

Addendum T: Report on Centers and Institutes

Center for Economic Education

Overview

Mission: The Mission of the Georgia College Center for Economic Education is to help teachers teach economics to the students of Central Georgia.

The Georgia College Center for Economic Education has provided outreach to educators in central Georgia since its inception in 1982. The Georgia College Center for Economic Education pursues its mission by assisting the Georgia Council on Economic Education in providing workshops, materials, and advice to all teachers of economics in Georgia.

The Center for Economic Education works with others to conduct the Minority Youth in Business Workshop each summer. The complete report from each summer workshop is available in the Addendum.

Leadership and Structure

- Director: John R. Swinton, PhD Professor of Economics; Associate Director: Rui Kang, PhD Professor of Professional Learning and Innovation
- These two individuals have led the Center over the last five years and are planning to continue their leadership for the foreseeable future.

Goal Progress, Activities, Challenges, and Accomplishments

FY17:

- 13 workshops conducted in the service region (roughly 195 teachers served)
- Minority Youth and Business Program (June 12-18, 2016) – 28 student attendees
- Publications: (Teaching Material) The Cookie Lesson Plan (published by the Georgia Council on Economic education for teachers)
- Special Project: Assessing Felicia Voloshin's *Bernie's Big Idea* (book focused on entrepreneurship for 3-5 graders)
- Service to Georgia Council on Economic Education:
 - Executive Committee – quarterly meetings with the GCEE Executive Committee to review assessment of effectiveness of GCEE programs
 - Chair GCEE Research Committee – biannual meetings to assess effectiveness of GCEE programs

FY18:

- 14 workshops conducted in the service region (roughly 210 teachers served)
- Minority Youth and Business Program (June 11-17, 2017) – 27 student attendees
- Presentations: NAAE annual meeting - *Bernie's Big Idea*: Assessment of Entrepreneurship Material for 3-5 Graders
- Service to Georgia Council on Economic Education
 - Executive Committee – quarterly meetings with the GCEE Executive Committee to review assessment of effectiveness of GCEE programs
 - Chair GCEE Research Committee – biannual meetings to assess effectiveness of GCEE programs

FY19:

- 12 workshops conducted in service region (212 pre- and in-service teachers served)
- Minority Youth and Business Program (June 17-23, 2018) – 6 student attendees
- NAAE Curriculum Gold Award – Comparative Advantage and Cookie Trade (teaching material developed for the Georgia Council on Economic Education)

FY20:

- 8 workshops conducted in service region (142 pre- and in-service teachers served) prior to institutions shutting down for Covid-19. After the University System went virtual in response to the Covid-19 outbreak, all workshops went virtual as well. Attendance to virtual workshops is not attributed to individual Centers.
- Minority Youth and Business Program (June 9-15, 2019) – 13 student attendees
- Publications and other materials: Quiz Bank Questions for the Econ Challenge Quiz Bowl

FY21:

- Due to the Covid-19 pandemic, Most GCEE teacher workshops were conducted online. As a result, they have been open to all teachers. Attendance has not been attributed to any particular Center. One exception is the annual Introduction to GCEE the Director and Associate Director provides for GC pre-service teachers in January (GCEE 101).
- Minority Youth and Business Program was put on hiatus until 2022 due to Covid-19.
- Publications and other printed materials: Quiz Bank Questions for the Econ Challenge Quiz Bowl

2016-2021 Budget Overview

The Director receives a \$5,000 per year stipend. The stipend is approved by the Dean of the College of Business and paid from CoB funds. Costs for any workshops or programs for teachers are covered by the Georgia Council on Economic Education.

The Minority Youth and Business Program benefits from an endowed account (F30307) to assist in its programming. The account provides roughly \$4,000 per year and any unused funds are returned to the principal amount. It is the responsibility of the Director to raise additional funds needed for the Program each year.

