	Assistant Professor of Economics	Georgia Gwinnett College

Dr. Kelli Slaten	Associate Professor of Mathematics	Georgia Gwinnett College
Dr. Stefan Sleep	Assistant Professor of Professional Sales	Kennesaw State University
Dr. Pingping Song	Associate Professor of Management	Georgia Gwinnett College
Prof. John Tiedemann	Assistant Professor of Literacy Education	Georgia Gwinnett College
Dr. Hasan Uvet	Assistant Professor of Supply Chain Management	Georgia Gwinnett College
Dr. Kinga Varga- Dobai	Professor, School of Education	Georgia Gwinnett College
Dr. Jay Walker	Assistant Professor of Economics	Old Dominion University
Dr. James Weisel	Professor of Accounting	Georgia Gwinnett College
Dr. Jun Wu	Associate Professor of Management	Georgia Gwinnett College
Dr. Brett Young	Associate Professor of MIS	Georgia Gwinnett College

Thank You Reviewers!

Each submission was blind reviewed by two independent reviewers.
 Many thanks to those who served as a reviewer and utilized their expertise to
 ensure the academic rigor of the conference.
 Thank you again.

Schedule At-A-Glance

January 11, 2023

8:30 – 9:30 AM Session 1.1 Using Technology for Student Success

8:30 – 9:30 AM Session 1.2 Supply Chain Considerations & Financial Innovation

9:45 – 10:45 AM Session 2.1 Marketing & Global Business

9:45 – 10:45 AM Session 2.2 Financial Literacy & Career Readiness

11:00 AM – 12:00 PM Keynote Address – Dr. Alfie Meek

12:00 – 1:00 PM Lunch Break

1:15 – 2:15 PM Session 3.1 Diversity, Inclusion, & Belonging

1:15 – 2:15 PM Session 3.2 Analysis of Student Success Strategies

2:30 – 3:30 PM Session 4.1 Economics & Societal Issues

2:30 – 3:30 PM Session 4.2 Student-Focused Practices

3:45 – 4:45 PM Session 5.1 Community & Career

3:45 – 4:45 PM Session 5.2 Career Skills Research

January 12, 2023

8:30 – 9:30 AM Session 6.1 Accounting Insights

8:30 – 9:30 AM Session 6.2 Info. Tech. & Corporate Social Responsibility

9:45 – 10:45 AM Session 7.1 Civics, Leadership, & Professional Outcomes

9:45 – 10:45 AM Session 7.2 Pedagogical Techniques

11:00 AM – 12:00 PM Session 8.1 Panel - Perspectives on Establishing a New Study Abroad Experience

12:00 – 1:00 PM Lunch Break

1:15 – 2:15 PM Session 9.1 Undergraduate Research I

2:30 – 3:30 PM Session 10.1 Undergraduate Research II

3:40 – 4:00 PM Closing Ceremony

All sessions are streamed live. Links appear below in the detailed schedule.

Blended – Indicates that the session contains both live, in-person presentations and live, virtual presentations. In-person or virtual is listed at the end of each presentation title.

In-person – Indicates that the session contains only live, in-person presentations.

Virtual Only – Indicates that the session contains only live, virtual presentations.

January 11, 2023 – Morning Schedule

8:30 – 9:30 AM Session 1.1 Using Technology for Student Success

**Blended
Stephens Family Forum**
[Join Microsoft Teams Meeting](#)

Moderator: Dr. James Weisel

Best Practices: Getting the Most out of Your iPad for Effective Teaching and Learning (In-person)

Dr. James Weisel – Georgia Gwinnett College

Using Artificial Intelligence to Customize Traditional Adaptive Learning Approaches to fit Individualized Student Needs (Virtual)

Dr. Kamal Kakish – Georgia Gwinnett College

Introducing Online Proctoring Platforms through a Syllabus Quiz (In-person)

Dr. Phillip Hartley – Georgia Gwinnett College

Student created videos in online STEM courses (In-person)

Dr. Joshua Wludyga, Dr. Joshua Morris, Dr. Indhira De La Rosa, Dr. Alvina Atkinson, Dr. Patrice Bell, Mrs. Tonya DeGeorge, Dr. Hongxia Guan, Dr. Lorraine Jonassen, Mrs. Vinavtee Kokil, Dr. Seungjin Lee, Mrs. Angela Lively, Dr. Mia Malloy, Dr. Katherine Pinzon, Dr. Cindy Robertson, Dr. Jamye Curry Savage, Dr. Rabia Shahbaz, Dr. Marty Thomas, Dr. Omar Villanueva – Georgia Gwinnett College

8:30 – 9:30 AM Session 1.2 Supply Chain Considerations and Financial Innovation

Virtual Only
[Join Microsoft Teams Meeting](#)

Moderator: Dr. Ben Akins

The Economic and National Security Implications of Enhancing Domestic Semiconductor Manufacturing Capacity

Dr. Zachary A. Collier – Radford University

Resilient Supply Chain through Supply Chain Transparency: Empirical Evidence for the Role of Blockchain Technology and RFID

Dr. Hasan Uvet – Georgia Gwinnett College

The Role of Institution-based Trust in Cryptocurrency Adoption at the Personal Level

Dr. Anupam Nath – Georgia Gwinnett College

Effect of External Financing on Sustainable Innovation: The Threshold Effect

Dr. Xun Zhang – Hohai University, Dr. Biao Xu – Nanjing University,
Dr. Ning Zhang – Northeastern University, Dr. Jun Wu – Georgia
Gwinnett College

9:45 – 10:45 AM Session 2.1 Marketing and Global Business

Blended
Stephens Family Forum
[Join Microsoft Teams Meeting](#)

Moderator: Dr. Marvin Bontrager

The New Remote Workplace Isn't New at All (In-person)

Brent M. McCulloch, Dr. Stefan Sleep – Kennesaw State University

To Be Global or Not To Be, That's the Question: A Cross-country Analysis of
Consumer Identities (Virtual)

Dr. Mario Gonzalez – Trinity University, Zhou Bowen – Singapore
Management University

Does Marketing Lead to Happiness? (In-person)

Dr. Nik Nikolov – Kennesaw State University

Engagement Happiness in Family Businesses in Latin America and its Impact on
Long Business Life (Virtual)

Dr. Julianna Ramirez Lozano – Centrum PUCP- Pontificia Universidad
Catolica del Peru, Dr. Maria Victoria – Universidad de Zaragoza, Mg.
Renato Peñaflor Guerra – Universidad San Ignacio de Loyola

9:45 – 10:45 AM Session 2.2 Financial Literacy and Career Readiness

Blended
C-1100
[Join Microsoft Teams Meeting](#)

Moderator: Dr. Jason Delaney

Attempting to Improve Interest and Financial Literacy Among College Students:
Results of Options Workshops (In-person)

Dr. Mohamed Jamalodeen, Dr. Adrian Heinz, Dr. Atul Saxena – Georgia
Gwinnett College

Are You Career Ready? A Comparison of Student Perceived Career
Competencies Pre- and Post-Pandemic (Virtual)

Dr. Amanda Wilsker, Dr. Marieke Schilpzand – Georgia Gwinnett College

Financial Illiteracy: What are Colleges Doing About It? (Virtual)

Dr. Alice Collins, Dr. Mary Saunders – Georgia Gwinnett College

11:00 AM – 12:00 PM Keynote Address

Stephens Family Forum
[Join Microsoft Teams Meeting](#)

Dr. Alfie Meek, Director of the Center for Economic Development Research,
Georgia Tech Enterprise Innovation Institute



12:00 – 1:00 PM Lunch Break

Lobby outside of Stephens Forum

Boxed lunch provided. Registration badge needed to receive lunch.

Reminder, no food or drink in the Stephens Forum.

Lobby, 1230W, and 1211W available to sit and enjoy lunch with colleagues.

January 11, 2023 – Afternoon Schedule

1:15 – 2:15 PM Session 3.1 Diversity, Inclusion, and Belonging

In-person
Stephens Family Forum
[Join Microsoft Teams Meeting](#)

Moderator: Dr. Vlad Bursuc

What is Critical Race Theory?

Prof. John Tiedemann, Dr. George Darden – Georgia Gwinnett College

Gender Equity: A Comparative Analysis of Business School Graduates

Dr. Melinda Cline, Dr. Tyler Yu, Dr. Miranda Zhang – Georgia Gwinnett College

Learning Communities at GGC

Dr. Justin Jernigan, Nancy Ciudad-Simmons – Georgia Gwinnett College

1:15 – 2:15 PM Session 3.2 Analysis of Student Success Strategies

Virtual Only

[Join Microsoft Teams Meeting](#)

Moderator: Dr. Brett Young

Brainstorming for Success: A Structured Process for Dissertation Topic Development

Dr. Jean Ruffin, Mrs. Lauren Stephenson, Mrs. Nicole Silva – University of West Georgia

The Relationship Between Students' Age, Academic Motivation, and Self-Efficacy in the College Setting

Dr. Laura Oramas, Dr. Indhira De La Rosa – Georgia Gwinnett College

Engagement Marketing and the GGC Brand: Drivers of GGC Word-of-Mouth and Willingness to Pay a Premium for GGC among Current GGC Students

Dr. Amy Greiner Fehl – Georgia Gwinnett College

2:30 – 3:30 PM Session 4.1 Economics and Societal Issues

Blended

Stephens Family Forum

[Join Microsoft Teams Meeting](#)

Moderator: Dr. Mark Partridge

Obesity and Job Prestige (In-person)

Dr. P. Wesley Routon – Georgia Gwinnett College

Expanding Game Theory to a Single Move: Identifying Manipulation through Linguistic Analysis of Police Interrogations (Virtual)

Dr. Robert Mason – Georgia Gwinnett College, Dr. Marianne Mason – James Madison University

State and Local Business Incentives and Their Effect on Economic Growth Across States in the US (In-person)

Dr. Dmitry Shishkin – Georgia Gwinnett College

2:30 – 3:30 PM Session 4.2 Student-Focused Practices

Virtual Only

[Join Microsoft Teams Meeting](#)

Moderator: Dr. Tracey Schaller

Benefits of Participating in the Quality Matters Program

Dr. Rong Guo, Dr. Miranda Zhang – Georgia Gwinnett College

Experiential Learning in Teaching Finance Courses – Trading Simulation Game
Dr. Juliet D’Souza – Georgia Gwinnett College

Understanding Our Students---- Competing Priorities & Academic Performance
Dr. Pingping Song, Dr. Cheryl Clark, Dr. Karen Perell-Gerson – Georgia Gwinnett College

3:45 – 4:45 PM Session 5.1 Community and Career

Virtual Only

[Join Microsoft Teams Meeting](#)

Moderator: Dr. Brett Young

Developing Innovative Programming at a new Regional Entrepreneurship Center:
The Case for Enhanced Artrepreneurship

Dr. Brett Young – Georgia Gwinnett College, Dr. Phillip Hartley –
Georgia Gwinnett College, Dr. Marvin Bontrager – Georgia Gwinnett
College, Dr. Jason M. Gordon - SCAD

Food Insecurity in the Atlanta Metropolitan Region: Ethnographic Research and
Applied Solutions

Dr. Jenna Andrews-Swann, Dr. Gregory Gullette – Georgia Gwinnett
College

3:45 – 4:45 PM Session 5.2 Career Skills Research

Blended

Stephens Family Forum

[Join Microsoft Teams Meeting](#)

Moderator: Dr. Kyle Huff

A Skills-based Approach to Improving the Economics Degree: Insights from
Lightcast Database (Virtual)