Grants are obtained for the Minority Youth and Business Program:

FY17

\$8,500 – Small Business Development Center, University of Georgia
\$2,000 – Georgia Council on Economic Education
\$10,000 grant was awarded for Voloshin, Bernie's Big Idea

FY18

\$8,500 – Small Business Development Center, University of Georgia
\$12,000 – Charles Kock Foundation

FY19

\$8,500 – Small Business Development Center, University of Georgia
\$3,500 – Georgia Council on Economic Education
\$1,300 – Charles Kock Foundation

FY20

\$8,500 – Small Business Development Center, University of Georgia
\$3,500 – Georgia Council on Economic Education

Preview of Plans or Initiatives for 2021-2026

Review MYB Program

- Consider establishing an advisory group
- Review curriculum for content and effectiveness
- Investigate possibility of establishing a scholarship leveraging income from endowment fund

Web Page – see if we can get assistance to rework web page

Workshops – continue to provide workshops for teachers through the Georgia Council on Economic Education

The Center of Design and E-Commerce

Overview

The Center of Design & E-Commerce started as the Multimedia Technology Center over 20 years ago. As of August 24, 2014, the Multimedia Technology Center officially changed its name to Center of Design and E-Commerce (CODEC). The Center is a learning resource center dedicated to providing professional learning experiences to graduate and undergraduate students in the J. Whitney Bunting College of Business. The Center provides a variety of web-based support and development services to the J. Whitney Bunting College of Business, to local businesses and government agencies, and regional organizations in the central Georgia area and beyond.

The Center takes learning beyond the traditional classroom. It provides the students the opportunity to apply and improve their intellectual and professional skills by serving the Center's clients. Students contributing to the projects may interact with the customers. They clearly, critically, and creatively address the challenges of meeting the customers' needs. They should also approach all tasks in a holistic manner. This includes audience and competitive research, organization of information, creation of audience-driven tasks, full content strategy and management, visual design, and publication and promotion of electronic channels. The expertise and experience they acquire while working for the Center give them some competitive advantage once they graduate and enter the professional world.

The Center offers services such as:

- Website development and maintenance (including E-commerce websites)
- Development and maintenance of social media pages: Facebook Business Page, Pinterest Page, Instagram Page, Twitter Page, WordPress Page, YouTube, and Tumblr Page
- Search Engine Optimization (SEO)
- Content Management (ghost writing)
- Development of e-newsletters
- Logo Design, other graphic design, and branding
- Creation of eBay, Etsy, and Amazon stores

The Center serves many governmental, rural, and non-profit agencies and offers its services for less than the market rate.

Leadership and Structure

Caroline Collier, Senior Lecturer in Information Systems, is the Director of the Center. She is assigned to the Center for 50% of her time. The other 50% she is a Senior Instructor in the Department of Information Systems and Computer Science and teaches four classes per year. Caroline hires a graduate assistant, usually from the MMIS program, to work for her every fall and spring semester for 14-16 hours per week. This has occurred for at least the last 10 years. Depending on the projects available, students may be hired or volunteer to work in the Center. The students typically are overseen by the graduate assistant.

Goal Progress, Activities, Challenges, and Accomplishments

Goal 1: Educative goal - Provide professional learning experiences to graduate assistants and potential student workers in the Center.

- **Objective 1.1:** Increase technical knowledge of students employed by the Center and expose them to current multimedia trends.

- Performance measure: Expose each student working in the Center to at least one new technology.
 - Evaluation method: Students employed by the Center should respond to a survey at the end of each semester. Part of the survey will request students to identify the areas where they have acquired additional technical knowledge while working on the Center projects during the semester. Another part of the survey will prompt them to list the current information technology trends they have been exposed to during the semester.
 - Evaluation: The survey has been rather informal and came in the form of a discussion or an email that was sent to each student worker and graduate assistant every year.
 - Interpretation of Evaluation Results: Each student worker was exposed to a new technology. The objective was reached every year.
- **Objective 1.2:** Improve communication skills of the students working for the Center.
 - Performance measure: Assess the students' communication skills based on the communication between students, the Center's Director, and possibly the clients.
 - Evaluation method: The Center's Director should assess the communication skills of the students employed by the Center at the end of every semester. The communication skills assessment of graduate students will be reported in the graduate assistant evaluation form.
 - Evaluation: The Director of the Center filled a graduate assistant evaluation form at the end of each semester. She assessed the communication skills of the Center's graduate assistant in the form under the professionalism area (including interpersonal skills, confidentiality and communication). In general, graduate assistants have improved their communication skills throughout their assistantship. This improvement can be explained by the fact that they regularly communicated with the Center's Director, clients, faculty, staff, students using the Center, as well as technical support staff of Web hosting companies.
 - Interpretation of the evaluation results: During each academic year, communication responsibilities were given to the Center's graduate assistants. Each graduate assistant has displayed some improvements in his/her communication skills. The Center plans to assess the communication skills of the other student workers (undergraduate assistants) in the future. Objective 1.2. has been reached.