Dr. Grace Onodipe, Dr. Amanda Wilsker, Dr. Andrew Stephenson, Dr.
Wes Routon, Dr. Kyle Huff – Georgia Gwinnett College

Information Technology Skills in HR (In-person)

Dr. Kyle Huff, Dr. Pingping Song – Georgia Gwinnett College

Employer Skills Expectations for Accounting Students (Virtual)

Dr. James Weisel, Dr. Karen McCarron Dr. Kyle Huff – Georgia Gwinnett
College

January 12, 2023 – Morning Schedule

8:30 – 9:30 AM Session 6.1 Accounting Insights

Blended
Stephens Family Forum
[Join Microsoft Teams Meeting](#)

Moderator: Dr. Reanna Berry

Audit Protection in the Context of Tax Reporting (In-person)
Dr. William Lyle – Auburn University at Montgomery

Audit Partners' Input and Engagement Performance Quality in Small Audit Firms: Evidence from PCAOB Inspections (Virtual)
Dr. Simone Bewry Ricketts - University of Technology, Jamaica, Dr. Yvonne Ellis – Georgia Gwinnett College

Mitigating Career Indecision and Job Resignation through Career Exploration and Self Reflection (Virtual)
Dr. Robert Rankin – Texas A&M University, Dr. Cassy Henderson – Sam Houston State University, Dr. Trevor England – Sam Houston State University, Dr. Shani Robinson – Sam Houston State University

8:30 – 9:30 AM Session 6.2 Information Technology and Corporate Social Responsibility

In-person
C-1100
[Join Microsoft Teams Meeting](#)

Moderator: Dr. Jason Delaney

IT enabled Coordination Enactment of Interdependent Clinical Processes
Dr. Darryl Romanow – Georgia Gwinnett College

Corporate Social Responsibility versus Corporate Profits
Dr. Atul Saxena – Georgia Gwinnett College

Corporate Social Responsibility and Stock Market Performance
Dr. Dale Herndon – Georgia Gwinnett College

9:45 – 10:45 AM Session 7.1 Civics, Leadership, and Professional Outcomes

In-person
Stephens Family Forum
[Join Microsoft Teams Meeting](#)

Moderator: Dr. Marvin Bontrager

Marketing Simulation Project or Community Engagement Project: Which Method Produces the Best Outcomes for Students?

Dr. Joie Hain, Dr. Anita Whiting – Clayton State University

Do Volunteers Serving as Leaders in a Civic Organization Gain Skills that Enhance Their Effectiveness in Professional Employment?

Dr. Daniel Hall – High Point University, Dr. Eric Gresch – Georgia Gwinnett College, Dr. William Holmes – Georgia Gwinnett College

Impact of Institutional Socialization in Martial Arts on Leadership Profiles and Performance

Dr. Cecil Stapley – All Star Karate

9:45 – 10:45 AM Session 7.2 Pedagogical Techniques

In-person
C-1100
[Join Microsoft Teams Meeting](#)

Moderator: Dr. Jason Delaney

Implementation of No-Cost, Open Educational Resources (OER) for Cell Biology

Dr. Rebecca Higgins – Georgia Gwinnett College, Breen Riley – Georgia Gwinnett College, Dr. Jennell Talley – Georgia Gwinnett College, Dr. Alessandra Barrera – Georgia Gwinnett College, Dr. Jennifer Hurst-Kennedy – Georgia Gwinnett College, Dr. Shoshana Katzman – Agnes Scott College

Use of ePortfolios in Various Non-Capstone Classes

Dr. Karen Perell-Gerson, Dr. Kristie Walsdorf, Dr. Rebecca Cooper – Georgia Gwinnett College

Helping Students Bridge the Gap Between General Chemistry and Organic Chemistry: Introduction of Mindful Doodling into Organic Chemistry I Courses at Georgia Gwinnett College

Dr. Michael Morton – Georgia Gwinnett College

Reflections on Using a Specifications Grading Approach for Math and Sciences Courses at Georgia Gwinnett College

Dr. Michael Morton, Dr. Mary Beth Anzovino, Dr. Alessandra Barrera, Dr. Amy H. Erickson, Dr. Jennifer Hurst-Kennedy, Dr. Karen Perell-Gerson, Dr. Jennell M. Talley, Dr. Omar Villanueva, Dr. Cynthia Woodbridge – Georgia Gwinnett College

11:00 AM – 12:00 PM Session 8.1 Panel Session

In-person
Stephens Family Forum
[Join Microsoft Teams Meeting](#)

Perspectives on Establishing a New Study Abroad Experience

Dr. Vlad Bursuc, Dr. Mark Partridge, Dr. C. Douglas Johnson, Dr. Luis Torres, Dr. James Weisel, Dr. Kyle Huff, Dr. Marvin Bontrager, Mr. Ben Hines, Mrs. Candice Stephens – Georgia Gwinnett College

12:00 – 1:00 PM Lunch Break

Lobby outside of Stephens Forum

Boxed lunch provided. Registration badge needed to receive lunch.

Reminder, no food or drink in the Stephens Forum.

Lobby, 1230W, and 1211W available to sit and enjoy lunch with colleagues.

January 12, 2023 – Afternoon Schedule

1:15 – 2:15 PM Session 9.1 Undergraduate Research I

In-person
Stephens Family Forum
[Join Microsoft Teams Meeting](#)

Undergraduate Research Track Chair: Dr. P. Wesley Routon

Undergraduate Judges:

Dr. Grace Onodipe, Assistant Professor of Economics

Dr. Andrew Stephenson, Associate Professor of Economics

Dr. Luis Torres, Associate Professor of Marketing

Dr. Phillip Hartley, Associate Professor of Marketing and Global Business

Poverty, Inequality, and Incarceration: Estimates from State- and Prison-level Data (In-person)

Marshall Sutton, Dr. P. Wesley Routon – Georgia Gwinnett College

Faculty Sponsor: Dr. P. Wesley Routon

The State of Georgia and The Relationship between Population and Road Mileage (In-person)

Alan Santoyo – Georgia Gwinnett College

Faculty Sponsor: Dr. P. Wesley Routon

2:30 – 3:30 PM Session 10.1 Undergraduate Research II

**Virtual
Stephens Family Forum**
[Join Microsoft Teams Meeting](#)

Undergraduate Research Track Chair: Dr. P. Wesley Routon

Undergraduate Judges:

Dr. Grace Onodipe, Assistant Professor of Economics

Dr. Andrew Stephenson, Associate Professor of Economics

Dr. Luis Torres, Associate Professor of Marketing

Dr. Phillip Hartley, Associate Professor of Marketing and Global Business

Shopping Habits Today (Virtual)

Ms. Heidy Roman, Mr. Devon Xayavong, Ms. Eboni Long, Ms. Susan Nerenbaum, Ms. Samy Suarez – Georgia Gwinnett College

Faculty Sponsor: Dr. Amy Fehl

What Managerial Efforts Help Frontline Employees in a Crisis? (Virtual)

Shirley Mayfield Kilpatrick, Ryan Herring, Chauncy West, Josue Ramirez – Georgia Gwinnett College

Faculty Sponsor: Dr. Amy Fehl

Can Technology Help Connect Students and Reduce Loneliness? (Virtual)

Katherin Zabala Tomas, Seykhat Nuriyeva, Peige Fontinel, Sean Mootrey, Danish Ali – Georgia Gwinnett College

Faculty Sponsor: Dr. Amy Fehl

3:40 – 4:00 PM Closing Ceremony

[Join Microsoft Teams Meeting](#)
Stephens Family Forum

Join us virtually or view the broadcast of the virtual meeting in person

Awards

Best in Track – SoTL Research

Best in Track – Non-SoTL Research

Best in Track – Undergraduate Research

Closing Remarks

Conference Chairs: Dr. Reanna Berry and Dr. Rolando Marquez

Join us next year for GGC Symposium 2024!



Best in Track Award Winners

Best in Track – SoTL Research

Brainstorming for Success: A Structured Process for Dissertation Topic Development

**Dr. Jean Ruffin, Assistant Professor of Educational Leadership,
University of West Georgia**

**Mrs. Lauren Stephenson, Doctoral Student, University of West
Georgia**

Mrs. Nicole Silva, Doctoral Student, University of West Georgia

Best in Track – Non-SoTL Research

Food Insecurity in the Atlanta Metropolitan Region: Ethnographic Research and Applied Solutions

**Dr. Jenna Andrews-Swann, Associate Professor of Anthropology &
Interim Director of the Institute for Environmental Sciences,
Georgia Gwinnett College**

**Dr. Gregory Gullette, Professor of Anthropology, Georgia Gwinnett
College**

Best in Track – Undergraduate Research

**To be determined live, by panel of judges at
conference**

Proceedings of the 2023 Georgia Gwinnett College Teaching, Learning, and Research Symposium

Abstracts (alphabetical by first author, then abstract title)

Dr. Jenna Andrews-Swann, Associate Professor of Anthropology & Interim Director of the Institute for Environmental Sciences, Georgia Gwinnett College

Dr. Gregory Gullette, Professor of Anthropology, Georgia Gwinnett College

Food Insecurity in the Atlanta Metropolitan Region: Ethnographic Research and Applied Solutions

The growth of food insecure households in the United States has accelerated over recent years, spurred by employment instability and by rising inflation. This paper presents some initial results of an ongoing study of the ways families within the Atlanta Metropolitan Region (AMR) experience and manage food insecurity. The project seeks to address three interrelated questions: 1. what are the main variables contributing to, and the biosocial effects of, food insecurity among families in the AMR?; 2. what strategies do families in the AMR employ in their efforts to become food secure?; and 3. how do urban agriculture and community gardens emerge as a response to economic instability and reflect trends in food sovereignty movements?

The authors supervise four Georgia Gwinnett College environmental science students who are collecting and analyzing primary data in the form of semi-structured interviews, biosocial survey responses, and participant observation based on time spent volunteering at AMR foodbanks and community gardens. These kinds of ethnographic data are vital in creating informed solutions to inequity that can more effectively and sustainably address food insecurity. The students also get hands-on experience doing community-based research, which, the authors argue, contributes to their academic and professional development as well as providing the opportunity to apply their training to a real issue that impacts neighbors and friends throughout the region.

Dr. Simone Bewry Ricketts, Assistant Professor of Accounting, University of Technology, Jamaica

Dr. Yvonne Ellis, Associate Professor of Accounting, Georgia Gwinnett College

Audit Partners' Input and Engagement Performance Quality in Small Audit Firms: Evidence from PCAOB Inspections

This paper examines whether workload, leverage (partner to professional staff ratios), and the number of audit firm deficiencies are associated with (1) audit failures and, (2) standard failure of small audit firms in a Public Company Accounting Oversight Board (PCAOB) inspection. The study specifically examines the leverage and workload of audit partners subjected to PCAOB audits. The researchers examine a sample of 95 small audit firms registered with the PCAOB and inspected from 2011 to 2018. The results of the study show that leverage is significantly and positively associated with standard and audit failure rates. The researchers also find that association is higher for lead partners when compared to little or no association with total partners.

In addition, firm deficiencies strengthen the association between lead partners' leverage and standard and audit failure rates. Additional tests show that lead partners' leverage in small audit firms with high revenue has a stronger association with standard and audit failure rates. Overall, the results suggest that leverage increases audit failure rates and reduces engagement performance quality. This study has implications for PCAOB inspection of small firm audit quality associated with lead and audit partners' workload.

Dr. Vlad Bursuc, Assistant Professor of Legal Studies, Georgia Gwinnett College
Dr. Mark Partridge, Associate Professor of Economics, Georgia Gwinnett College
Dr. C. Douglas Johnson, Professor of Leadership and Management, Georgia Gwinnett College
Dr. Luis Torres, Associate Professor of Marketing, Georgia Gwinnett College
Dr. James Weisel, Professor of Accountancy, Georgia Gwinnett College
Dr. Kyle Huff, Associate Professor of Management, Georgia Gwinnett College
Dr. Marvin Bontrager, Assistant Professor of Management, Georgia Gwinnett College
Mr. Ben Hines, Professional Engagement Associate, Georgia Gwinnett College
Mrs. Candice Stephens, Administrative Assistant II, Georgia Gwinnett College

Perspectives on Establishing a New Study Abroad Experience

There is not a widely available rule book on how to successfully establish and maintain a study abroad program for business schools. Accordingly, we provide a general overview of the lessons learned and challenges associated with attempting to establish a new study abroad experience over the past academic year. Specifically, we discuss the process of obtaining funding for exploratory activities, including visiting our target country, Germany; developing relationships with stakeholders abroad including private, public, and educational entities; and the options for the structure of an educational cultural exchange experience which can include small group, short duration trips with students; student exchanges with one abroad partner university; faculty exchanges; student internships/apprenticeships; and collaborative online international learning (COIL). We also discuss this undertaking during the current period of uncertain economic horizons which have greatly impacted these efforts over the past year. Others can leverage the learnings from this endeavor as they propose similar study abroad opportunities as we expand our internationalization efforts.

Dr. Melinda Cline, Professor, Georgia Gwinnett College
Dr. Tyler Yu, Dean of the School of Business, Georgia Gwinnett College
Dr. Mei Miranda Zhang, Professor of Finance and Internationalization, Associate Provost for Faculty, Georgia Gwinnett College

Gender Equity: A Comparative Analysis of Business School Graduates

Equitable access to college and careers has been a critical goal for higher education since the passage of the Equal Pay Act of 1963, the Civil Rights Act of 1964 and the Higher Education Act in 1965. Data from the Bureau of Labor Statistics indicates the gender pay gap has narrowed since the 1960's with women earning 82 cents for every dollar a man earns. According to the 2020 census, data also shows the gender gap has narrowed for younger women as they increase their

education level and break into occupations traditionally dominated by men (<https://www.census.gov/library/stories/2022/01/gender-pay-gap-widens-as-women-age.html>). This research investigates the gender by gap by examining 36–48-month post-graduation salary data for approximately 1,000 alumni in a single institution across multiple concentrations. Results indicate the gender salary gap still persists and is most pronounced in concentrations, such as accounting, where occupations have traditionally included more women than men. The analysis also examines age at graduation and ethnicity to better understand this disparity. The methodology and related findings are intended to inform future research, highlight areas for continuous improvement, and provide the many constituencies who are working to create a more equitable environment in higher education for diverse populations and includes ideas for new strategic initiatives.

Dr. Zachary A. Collier, Assistant Professor of Management, Radford University

The Economic and National Security Implications of Enhancing Domestic Semiconductor Manufacturing Capacity

Semiconductors are often referred to as the “brains” of modern electronic systems, enabling useful features in everything from airplanes to washing machines. The lifecycle of a semiconductor is complex, involving over 700 intricate steps from design to fabrication to assembly, packaging, testing, and finally deployment and end-of-life. The enormous capital expenditures needed to build and operate a semiconductor fabrication facility, on the order of tens of billions of dollars over a ten-year horizon, have caused decades of offshoring. The United States once manufactured 37% of the world’s semiconductors, while today the United States accounts for only around 12% of total supply. This offshoring has led to concerns about the economic consequences, as well as security concerns, associated with the complex globalized supply chain for semiconductors. Some of these concerns include a lack of supply, compromised security, degraded quality and reliability, and theft of intellectual property. One solution has been to promote onshoring of domestic manufacturing capabilities by incentivizing firms to build new facilities or expand existing ones. The passage of the Chips and Science Act in the summer of 2022 included \$52 billion in provisions to incentivize capacity expansion, including grants and tax credits. Remaining competitive on the international stage means that nations need to invest in their technology and innovation capabilities. An important enabler of global technological leadership is education and workforce development, as well as the creation and adoption of industry standards related to hardware assurance and cyber-physical system security.

Dr. Alice Collins, Associate Professor of Marketing, Georgia Gwinnett College
Dr. Mary Saunders, Assistant Professor of Management, Georgia Gwinnett College

Financial Illiteracy: What are Colleges Doing About It?

The importance of financial literacy is well documented. High financial knowledge is linked to greater wealth accumulation, successful retirement planning, greater participation in markets and lower costs, e.g., lower interest rates. Conversely individuals with low financial knowledge are likely to have higher costs, not participate in markets, and have lower savings rates. In other words,

financial knowledge is linked to lifelong financial behavior– the higher the knowledge the better the financial behavior (Gutter & Copur, 2011; Lusardi, 2008; Shim, Xiao, Barber, & Lyons, 2009).

Formal studies have shown that only thirty-three percent of adults worldwide understand basic financial concepts (Hasler and Lusardi, 2017). Several previous studies have documented the role of culture, gender, socio-economic status, fluency in English and generational differences in explaining differences in financial literacy (Rink, 2021; Cole, Sampson & Zia, 2011; Solheim & Yang, 2010). Although education and use of information sources can be key transmission channels for promoting financial literacy, few studies have been found that focused solely on the role of formal education in addressing financial illiteracy.

Given the importance of financial literacy, the increasing diversity of the American population, and the increased attention given to diversity and equity, this research examines how colleges and universities are disseminating financial knowledge to their students. This exploratory research examines course offerings related to financial literacy within a sample of colleges and universities within the University System of Georgia. Because the definition of financial literacy varies, this study also examines the topics these courses include.

Dr. Juliet D’Souza, Associate Professor of Finance, Georgia Gwinnett College

Experiential Learning in Teaching Finance Courses – Trading Simulation Game

Experiential Learning is learning through hands-on technique. In a finance course, this experience, of hands-on learning, is given to students by use of internship, case studies, simulation game etc. In this paper, author discusses experiential learning through trading simulation game. Through trading simulation games, students not only engage in higher critical thinking discussions but also able to link classroom textbook knowledge to real-world, real-life work situations and personal life decision making.

In a finance foundation course, students learn the computation of intrinsic valuation of stocks, bonds and other financial assets, which invariably are different from real market values. Students will apply the theoretical intrinsic value to make trading decision with real market values; hedging and/or speculating.

One of the reason, faculty shy away from use of simulation games is because of its learning curve. The author hopes to reduce this learning curve and making its easy upon the faculty to implement simulation games in their respective courses. Most importantly, the author hopes to show the interest of the students and its higher-level critical thinking, analyzing and implementing process.

While there is extensive literature on the positive outcomes of Experiential Learning, there lacks literature on the implementation of specific tools of the experiential learning. This paper, filling in the literature gap, will present (a) the several tools of experiential learning (b) links to free and with-fee online tools (c) the learning outcomes, implementation and evaluation results for StockTrak Simulation game.

Dr. Amy Greiner Fehl, Assistant Professor of Marketing, Georgia Gwinnett College

Engagement marketing and the GGC brand: Drivers of GGC word-of-mouth and willingness to pay a premium for GGC among current GGC students

Using an engagement marketing perspective, this research explores what aspects of current students' brand connections drive traditional word-of-mouth, intention to recommend GGC to current high school students, and willingness to pay a premium to attend GGC. Engagement marketing is a useful theoretical framework to understand the relationship between brands and the consumers of the brands – students in the case of GGC – because it explains what might move the consumer to undertake actions to support the brand. In particular, for this research, consumer engagement is defined as the consumer's contribution to a firm's or institution's marketing function through supportive actions that mimic the type of marketing activities that might be undertaken by the firm or institution itself (Harmeling et al. 2017; Hollebeek et al. 2019). For example, in the context of student engagement with their university brand, such as GGC, the type of activities students might choose that benefit GGC include social media posts about GGC, recommending GGC to others, advocating for GGC in the community, wearing GGC-branded apparel, etc.

Thus, to explore how GGC students might choose to market and promote GGC, a sample of students completed an online survey that included questions about GGC loyalty, self-brand connection, attachment, self-brand identification, GGC role in preparing students for jobs, GGC engagement activities (marketing activities undertaken by the student, e.g., word of mouth), and willingness to pay a premium for GGC. 305 students responded to the survey, including 4 students who did not complete the survey, leaving 301 completed surveys for analysis. Linear regression revealed that key drivers of positive word of mouth were GGC brand attachment, self-brand identification, and loyalty, whereas GGC self-brand connection and GGC role in preparing students for the job market were not significantly drivers. However, another linear regression showed that while GGC self-brand identification, loyalty, GGC self-brand connection, and GGC role in preparing students for the job market were all significant predictors of GGC students' inclination to recommend GGC to high school seniors, brand attachment was not statistically significantly related to intention to recommend GGC. Finally, and importantly, a third linear regression demonstrated that only GGC brand attachment and GGC self-brand identification were statistically significant drivers of students' willingness to pay more for GGC compared to other comparable higher education institutions; GGC self-brand connection, GGC role in preparing students for the job market, and loyalty to GGC were not statistically significant antecedents to willingness to pay more for GGC.

These findings highlight the key role that emotion and connection play in moving individuals towards specific attitudes and behaviors that may benefit institutions to which they belong. A better understanding of GGC's current students feel about the GGC brand and associated behavioral outcomes will help professors better connect with students and the administration develop targeted marketing communications to further enhance students' commitment to GGC and further the advantages they enjoy from attending GGC.

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Dr. Mario Gonzalez, Associate Professor of Marketing, Trinity University
Zhou Bowen, Ph.D. Student, Singapore Management University

To be global or not to be, that's the question: A cross-country analysis of consumer identities.

There is no doubt that globalization has had an indelible impact on our societies. However, the type of impact has been the source of great academic debate. On the one hand, one viewpoint calls for globalization having a homogenization effect across the world -making consumers like each other- while another perspective argues it has had the opposite effect, driving consumers to assert their national or local uniqueness. Our research project collected data among college students across three countries -China, Japan, and the United States- to analyze their global and national identities, and to shed light on how young adults in these three different societies are negotiating their place in the marketplace. Using a framework from psychology's acculturation literature, our preliminary results point out to different adaptation strategies, ranging from the integration of global and national traits to separation from the global scene. Our analysis shows both similarities and differences across these societies as well as offer interesting avenues for further research.

Dr. Rong Guo, Assistant Professor of Finance, Georgia Gwinnett College
Dr. Miranda Zhang, Professor of Finance, Georgia Gwinnett College

Benefits of Participating in the Quality Matters Program

We would like to give a brief overview on the Quality Matters (QM) program. As a QM peer reviewer, Grace will introduce the QM courses she took and the benefits from taking these courses. This will help encouraging and promoting the QM participation for our faculty colleagues.

Quality Matters is a peer review process aiming at improving the quality of online courses. The 4 'Cs' principles underlying QM are continuous, centered, collegial and collaborative. QM's standard of quality is 85% or B+, both for the courses we take to get QM qualified and for the courses we review. There are 41 specific review standards, 21 of which are essential standards and remaining are important or very important standards. A course must meet all the essential standards and most of the important and very important standards to meet QM expectations and receive QM recognition.

The three QM courses Grace took are: Applying the Quality Matters Rubric, Designing Your Online Course and Peer Reviewer course. From these courses, she learned the key standards of the QM rubric, the importance of learning objectives and course alignment (the alignment of student assessment with learning objectives of each class as well as designing course activities and instructional tools to meet those learning objectives), how to interact and engage students in an online setting, and how to write helpful recommendations and review an online course by relating to the QM Rubric, annotations, standards and evidence of the course.

Dr. Joie Hain, Assistant Professor of Marketing, Clayton State University
Dr. Anita Whiting, Professor of Marketing, Clayton State University

Marketing Simulation Project or Community Engagement Project: Which Method Produces the Best Outcomes for Students?

This exploratory study seeks to compare the effectiveness of a marketing simulation and a community engagement project within a digital marketing class. This study also seeks to assess the similarities and differences between the marketing simulation and the community engagement project on student outcomes. In particular, this study seeks to assess whether the marketing simulation or the community engagement project had the greatest impact on student outcomes. The student outcomes that will be investigated are student engagement, student learning, student satisfaction, student motivation, preparation for business world, and student preference (Gruber et al. 2010; Lei et al. 2018). This study will be measured through quantitative and qualitative self-report surveys. This study will be carried out across one undergraduate digital marketing class and one graduate digital marketing class in Spring 2023. Both of the courses will be taught by the same professor. Overall, this study seeks to assess the effectiveness and satisfaction with marketing a simulation as compared to a marketing community engagement project by furthering the research providing a direct comparison of outcomes.

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Dr. Daniel Hall, Interim Dean, Earl N. Phillips School of Business, High Point University
Dr. Eric Gresch, Associate Professor of Management, Georgia Gwinnett College
Dr. William Holmes, Associate Professor of Economics, Georgia Gwinnett College

Do Volunteers Serving as Leaders in a Civic Organization Gain Skills that Enhance Their Effectiveness in Professional Employment?

This study seeks to improve our understanding of how members serving in unpaid leadership positions of a non-profit organization may potentially gain knowledge, skills, and abilities (KSAs) that increase their effectiveness in their professional employment.

In this study, interviews were conducted with multiple leaders of a major civic organization, Civitan International. Study participants from throughout the United States provided data that resulted in the identification and categorization of KSAs gained or strengthened as a result of their service.

The analysis of participant responses provides insights into the types and frequencies of KSAs that leaders consistently report having developed or reinforced through their service. Implications for

employers are discussed, including potential benefits that may result from encouraging workers to join service organizations and serve in leadership roles as a means of professional development.

Dr. Phillip Hartley, Associate Professor of Marketing and Global Business, Georgia Gwinnett College

Introducing Online Proctoring Platforms through a Syllabus Quiz

Teaching online and hybrid classes requires or, in the case of the hybrid format, at least encourages the use of online exams. With online testing comes concerns regarding academic integrity violations. In response, many instructors utilize various means of proctoring online exams including apps that interfere with internet searching during the exam, platforms that record video and audio of students during exams, and/or live video proctoring. Unfortunately, these options can present issues of their own. One solution is for instructors to administer an assessment similar in format to an online exam at the beginning of the semester. The “quiz” can be based on the course syllabus. The benefits include forcing students to familiarize themselves with the syllabus and, therefore, instructor expectations, course and college policies, campus resources, and the class schedule. In addition, students must utilize the exam monitoring platform to take the syllabus quiz, which helps them avoid last-minute issues with installing the proctoring app for the first regular exam. It also brings to the forefront the requirement that students use the platform during exams. Hence, any concerns about or difficulties with the platform should arise during the early part of the term. This leaves students time to address any technical difficulties with the platform or their preferred device for test-taking while also allowing them to drop the class without receiving a “W” if they are uncomfortable being recorded during exams. With this syllabus quiz, instructors can implement practices that discourage cheating and clearly communicating expectations to students.

Dr. Dale Herndon, Visiting Assistant Professor of Finance, Georgia Gwinnett College

Corporate Social Responsibility and Stock Market Performance

According to Milton Friedman and Shareholder Theory proponents, a business's responsibility should only be to maximize profits. However, according to Stakeholder Theory, businesses benefit through corporate social responsibility (CSR) by creating reputational capital among customers, employees, and other shareholders. Both sides agree that companies must make profits and follow moral principles in conducting their business activities, but the similarities stop there. Advocates of both theories raise the question, "Do companies that follow corporate social responsibility practices achieve higher stock valuations than firms that do not practice CSR?"

This paper is a critically appraised topic (CAT) study examining if companies that follow CSR practices experience higher stock prices versus firms that do not practice CSR. A CAT study is a standardized summary of the most up-to-date, high-quality available evidence found through structured research methods. Topic papers are engaged literature reviews that provide research-based evidence validating (or invalidating) clinical or practical questions aimed at providing both a critique of the research and a statement of the relevance of the results. They are efficient for sharing information in evidence-based practice, particularly in medicine, social sciences, and engineering.

This study examines five empirical research studies identified through a structured search strategy using EBSCO and Web of Science. The five studies revealed that companies that practice CSR do not experience an increase in stock price. However, there are other reasons for following CSR, and the research uncovered ways for firms to capitalize on their CSR efforts.

Dr. Rebecca Higgins, Assistant Professor of Biology, Georgia Gwinnett College

Breen Riley, Student, Georgia Gwinnett College

Dr. Jennell Talley, Associate Professor of Biology, Georgia Gwinnett College

Dr. Alessandra Barrera, Associate Professor of Biology, Georgia Gwinnett College

Dr. Jennifer Hurst-Kennedy, Associate Professor of Biology, Georgia Gwinnett College

Dr. Shoshana Katzman, Director and Associate Professor of Medical Sciences, Agnes Scott College

Implementation of No-Cost, Open Educational Resources (OER) for Cell Biology

To reduce the cost of educational materials needed by many STEM majors attending Georgia Gwinnett College (GGC), we generated a no-cost, open educational resources (OER) textbook for Cell Biology with Laboratory (BIOL 3400K). At GGC, Cell Biology is a sophomore-level course that is a required pre-requisite course for many upper-level Biology classes within the School of Science and Technology. In addition to cost reduction, we unified the content of the textbook with the learning outcomes to ensure that students have a clear understanding of course goals. To assess student perceptions of OER materials and their experience related to learning outcomes, surveys were administered to students enrolled in sections of Cell Biology using a traditional textbook and those enrolled in sections using the OER. Data showed positive student attitudes about learning, accessibility, and cost of OER.

Dr. Kyle Huff, Associate Professor of Management, Georgia Gwinnett College

Dr. Pingping Song, Associate Professor of Management, Georgia Gwinnett College

Information Technology Skills in HR

Information technology has been impacting the work performed in HR departments for over 60 years. First, in the implementation of mainframe computers to manage employee data and EEO reporting to modern-day cloud-based computing and HR analytics (Kim, Wang, and Boon, 2020). As investment in HRIS continues, it is accompanied by shift away from using HRIS to digitize HR processes and towards using information technology in the strategic application of HR. This requires new technology and data skills to extract strategic value from HR data. While much has been written about the shift in HRIS (e.g., Deloitte, 2017), little research has examined what technology skills are desired for people in these jobs, and what colleges can do to prepare their students for careers in human resource information systems (HRIS). This research used Lightcast (formally EMSI/Burning Glass) to analyze HRIS job postings and profiles of HRIS professionals. The analysis identified four different HRIS jobs; HRIS users, HRIS developers, HRIS support, and HRIS analytics. Each of these four jobs was analyzed for the knowledge, skills, abilities, and other characteristics that employers are seeking in applicants. Based on these analyses,

recommendations are made on how colleges can best prepare undergraduate and graduate students for these positions.

Dr. Mohamed Jamalodeen, Professor of Mathematics, Georgia Gwinnett College
Dr. Adrian Heinz, Professor of Information Technology, Georgia Gwinnett College
Dr. Atul Saxena, Professor of Finance, Georgia Gwinnett College

Attempting to Improve Interest and Financial Literacy Among College Students: Results of Options Workshops

Weekly online workshops on financial options were offered at Georgia Gwinnett College (GGC) during the Fall semester, 2021. It was open to students of all majors and faculty and staff from all GGC schools. The workshops were free of cost and offered after immense interest shown by students on the subject of investing in financial options. Over one hundred interested individuals signed up for the first workshop. The workshops were designed to provide the participants with a comprehensive introductory background to the topic of financial options and followed with the participants taking online quizzes to test themselves. There was also an open chat line where they could post their comments and ask questions, which were answered in a timely fashion. Pre- and post-workshop surveys were given to participants to test their knowledge of options over the period. Participation in quizzes and surveys was voluntary. Data were collected and analyzed.

It is well documented that college students, for various reasons, are neither proficient in managing their finances nor are very interested in learning about it. The lack of financial literacy has led to several financial crises. The literature also suggests that experiential learning is a good way to make students learn complex subjects like financial options. The workshops provided a hands-on opportunity to learn about options investing. This paper provides more details of the workshops and shares important findings from our research. From the pre- and post-workshop surveys and quiz results we find that the participants were successful in enhancing their knowledge of options and developing a continued interest in investing, contributing to an increase in their financial literacy.

Dr. Justin Jernigan, Dean of Student Success, Associate Professor of Linguistics, Georgia Gwinnett College
Nancy Ciudad-Simmons, Senior Student Success Advisor, Georgia Gwinnett College

Learning Communities at GGC

Learning communities (LCs) at Georgia Gwinnett College (GGC) have primarily been approached as linked course sections that are registered as a unit, with the goal that the linked courses share all or almost all students. Among the key characteristics that help learning communities meet the definition of a High-Impact Educational Practice (see Kuh, O'Donnell, & Schneider, 2017), the predominant one is integrative learning, which often takes the form of assignments or other specified tasks that are shared among the linked classes and that allow students to make connections across their LC courses. Additionally, learning communities have been found to help students develop a sense of belonging on campus. Enhanced faculty communication across LC sections is also intended to promote shared student support. In this session, we present data on

learning communities at GGC to illustrate the scope and growth of LCs and their contribution to student success at the College. Next, we will spotlight a different type of learning community at GGC, HACER (Hispanic Achievers Committed to Excellence in Results), which is an example of an identity-based learning community. We then consider other emerging or future learning communities at GGC, including living-learning communities, second-semester LCs, upper-level LCs, and thematic LCs. We close with time for attendees to share their observations and ask questions. Those who attend the session will leave with an increased understanding of how learning communities have developed at Georgia Gwinnett College and how they may continue to grow to support GGC students in the future

Dr. Kamal Kakish, Associate Professor of Information Technology, Georgia Gwinnett College

Using Artificial Intelligence to Customize Traditional Adaptive Learning Approaches to fit Individualized Student Needs

Artificial intelligence-powered adaptive learning platforms have proved to increase success in classrooms across the world, but methods to improve the learning experience for students from educationally disadvantaged backgrounds have not been proposed. The purpose of this research is to examine how learning experience with adaptive learning varies with a learner's profile and propose adjustments for adaptive learning-powered platforms that account for these differences in profile. The primary profiles addressed in this paper are student age, socioeconomic status, disability, and culture (country of origin, language, values). This research proposes that if learning experiences greatly differ based on an individual's profile (their identities and disabilities), then students using adaptive learning technology that adapts to their needs will experience improved performance (student satisfaction with the platform, pass rates, self-motivation, etc.). Data was compiled and gathered from previous adaptive learning studies regarding each of these profiles to draw conclusions based on student performance. Early observations and pre-analysis seem to indicate that certain learner profiles could benefit from empowering adaptive learning with artificial intelligence.

Shirley Mayfield Kilpatrick, Undergraduate Student, Georgia Gwinnett College

Ryan Herring, Undergraduate Student, Georgia Gwinnett College

Chauncy West, Undergraduate Student, Georgia Gwinnett College

Josue Ramirez, Undergraduate Student, Georgia Gwinnett College

Faculty Sponsor: Dr. Amy Fehl, Assistant Professor of Marketing, Georgia Gwinnett College

What Managerial Efforts Help Frontline Employees in a Crisis?

The aspect of unmotivated employees is a common phenomenon across various companies and organizations for an extended period. Such issues could be because of internal differences and inadequacies or as well could be because of external influences. Among the external aspects could be the personal problems of the employees influencing them even in their workplaces and the manner of performance in their specific roles. As such there exists the need and the necessity for the evaluation to make a determination into this phenomenon at the current time and thusly make

recommendations for implementation. Such implementations would be to the benefit of both employers and their employees.

The current study is designed to understand the emotional aspect of the employee experience. In the situation where the manager responsible for providing leadership in a fast-food organization that is operating during the pandemic fails. As a result, there are instances customers have had confrontations, and the manager goes into hiding. The coworkers on the other hand miss having an understanding for the goals of the organization or even having their own. Workers are of low morale and unmotivated. Thus, there is the need to explore this situation further to understand the way this could be corrected, and employees get to be motivated and stay in their jobs, that is employee retention.

A sample of 301 students completed our survey. A multiple linear regression analysis found that the two statistically significant drivers of employees' intention to stay at their job (employee retention) was whether the employee was susceptible to other people's emotions (emotional contagion) and whether employees were burnout (emotional exhaustion), controlling for age, hours worked, and household size. Emotional contagion was found to be significant at a significance level of 0.014 and emotional exhaustion was found to be significant with a significance level of 0.000 for a confidence level of 0.05. The controls for Age, Hours worked, and household size were not significant at significance levels of 0.299, 0.215, and 0.492 respectively.

Dr. William Lyle, Assistant Professor of Accounting, Auburn University at Montgomery

Audit Protection in the Context of Tax Reporting

Numerous stakeholders are interested in motivations related to tax reporting behaviors of individuals, as well as the motivations to have some form of audit protection. The Inflation Reduction Act of 2022 has an allocated \$124 billion for IRS Tax Enforcement, according to estimates by the Congressional Budget Office. This legislation has impacted perspectives on the importance of audit protection. This study examined participants reporting behaviors within a tax software simulation. Data collected included information related to the willingness of a participant to acquire audit protection. An analysis of the differences in both willingness to acquire audit protection and the price that a participant would be willing to pay was significantly different when comparing those that were non-evasive versus those that were evasive in their tax reporting. The findings suggest that those who were more evasive in their reporting may be less likely to acquire audit protection, when compared to those that were non-evasive. However, they were on average more willing to pay a higher price. Specifically, when examining the price that a participant would be willing to pay for such protection, those that were more evasive were not only willing to pay more on average, but also were willing to pay a higher average maximum price. These findings indicate that there is an opportunity in future research to examine the rationale related to a taxpayer's willingness to acquire audit protection, specifically within the context of commercial tax software utilized by consumers.

Dr. Robert Mason, Assistant Professor, Georgia Gwinnett College

**Dr. Marianne Mason, Associate Professor of Translation, Interpreting, and Linguistics,
James Madison University**

Expanding Game Theory to a Single Move: Identifying Manipulation through Linguistic Analysis of Police Interrogations

Game theory formalizes the study of interacting agents through time. The agents take action, either concurrently or sequentially, generating outcomes that deliver utility to the agents. To this framework we add the analysis of a single-move game in which only one agent takes action. Central to our analysis is hypergame theory, a subfield of game theory that incorporates perceptions into games of sequential moves.

Influences upon perceptions take many forms, and we illustrate the relevance of perceptions by analyzing a the single-move invocation stage of a police interrogation. The game is a conversation that begins with the arresting officer reading a custodial suspect the Miranda rights to legal counsel and to silence. The game concludes with the custodial suspect taking action in silence, or by invoking or waiving the right to legal counsel during the interrogation.

We model the arresting officer and custodial suspects as agents within a hypergame framework. Only the custodial suspect takes an action in this game, and we identify four situational ranked preferences of the custodial suspect: silence, wait to have a lawyer present during questioning, or waive the right legal counsel to proceed directly to the interrogation. The fourth situational preference is a desire to engage in conversation. We apply linguistic theory show manipulation of the custodial suspect's preference through conversation to conform with the preference of the arresting officer.

Mr. Brent McCulloch, Lecturer of Professional Sales and Sales Management, Kennesaw State University

Dr. Stefan Sleep, Assistant Professor of Professional Sales, Kennesaw State University

The New Remote Workplace Isn't New at All

Much is written in the popular press and academic journals about the new hybrid work environment. Post-covid has given employees choices they never had before; exclusively working from home or some hybrid form of home and in person office presence.

This new environment brings both opportunities and challenges. Opportunities include increased employee flexibility and retention while reducing overhead (i.e. office space). Meanwhile, there are also challenges. There are fewer opportunities for informal interactions between salespeople, less camaraderie, a greater trust in self-discipline and motivation, and designing compensation plans that drive productivity.

This study examines the opportunities and challenges of the "new workplace" and compares and contrasts it with the longstanding practice of field sales representatives working from a home office. Previous research on salesperson isolation and the impact of covid on the salesforce provide the foundation for this study.

Highly successful field sales representatives have developed practices that can be closely replicated by the “new workplace” that many employees are forced to embrace. A few of these practices include development of a daily routine, a dedicated workspace, establishment of work hours, and technology driven productivity. As with any change, success is found in training and equipping employees on how to maximize the new and move forward from the ‘old’. The historical success of the home work environment is repeatable and trainable.

Dr. Michael Morton, Associate Professor of Chemistry, Georgia Gwinnett College

Helping Students Bridge the Gap Between General Chemistry and Organic Chemistry: Introduction of Mindful Doodling into Organic Chemistry I Courses at Georgia Gwinnett College

Organic Chemistry has a reputation of being a very challenge class for many STEM majors and often times, entering students approach the topic with a mix of stress, fear, and trepidation. This is partially due to a shift in the way chemistry is explored in the course. Throughout the year sequence of General Chemistry, students have worked on their quantitative skills while often the approach in Organic Chemistry is qualitative and visual based. This shift in skill sets is not easy for many students to adjust to and results in high levels of stress. Starting in the spring semester of 2021, in the midst of the Covid-19 pandemic, when student’s stress was at an all-time high, a series of Mindful Doodling activities were designed and incorporated initially into two sections of Organic Chemistry 1. These activities were designed to both help students reduce their stress levels with regards to the topic as well as helping them develop their visual and drawing abilities needed to help them bridge the skill sets needed for Organic Chemistry. Doodling was selected as it is one creative activity that almost everyone has done at one time or another as a form of self-expression and doesn’t require an artistic background. Doodles are simple drawings just composed of random abstract lines or can even have realistic meanings. Although many people still consider doodling as an indication of disinterest, both physiological and psychological studies have shown the positive effects of these activities. Details on what Mindful Doodling is as well as how the activities were designed and implemented within Organic Chemistry will be presented. Preliminary student responses will also be discussed based on pre- and post-surveys along with approaches to accessing improvement in chemical drawing ability.

Dr. Michael Morton, Associate Professor of Chemistry, Georgia Gwinnett College

Dr. Mary Beth Anzovino, Associate Professor of Chemistry, Georgia Gwinnett College

Dr. Alessandra Barrera, Associate Professor of Biology, Georgia Gwinnett College

Dr. Amy H. Erickson, Professor of Mathematics, Georgia Gwinnett College

Dr. Jennifer Hurst-Kennedy, Associate Professor of Biology, Georgia Gwinnett College

Dr. Karen Perell-Gerson, Professor of Exercise Science, Georgia Gwinnett College

Dr. Jennell Talley, Associate Professor of Biology, Georgia Gwinnett College

Dr. Omar Villanueva, Associate Professor of Chemistry, Georgia Gwinnett College

Dr. Cynthia Woodbridge, Associate Professor of Chemistry, Georgia Gwinnett College

Reflections on Using a Specifications Grading Approach for Math and Sciences Courses at Georgia Gwinnett College

Science and math sequences, at most schools, have a higher than normal DFW rate compared to other courses across the campus, and as such, sometimes deter students from remaining in their chosen STEM fields. In an attempt to improve student success, several faculty at Georgia Gwinnett College adopted a new-to-us assessment methodology: specifications grading starting in 2018. In this approach, students controlled their grades through multiple attempts (with limitations) on assessments of course objectives that were designed to clearly define core skills and knowledge requisite for success. Details on how different faculty adapted traditional courses to this new methodology will be reported as well as reflections on how these approaches were adapted over time. Approaches to adapting the methodology to Covid-19 forced online and hybrid courses will also be discussed. Finding on the effects this methodology has on student's perceptions, motivations, perseverance and ultimate success in the courses will also be discussed. Student's within the sections of courses that adopted this methodology completed pre- and post-surveys concerning their views of the experience. Additionally, several students were interviewed about their experiences and beliefs about their self-efficacy and motivation to succeed in the course. Copies of student's assessment retakes and final exams were examined and compared to those within traditional based course sections. Summaries of this quantitative and qualitative data will be presented.

Dr. Anupam Nath, Associate Professor of MIS, Georgia Gwinnett College

The Role of Institution-based Trust in Cryptocurrency Adoption at the Personal Level

Cryptocurrency is a recent innovation and phenomenon in the current decade which promises to change the fiat currency as we know it. The emergence of blockchain technology has enabled Cryptocurrency to invade the financial industry. The technology behind the Cryptocurrency and this newer environment for transactions have caused uncertainties among people who are not information technology experts. A similar scenario occurred with the emergence of e-Commerce a few decades ago. Institution-based trust played an important role in understanding users' perceived trust in the E-commerce environment leading to E-commerce adoption (McKnight et al., 1998). Institution-based trust helps individuals operate in an unfamiliar environment (Zucker, 1986). Based on the offline expectation-based trust as a starting point, researchers have elaborated upon one another's definitions and emphasized online environments' specific characteristics to form online trust definitions. From E-commerce to Trust has been extended to the M-commerce domain (Giovannini et al., 2015). As the next logical progression, we develop the Trust concept to the domain of a relatively newer phenomenon- Cryptocurrency. We have incorporated four specific components of institution-based trust in the context of the Crypto environment: Perceived Quality of Cryptocurrency, Perceived effectiveness of Cryptocurrency, Perceived Trustworthiness of the underlying technology of the Cryptocurrency, and Perceived Trustworthiness of the Cryptocurrency Host. In addition, our proposed model includes Disposition to Trust, Perceived Trustworthiness of the Internet, and Subjective norm as control variables. The proposed model should help us understand the antecedents and different dimensions of Institution-based trust in the Cryptocurrency environment, which leads to the adoption of Cryptocurrency by an individual.

Dr. Grace Onodipe, Assistant Professor of Economics, Georgia Gwinnett College
Dr. Amanda Wilsker, Associate Professor of Economics, Georgia Gwinnett College
Dr. Andrew Stephenson, Associate Professor of Economics, Georgia Gwinnett College
Dr. P. Wesley Routon, Associate Professor of Economics, Georgia Gwinnett College
Dr. Kyle Huff, Associate Professor of Management, Georgia Gwinnett College

A Skills-based Approach to Improving the Economics Degree: Insights from Lightcast Database

Since the 1990s, economics has been experiencing a declining number of majors at most institutions (Okoye 2011). Potential solutions to the decline include references to “repositioning” the curriculum to better match labor market demands. As employers shift to skills-based hiring (Urban Institute 2022; Federal Reserve 2020), graduates may need more than the critical thinking emphasis these degrees generally provide.

Refocusing curriculum to adapt to skills-based hiring assumes economics faculty understand the labor markets facing students, both in terms of job opportunities and the skillsets that improve competitiveness.

To better understand the experiences of entry-level economics graduates, we use a unique dataset from Lightcast, a labor market analytics firm, to track the number of unique job postings, starting salaries, and the frequency specific skills are mentioned for job titles recommended for economics majors by the BLS and Indeed.com. Although there is significant variation across jobs, frequently listed common skills include Communication, Management, and Research. In addition to Microsoft Excel, software skills listed most frequently included knowledge of SAP Applications, SAS, Tableau, and Python – with variation across occupations. Interestingly, the specialized “skill” of economics was listed in less than 20% of all postings, with critical and analytical thinking each appearing in fewer than 10%.

By improving understanding of employers’ expectations, we hope to inform changes in tertiary economic education, preserving the theory and thinking entrenched in economics while simultaneously providing students with skills to succeed in the workplace.

Dr. Laura Oramas, Assistant Professor of Psychology, Georgia Gwinnett College
Dr. Indhira De La Rosa, Assistant Professor of Biology, Georgia Gwinnett College

The Relationship Between Students' Age, Academic Motivation, and Self-Efficacy in the College Setting

Students’ persistence and success in college settings can be influenced by several factors, including demographics, competence, and motivation. Previous research at large universities showed that age could positively affect self-efficacy, academic motivation, and learning achievements; however, more information is needed from smaller institutions attended by traditional and non-traditional students of various socioeconomic statuses. The current study investigated the relationships between students’ age, academic motivation, and self-efficacy. Participants included 520 students attending an open-access institution in the southeastern United States. Of these, 79% were female, 20.4% were male, and 0.6% categorized themselves as “other” or chose not to

respond. Participants' ethnic make-up included 28.5% Caucasian, 31.3% African American, 14.8% Asian American, 26.9% Hispanic/Latino, 1.2% Native American, 1.0% Pacific Islander, and 6.2% other. The largest percentage of our sample were Sophomores (33.6%), followed by Freshmen (26.3%), Juniors (19.4%), Seniors (17.9%), and post-Baccalaureate students (2.7%), with 32.7% being the first in their immediate families to attend college. Participants were asked to complete the Academic Motivation Scale, College Self-Efficacy Inventory, and a Demographics Questionnaire.

Results indicated a significant correlation between students' age and intrinsic motivation as well as their levels of self-efficacy in the classroom and socially on campus. Further, self-efficacy in the classroom was also significantly correlated with social self-efficacy on campus, intrinsic and extrinsic motivation. Additionally, intrinsic and extrinsic motivation were significantly correlated with one another and were significantly related to both types of self-efficacy. Implications of results will be discussed in addition to suggestions for further research.

Dr. Karen Perell-Gerson, Professor of Exercise Science, Georgia Gwinnett College
Dr. Kristie Walsdorf, Assistant Professor of Physical Education, Georgia Gwinnett College
Dr. Rebecca Cooper, Professor of Curriculum and Instruction and Science Education, Georgia Gwinnett College

Use of ePortfolios in various non-capstone classes

ePortfolios provide students with the opportunity to showcase knowledge and skills through the use of learning artifacts and reflection (AACU.org). ePortfolios “are a way to generate learning as well as document learning” (<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios>). Documenting learning is often done in capstone classes to showcase what students have learned. Generating learning, however, can be done across all academic ranks. The purpose of this study is to describe the student experience using ePortfolios in non-capstone classes. In PHED 1130 (hiking), students utilized ePortfolios to summarize their hike, display artifacts (video, audio, images, screenshots, links, etc.) collected during the pre-planning, planning, execution and reflection phases, and demonstrate their hiking knowledge and experience through written reflection. EXSC 3000 is usually the first EXSC class that students take, designed to acculturate students to subspecialties and career choices. During FA22, 18 students were asked to complete an ePortfolio where students reflected on their time management, professional goals, soft and hard skills, direction of profession, and work ethic. Students used Watermark Student Learning & Licensure (<https://sll.watermarkinsights.com/>). At the end of the semester, students were asked about their experience with the ePortfolio including instructions, workload, pages which demonstrated growth, feedback, effect on potential careers, benefits and usefulness. Data analysis will occur after students' grades have been posted. This work demonstrates that generating learning can be beneficial to students early in their academic career. By developing reflective skills required for ePortfolios early, students may continue the reflective nature necessary for generating and documenting learning.

Dr. Julianna Ramirez, Teacher and Researcher, Centrum Pucp, Pontificia Universidad Católica del Perú

Dr. Maria Victoria, Universidad de Zaragoza

Renato Peñaflor Guerra, Mg., Universidad San Ignacio de Loyola

Engagement happiness in family businesses in Latin America and its impact on long business life

Family businesses have different peculiarities, however the most important thing is to achieve a long life and for this it is observed that companies with business success have achieved it by combining various characteristics such as good leadership, the quality of satisfaction of employees with the company and the good communication. The study allows us to know how these variables influence the good performance of these companies and their long life, which means going through several generations.

Dr. Robert Rankin, Assistant Professor of Accounting, Texas A&M University - Commerce

Dr. Cassy Henderson, Associate Professor of Accounting, Sam Houston State University

Dr. Trevor England, Assistant Professor of Accounting, Sam Houston State University

Dr. Shani Robinson, Associate Dean and Professor of Accounting, Sam Houston State University

Mitigating Career Indecision and Job Resignation through Career Exploration and Self Reflection

This paper introduces a career planning intervention (CPI) that reduces students' career indecision through career exploration and written self-reflection contemplating factors in an occupational considerations framework (OCF). Making quality career decisions is important for students and society, but the process is complex. CPIs can reduce career indecision, but many require third-party sources, professional counselors, and/or formal courses that consume financial resources and cannibalize curriculum hours. Our CPI is different because it (a) can be easily added to any course, (b) consumes little instructional time, (c) has low implementation costs, and (d) does not require a professional counselor to achieve success.

Our CPI focuses on skills needed in the first two stages of the Donner and Wheeler Career Development Model: environmental scanning and self-assessment. Environmental scanning is incorporated by requiring students to search job postings and evaluate them using factors in an OCF to select a job they would be interested in applying for if they had their degree. Self-assessment is incorporated by requiring students to write a reflection paper that articulates why they selected the job they wanted to apply for using the factors outlined in the OCF.

Our CPI was administered to 92 business students. After measuring career decision-making confidence both before and after the CPI, we find a significant decrease in students' career indecision. We also evaluate changes in the importance of each factor included in the OCF and find significant changes in the importance of job challenge and location.

Ms. Heidy Roman, Undergraduate Student, Georgia Gwinnett College
Mr. Devon Xayavong, Undergraduate Student, Georgia Gwinnett College
Ms. Eboni Long, Undergraduate Student, Georgia Gwinnett College
Ms. Susan Nerenbaum, Undergraduate Student, Georgia Gwinnett College
Ms. Samy Suarez, Undergraduate Student, Georgia Gwinnett College

Faculty Sponsor: Dr. Amy Fehl, Assistant Professor of Marketing, Georgia Gwinnett College

Shopping Habits Today

Our research was conducted to investigate consumer shopping habits in present day. This research is important because scarcity is going to continue to be a problem today, because resource and product scarcity will continue to be problematic with the supply chain shortage due to the pandemic. The GGC student population were both positively and negatively affected with the occurrence of COVID 19. Our research takes a deeper look into scarcity psychologically, materialistic, and individual time usage. We also considered the fear of COVID and how it affected the lives of individuals. We found that there were many ways that shopping behavior has changed such as people buying in bulk to prevent being scarce on important resources, switching to take out meals rather than dining in, and shopping more online rather than in stores. There were few people who felt that their shopping habits remained unchanged and COVID did not have an effect on their purchasing habits. To collect our data we collected surveys with consenting individual where we asked more in depth question over their past and current shopping habits as well as how covid affected them in their day to day. In conclusion, we wanted to get a better understanding of consumers' shopping habits during COVID and how they shop now. A few data limitations were data from surveys and interviews were probably inaccurate because the peak of COVID was over two years ago. The perfect data set would be if this study was taken right after the events of the pandemic or the peak of the pandemic dying down.

Dr. Darryl Romanow, Assistant Professor of Management Information Systems, Georgia Gwinnett College

IT enabled Coordination Enactment of Interdependent Clinical Processes

Traditional coordination theory has long espoused that coordination in organizations integrates work processes under conditions of varying degrees of uncertainty and task interdependence (Faraj and Xiao, 2006; Malone and Crowston, 1994; Thompson, 1967). Coordination theory has also held the view that work processes with high uncertainty and task interdependence require mutual adjustment between actors, favoring flexible coordination mechanisms based on interpersonal interactions, rather than formal routinized systems such as Health IT (Malone and Crowston, 1994; Thompson, 1967).

Theory is contextual (Pettigrew, 1987), and patient care coordination has been described as highly interdependent, uncertain, and time-sensitive (Faraj and Sproull, 2000; Faraj and Xiao, 2006; Gittel et al., 2010; Gittel, 2002). Clinical coordination processes require both flexible informal structures, yet also must rely on error reducing mechanisms inherent to formal systems such as Electronic Medical Records (Faraj and Xiao, 2006). Within the context of healthcare IT, the literature has been silent on whether IT can mitigate the negative effects that interdependence imparts on clinical processes. Our study leverages roughly 1.3 million clinician entries captured

during the patient care process to determine team level deep structure use of health IT. We juxtapose clinical team use of health IT caring for 100 highly interdependent cardiovascular patients with 353 low interdependence vaginal birth patients, and find that the benefits accrued team by use of health IT favors highly independent cardiovascular patients. We suggest this research contributes to recent coordination enactment theory (Beane and Orlikowski, 2015; Claggett and Karahanna, 2018) rather than contradicting traditional coordination theory (Thompson, 1967).

Dr. P. Wesley Routon, Associate Professor of Economics, Georgia Gwinnett College

Obesity and Job Prestige

According to the Centers for Disease Control and Prevention, over 40% of the U.S. adult population are considered obese and this rate is rising. The economics literature supports numerous links between health conditions and labor market outcomes. Regarding obesity, the condition has been consistently associated with lower earnings, for example, especially among female employees. Several possible explanations for the obesity wage penalty have been proposed, including discrimination from employers, discrimination from coworkers, statistical discrimination specifically, reduced productivity, a reduced range of work-related physical activities, and self-selection into lower paying occupations. Many of these hypotheses intrinsically or overtly suggest a significant relationship between obesity and job prestige, though that link has not yet been empirically examined. Using a nationally representative panel of American workers, the relationships between obesity and eight different occupational prestige indices are examined here. Obesity is found to decrease one's occupational prestige, on average. This estimated effect is stronger among female workers and near the high end of the prestige distribution, lending credence to many hypotheses about the mechanisms behind the labor market effects of obesity.

Dr. Jean Ruffin, Assistant Professor of Educational Leadership, University of West Georgia
Mrs. Lauren Stephenson, Doctoral Student, University of West Georgia
Mrs. Nicole Silva, Doctoral Student, University of West Georgia

Brainstorming for Success: A Structured Process for Dissertation Topic Development

In universities across the United States, it is assumed that doctoral-level graduate students are adequately prepared to engage in academic writing. This assumption, however, is unfounded.. Studies have found that students may lack the foundational research and writing skills necessary to effectively navigate academic writing in the graduate school setting. Within the field of education, there has been very little written about practical strategies for guiding Ed.D. students through dissertation topic development, research, or writing. Many Ed.D. students are working professionals who have limited opportunities for job embedded academic writing and research in their daily practice. This reality underscores the need for doctoral faculty advisors to create support structures to assist students with developing the necessary skills for successful dissertation completion.

This presentation will outline a structured process used with students to help them refine their topics, engage in preliminary research, and develop their research questions. The presenters will

outline the process and discuss its usefulness for faculty and students, particularly those who work in the online setting.

Alan Santoyo, Undergraduate Student, Georgia Gwinnett College

Faculty Sponsor: Dr. P. Wesley Routon, Associate Professor of Economics, Georgia Gwinnett College

The State of Georgia and The Relationship between Population and Road Mileage

Infrastructure is the backbone of the economy of the United States. The most important of which are the road networks that are spread out the county. The importance of roads cannot be understated. Roads provide an environment in which vehicles can quickly and efficiently move from one place to another. The efficient movement of vehicles provides easily provide the necessary goods and services that are demanded for. Roads also contribute heavily to the movement of people from one place to another. This movement of people and goods is that road provides, presents a reason for why it is necessary to examine where and when to build more roads. With this in mind, it is important to examine how the population of an area contributes to the demand for more roads and how more roads could impact the economic activity of an area. This paper will seek to examine this idea, but on a state level. The state of Georgia will be the case study being used to determine how population size and its economic aspects affects the number of roads within the state of Georgia.

Dr. Atul Saxena, Professor of Finance, Georgia Gwinnett College

Corporate Social Responsibility versus Corporate Profits

As the global citizen has become more suave and knowledgeable about global warming, and as the discussion of environment preservation has reached its new heights, small businesses and big corporations alike have started participating in such debates. Over the last two decades a sizeable literature has accumulated in scholarly journals as more data are collected and cultivated. Financial investors have also boarded the bandwagon looking for investments in stocks of firms that are socially responsible.

This paper attempts to synthesize the current scholarly research and see if there are any clear indications as to whether it is profitable for publicly traded firms to invest their valuable resources in everything falling under the umbrella of corporate citizenship and corporate social responsibility (CSR).

The paper will look at some of the common attributes that have been studied by previous researchers and their relationship with the maxim of shareholder wealth maximization. Some research questions that become quite apparent are as follows:

1. Is it only the industry leaders that subscribe to CSR?
2. Is it the most profitable firms that subscribe to CSR?
3. Does investment of valuable/scarce resources in CSR lead to greater profits?
4. How are “profits” defined? Is it simply the bottom line of their income statement? Is it a broader definition that includes not just the stockholders’ wealth but other stakeholders’ welfare as well?

5. Is there any statistically significant relationship between a firm's investment in CSR and the amounts of dividends that the firm pays to its shareholders?

6. Are there certain patterns in CSR's popularity? Is it mostly European nations, who tend to be more socialistic, therefore spend more money on CSR? How about countries like China, India, Brazil, etc. who are often singled out as the main culprits in polluting earth?

This is only a sample of questions. The final paper will emerge based on reviewing the literature and synthesizing their findings.

Dr. Dmitry Shishkin, Assistant Professor of Economics, Georgia Gwinnett College

State and Local Business Incentives and Their Effect on Economic Growth Across States in the US

Local economic development always has been a hot policy topic as city and state politicians have been promising their constituency a better economic future through various public policy instruments that would recruit new businesses and create new well paying jobs in the area. The amount of money spent on such policies underscore the importance of the topic as about \$60 billion dollars is spent annually by states and the federal government on such policies. The main state and local incentive policy in the United States is state and local business tax incentives, which can be separated in the following three categories: state corporate taxes, state tax credits, and firm-specific incentives. Another important state and local incentive tool is state and local expenditures.

Firm-specific incentives provide the benefit of attracting additional firms without lowering tax burden for all firms. However, their effectiveness can be compromised by the following factors: 1) state and local policy makers have to play the role of venture capitalists—a notoriously challenging occupation—when picking specific firms to provide them with such incentives; 2) reduced transparency typically occurs when firm-specific incentives are being involved, which could hide political considerations that might prevail over proper economic reasons.

Which effect will prevail is never clear until some empirical research is done. Thus, in this work, we employ state economic development expenditure database provided by Council for Community & Economic Research in combination with other data sources to analyze the effectiveness of such expenditures on various state economic indicators.

Dr. Pingping Song, Associate Professor of Management, Georgia Gwinnett College

Dr. Cheryl Clark, Associate Professor of Management, Georgia Gwinnett College

Dr. Karen Perell-Gerson, Professor of Exercise Science, Georgia Gwinnett College

Understanding Our Students--- Competing Priorities & Academic Performance

Our institute is student oriented and emphasizes creating an active learning environment for students. This urges faculty to better understand our students and accordingly enhance teaching and mentoring practices to help student pursue development and success. In particular, this is important as we have a very diverse student population with a significant portion of students being first generation and non-traditional college student. We used a survey administered to multiple GGC courses across campus to collect data on student commitment of their time on various responsibilities: caring for family members, work, volunteering, and school study. We report the survey result about how students allocate their time on these competing priorities. We present

findings as we examined how these competing priorities are related to their academic performance. The study also explored the impact of several demographic factors.

Dr. Cecil Stapley, Grand Master, All Star Karate

Impact of Institutional Socialization in Martial Arts on Leadership Profiles and Performance

US corporations spend \$150 Billion a year in leadership training yet only 3% of CEO can demonstrate a positive ROI to training expenditures. A proven source of corporate leadership is Ex-military officers, but their supply is limited to 1.6% of the yearly management demand. This paper explores why military training is so effective. Given the common elements between military and martial arts training this mixed case study details the leadership profiles and corporate effectiveness of traditional martial arts black belts in a corporate setting.

Over 90% of the study participants significantly improved levels of self-concept, emotional control, aggression management, positive assertion, and interpersonal social attributes (i.e., humility, empathy, and respect) while strengthening ethical beliefs. These improvements significantly increased their capacity to develop subordinates, manage teams. And reported a substantially increased in their organizational influence.

Marshall Sutton, Undergraduate Student, Georgia Gwinnett College

Dr. P. Wesley Routon, Associate Professor of Economics, Georgia Gwinnett College

Faculty Sponsor: Dr. P. Wesley Routon, Associate Professor of Economics, Georgia Gwinnett College

Poverty, Inequality, and Incarceration: Estimates from State- and Prison-level Data

Since the beginning of the 21st Century, the United States has consistently led the world in terms of incarceration. In fact, 22 individual states have an incarceration rate greater than that of the second-highest country. It has long been suggested that both poverty and economic inequality might influence incarceration in some way. This study addresses this idea by examining the significance of the relationships that exist between poverty, inequality, and incarceration. Additionally, this study examines the marginal effects that poverty and inequality have had on the rate of incarceration in the United States under varying parameters. It is anticipated that the results of this study will be used in conjunction with prior research to provide additional insight on the relationship between poverty, inequality, and incarceration. Quantitative evidence that poverty and economic inequality impact incarceration are presented. Three samples are examined, a panel of U.S. states and cross-sections of U.S. state and county prisons. In all three, incarceration is shown to rise as local poverty and/or inequality increase. Estimated impacts are found much stronger within relatively low-incarceration areas. Geographically, the relationship between inequality and incarceration is found to be statistically significant across the nation, but the relationship between poverty and incarceration appears more regional. However, the impact of poverty is shown to have increased during the early 21st century, while the opposite is true for inequality.

Prof. John Tiedemann, Assistant Professor of Literacy Education, Georgia Gwinnett College
Dr. George Darden, Assistant Professor of Educational Foundations, Georgia Gwinnett College

What is Critical Race Theory?

In the year leading to the midterm elections, Critical Race Theory (CRT) has become politically controversial. The concern that is expressed is that CRT is influencing the curriculum of public schools, and that the influence is harmful to children and contrary to the ideals of the United States. This presentation includes a brief explanation of Critical Race Theory and its place in education. The bulk of our time will be a respectful and informed discussion of the questions and concerns of participants. Discussion topics could include, "Is CRT being taught in K-12, and how would we identify it if it is?". "How do the scholars who formed CRT and those who teach CRT explain the theory, its purpose, and its implications?" Primarily, we will discuss the understandings and concerns of participants, and explore the role of CRT in education.

Dr. Hasan Uvet, Assistant Professor of Supply Chain Management, Georgia Gwinnett College

Resilient Supply Chain through Supply Chain Transparency: Empirical Evidence for the Role of Blockchain Technology and RFID

In the Industry 4.0 era, the usage of technologies such as radio frequency identification (RFID) and blockchain provides the ability to enhance the visibility, traceability, and security of supply chain operations. These new capabilities also improve the integration of information technologies within the supply chain. Because of the significant number of suppliers within the global supply chain, focal firms lack visibility beyond their first-tier suppliers to build their entire supply chain map. Lack of visibility in the supply chain map makes firms susceptible to supply chain disruptions. While emerging technologies, such as RFID and blockchain, enhance capacities for visibility, firms are reluctant to adopt them, because of the intangibility of benefits, lack of technical capabilities, and high implementation costs. On the other hand, developments in these technologies increased the expectations of customers and stakeholders for disclosing information about products and supply chain operations through annual sustainability reports. Because of these concerns, transparency and accountability of focal firms become critical for companies to build public trust and brand image, sustain competitiveness through word-of-mouth marketing, and build up political legitimacy. However, the impact of RFID and blockchain on supply chain transparency (SCT) and supply chain resiliency (SCRES) are still under-examined. Thus, the purpose of this study is to investigate the impact of RFID and blockchain technology on SCT and the mediation impact of SCT between these technologies and SCRES based on the lens of organizational information processing theory. An online survey was used to collect data from managers within the manufacturing industry. We screened participants with decision-making responsibilities in one area - business strategy, marketing, sales, advertising, operations and production, research and development, supply chain, and logistics. After the screening of participants, a total of 197 responses were used for data analysis. Confirmatory factor analysis and covariance-based structural equation modeling were conducted using AMOS 28. Results suggest that SCT fully

mediates the relationship between RFID and SCRES, it partially mediates the relationships between blockchain technology utilization and SCRES.

Dr. James Weisel, Professor of Accountancy, Georgia Gwinnett College

Best Practices: Getting the Most out of Your iPad for Effective Teaching and Learning

Whether your teaching and learning modality is face-to-face, virtual, or anywhere in between, an Apple iPad has powerful capabilities to help make instruction more effective and efficient. Much of this capability is native to the iPad while some no-cost and low-cost add-ons can significantly enhance the experience.

I will demonstrate how to configure your iPad to optimize it for use in whichever modality you implement, and provide recommendations for apps to consider as add-ons. Bring your iPad along to follow along during the session.

Dr. James Weisel, Professor of Accountancy, Georgia Gwinnett College

Dr. Karen McCarron, Assistant Professor of Accounting, Georgia Gwinnett College

Dr. Kyle Huff, Associate Professor of Management, Georgia Gwinnett College

Employer Skills Expectations for Accounting Students

As the prevailing attitude toward the value of a four-year college degree declines resulting in decreasing college enrollments, Casimir (2022) posits that skills-based learning may provide students more value for their money. He urges educators to move beyond the goal of imparting knowledge to using that knowledge as a springboard for the acquisition of skills. Before we can incorporate those skills into our learning programs, we need to ascertain the skills that are in demand. The purpose of this study is to analyze LinkedIn job postings to determine what skills accounting students are expected to possess and to examine how those expectations have evolved over time. With access to LinkedIn job postings since 2016, we will conduct a content analysis to determine what skills are most important to employers seeking to hire accountants.

The importance of skill acquisition has developed over time. Almost 40 years ago, Lawler and Ledford (1986) reported that many companies had implemented skills-based pay systems. Companies with skills-based pay systems emphasize work-related attributes of employees (knowledge, skills, and abilities) rather than attributes of the task to be completed (Murray and Gerhart, 1998). More recently, Leonard (2022) states that Covid-19 has highlighted a general lack of technology skills leading to more employers hiring based on skills attained by job applicants. The new skills-based emphasis has made its way into job postings with academic research focusing on either the employer or pedagogical applications (Verma, et al., 2019).

We anticipate this study to be one of several converging into a journal article. At the GGC (Georgia Gwinnett College) Teaching, Learning and Research Symposium January 2023 we will describe the reason for the study, lay out the methodology for analyzing the content of LinkedIn job postings, and present preliminary results of our analysis to date.

Dr. Amanda Wilsker, Associate Professor of Economics, Georgia Gwinnett College
Dr. Marieke Schilpzand, Associate Professor of Management, Georgia Gwinnett College

Are You Career Ready? A Comparison of Student Perceived Career Competencies Pre- and Post-Pandemic

One of the goals of college is to produce students confident and capable of successfully entering the professional work place, but the pandemic has brought new obstacles to education and altered the psychological contract between employees and organizations (Lopez & Fuiks, 2021). With the number of changes in today's labor market and educational system, we questioned the extent to which the pandemic has affected students' perceived career readiness. We hypothesized that students would feel less prepared when entering the post-pandemic workplace compared to students entering a pre-pandemic work environment due to the uncertainties of the post-pandemic environment. Using factors created and validated by (Francis-Smythe, Haase, Thomas, & Steele, 2012), we examine the extent to which students' self-perceptions of career competencies differed pre- and post-pandemic. We compare data from two samples of undergraduate students collected in 2019 (pre-pandemic) and 2022 (post-pandemic) and contrary to predictions, we find that students in Spring 2022 rated themselves significantly higher in the 4 of the 7 career competency factors, with no significant difference in the remaining three. Our control variables yielded a set of patterns, some of which were expected, and others that may prove concerning. Our research raises interesting questions regarding the source of increased confidence in select career readiness skills post pandemic, and we build theory and provide propositions as to the reasons behind student perceptions of increased career competency, concluding with recommendations for both higher education and practicing managers.

Dr. Joshua Wludyga, Assistant Professor of Exercise Science, Georgia Gwinnett College
Dr. Joshua Morris, Associate Professor of Chemistry, Georgia Gwinnett College
Dr. Indhira De La Rosa, Assistant Professor of Biology, Georgia Gwinnett College
Dr. Alvina Atkinson, Professor of Mathematics, Georgia Gwinnett College
Dr. Patrice Bell, Associate Professor of Chemistry, Georgia Gwinnett College
Mrs. Tonya DeGeorge, Instructor of Mathematics, Georgia Gwinnett College
Dr. Hongxia Guan, Associate Professor of Chemistry, Georgia Gwinnett College
Dr. Lorraine Jonassen, Assistant Professor of Information Technology, Georgia Gwinnett College
Mrs. Vinavtee Kokil, Lecturer of Mathematics, Georgia Gwinnett College
Dr. Seungjin Lee, Associate Professor of Chemistry, Georgia Gwinnett College
Mrs. Angela Lively, Instructor of Mathematics, Georgia Gwinnett College
Dr. Mia Malloy, Associate Professor of Biology, Georgia Gwinnett College
Dr. Katherine Pinzon, Professor of Mathematics, Georgia Gwinnett College
Dr. Cindy Robertson, Associate Professor of Information Technology, Georgia Gwinnett College, Georgia Gwinnett College
Dr. Jamye Curry Savage, Associate Professor of Mathematics, Georgia Gwinnett College
Dr. Rabia Shahbaz, Assistant Professor of Mathematics, Georgia Gwinnett College
Dr. Marty Thomas, Associate Professor of Mathematics, Georgia Gwinnett College
Dr. Omar Villanueva, Associate Professor of Chemistry, Georgia Gwinnett College

Student created videos in online STEM courses

Online courses require carefully prepared assessments that preserve academic integrity and require genuine learning. Student-created videos provide an ideal assessment tool for online instruction which, when carefully crafted, requires authentic learning, and minimizes opportunities for academic dishonesty. To investigate the efficacy of this tool, we implemented video assignments across eleven different sections of various online STEM courses at Georgia Gwinnett College during the fall of 2022. These courses include biology, chemistry, exercise science, information technology and mathematics. Students were required to produce four problem-solving-oriented videos over the semester, comprising 15% of their overall course grade. They were then surveyed after their first and fourth video assignment deadlines to assess student gains and frustration. Additionally, a student assessment of learning gains (SALG) survey was given at the end of the semester. For comparison, this same SALG survey was given to students in twelve different sections of online STEM courses that were not assigned the video assignments, serving as a control. This survey data was combined with course performance to assess the efficacy of student-created videos in online classes and to guide best practices for such assignments. This presentation will explore the quantitative and qualitative results of the project and make recommendations for best practices for student-created videos.

Dr. Brett Young, Associate Professor of Management Information Systems, Georgia Gwinnett College

Dr. Phillip Hartley, Associate Professor of Marketing and Global Business, Georgia Gwinnett College

Dr. Marvin Bontrager, Assistant Professor of Management, Georgia Gwinnett College

Dr. Jason Gordon, JD, LL.M, Business Professor, SCAD

Developing Innovative Programming at a new Regional Entrepreneurship Center: The Case for Enhanced Artrepreneurship

Recently, there has been an emerging interest in the literature on the intersection of entrepreneurship, arts, and culture for investigating economic transformation through arts entrepreneurship (artrepreneurship). During the first year of the COVID-19 pandemic, it is estimated that over 100,000 arts workers were laid off or furloughed, over \$14 billion was lost in earnings and revenue, and numerous arts venues closed (Ball, 2020). The devastating effect on individual artists has been profound. In the ensuing recovery, arts organizations along with economic development and entrepreneur support organizations have worked with artists on enhancing their artrepreneurship skills.

We examine how one such recently established entrepreneurship center began working with local artists and an arts organization to understand their particular needs and start the process of developing artrepreneurship-focused programming as one of the center's initial offerings. The entrepreneurship center began by inviting creative citizens, including artists, painters, poets, photographers, authors, and musicians, to participate in an artrepreneurship focus group to facilitate a better understanding of the challenges in getting their creative endeavors into various markets to sell.

This research will discuss some of the initial interactions, evaluate workshop and interview data from local artists and analyze some initial community survey data. Ultimately, our research program aims to evaluate the center's development and promotion of unique programming that enhances community involvement and positively impacts local economic development.

Katherin Zabala Tomas, Undergraduate Student, Georgia Gwinnett College

Seykhat Nuriyeva, Undergraduate Student, Georgia Gwinnett College

Peige Fontinel, Undergraduate Student, Georgia Gwinnett College

Sean Mootrey, Undergraduate Student, Georgia Gwinnett College

Danish Ali, Undergraduate Student, Georgia Gwinnett College

Faculty Sponsor: Dr. Amy Fehl, Assistant Professor of Marketing, Georgia Gwinnett College

Can Technology Help Connect Students and Reduce Loneliness?

The Covid-19 pandemic created a tremendous before and after impact around the world. Everyone was affected in one way or another, especially when having to re-invent new ways of communications and human interaction. As students, having to switch to fully online classes was tough and a drastic change. In our research we explore the effects of virtual sources in student performance, living conditions, and life in general. From adapting to new learning tools and environments, to coping with loneliness and drastic life changes and choices, video calls and other virtual tools were of great influence in the process of embracing an unexpected pandemic that changed our lives.

Prior research indicates that about 88% of colleges in the U.S. utilized online classes during the pandemic. It is important to note the great impact of online classes and how this influenced student preferences and course evaluations. After having to adapt to online interaction and learning, students were obligated to learn new skills and immerse into a new learning process in order to continue their education. However, post-pandemic results indicate that now, more students prefer online courses over in-person class. This evidence the heavy influence of the pandemic in adapting to environments, as well as the development of new skills and the capacity to explore new possibilities.

In our study, we tried to identify how and if technology helped connect students and reduce loneliness. In order to understand the variables affecting loneliness and technology use during the pandemic, we sampled 301 students and ran a linear regression. The variables that were most significant to the study were: technology overload, fear of Covid, learning barriers, stress for covid, time scarcity, and household size. This study shows the relevant and influential factors that affect students' interaction during and after the pandemic.

Dr. Xun Zhang, Associate Professor, Hohai University

Dr. Biao Xu, Professor, Nanjing University

Dr. Ning Zhang, Associate Professor, Northeastern University

Dr. Jun Wu, Associate Professor, Georgia Gwinnett College

Effect of External Financing on Sustainable Innovation: The Threshold Effect

Considering 12,325 green enterprises in China between 2011 and 2013 as sample, this paper investigates the threshold effect of firm debts and government R&D subsidies on green enterprise's

innovation, and further explores the effects and differences regarding high tech enterprises and enterprise's position in industry. The results show that, first, firm debts and government R&D subsidies have a positive threshold effect on green enterprise's innovation. When the leverage is less and government subsidies are greater than the threshold value, the contribution of firm debts and government R&D subsidies to green enterprise's innovation is significantly enhanced. Second, when the government subsidies are greater than the threshold value, the effect of government R&D subsidies to sustainable innovation for high-tech enterprises and industry followers is significant. Third, the promotion effect of debts on sustainable innovation for non-high-tech enterprises and enterprises with different position in industry is significant enhanced when the leverage is smaller than the certain level. On the basis of these result, enterprises can provide support for innovation activities through appropriate debts when the firm debts less than the threshold. What's more, the Chinese government should focus on strengthening subsidies for high-tech enterprises to achieve the optimal level of subsidies utilization efficiency.

2023 Symposium Quick Facts

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Auburn University at Montgomery.....	Montgomery, Alabama
Centrum Pucp, Pontificia Universidad Católica del Perú.....	Lima, Peru
Clayton State University.....	Morrow, Georgia
Food and Drug Administration.....	Silver Spring, Maryland
Georgia Gwinnett College	Lawrenceville, Georgia
Georgia State University.....	Atlanta, Georgia
High Point University	High Point, North Carolina
Hohai University.....	Nanjing, China
James Madison University.....	Harrisonburg, Virginia
Johns Hopkins University.....	Baltimore, Maryland
Kennesaw State University.....	Kennesaw, Georgia
Nanjing University.....	Nanjing, China
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Universidad de Zaragoza	Zaragoza, Spain
Universidad San Ignacio de Loyola.....	Lima, Peru
University of Technology, Jamaica	Kingston, Jamaica
University of West Georgia	Carrollton, Georgia

Number of concurrent sessions

15



Number of authors

122



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Dr. Alfie Meek

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