Goal 2: Community serving goal - Improve the on-line presence of organizations within Georgia College, in the local community, and beyond.

- **Objective 2.1:** Develop new web-based products for organizations within Georgia College, in the local community and beyond.
 - Performance measure: Count the number of new web-based products developed by the Center every fiscal year.
 - Evaluation method: The Center will submit a report detailing the services rendered to organizations within Georgia College, in the local community and beyond at the end of each fiscal year. The report will identify the nature of each service including "Development of new web-based products."
 - Evaluation: A detailed report of the services rendered by the Center to organizations within Georgia College, in the local community and beyond has been issued every year. Services corresponding to "Development of new web-based products" are identified as "Development" in the "Nature of Service" in the reports.
 - Interpretation of Evaluation Results: The objective was reached every year except during 2019-2020 fiscal year. During the 2019-2020 academic year, five of the fourteen services rendered by the Center were developments of new web-based products. Some services were started during the previous fiscal year and finished during the 2019-2020 fiscal year. Overall, one less development service was completed

this year over last year. The COVID-19 pandemic and its related stay-at-home order, along with the sudden economic recession limited the opportunities to contact and serve new clients.

- **Objective 2.2:** Enhance existing web-based products by providing maintenance or redesign of these products needed by organizations within Georgia College, in the local community and beyond.
 - **Performance measure:** Count the number of existing web-based products enhanced by the Center every fiscal year.
 - **Evaluation method:** A detailed report of the services rendered by the Center to organizations within Georgia College, in the local community and beyond has been issued every year. Services corresponding to. The report will identify the nature of each service including “Enhancement of new web-based products.”
 - **Evaluation:** A detailed report of the services rendered by the Center to organizations within Georgia College, in the local community and beyond has been issued every year. Services corresponding to “Enhancement of existing web-based products” are identified as “Enhancement” in the report.
 - **Interpretation of Evaluation Results:** The Center has served an increasing number of clients by enhancing their existing websites every year. Therefore, the objective 2.2. was reached.

Goal 3: Profitability goal - Increase overall profitability of the Center.

- **Objective 3.1:** Increase the number of paid projects by 5% every year.
 - **Performance measure:** Count the number of paid projects the Center has worked on during each fiscal year.
 - **Evaluation method:** The Center submits a report detailing the rendered services for organizations within Georgia College, in the local community and beyond at the end of each fiscal year. The report identifies the paid projects and indicate their number.
 - **Evaluation:** A detailed report of the services rendered by the Center to organizations within Georgia College, in the local community and beyond was part of each of CODEC Business Plans.
 - **Interpretation of Evaluation Results:** The Center was able to increase its revenues by more than 5% in 2016, 2018, and 2019. It was not able to increase its revenues by at least 5% in 2017 and 2020. Several pro bono projects and reduced-priced projects were part of the 2017 activities contributing to a lower increase in revenues than the previous years. The COVID-19 pandemic impacted the possible revenues of the Center as the local economy slowed down due to the mandatory lockdown. The objective 3.1. was only reached for three of the past five years. The Center is currently looking at grants to help funds its activities. The grants should allow the Center to work on additional pro bono projects and reduced-price projects.

2016-2021 Budget Overview

The director’s salary is funded from the same source as all other faculty members. She is paid on an hourly basis at a rate of \$35 an hour for her summer work. This stipend is typically paid from the department’s Sales and Service Account, which is where fees the organizations pay for the Center’s services are deposited. This account also pays for any students that are hired to help on projects. As a source of inexpensive web site creation and maintenance for the area, the fees paid by organizations are less than they would be for commercial development of these sites. The graduate assistant is paid from the same source as all other GAs hired by the CoB.

The Center started the process of applying for a Rural Enterprise USDA grant in January 2015. The grant application was approved in August 2015 and started in September 2015. The USDA grant accounted for \$63,000 and lasted for two years. It helped funding the Center’s project to educate rural businesses on how to develop websites, create effective social media pages, and improve search engine optimization (SEO) of their website via simple tutorial videos. CODEC will

provide on-site support and assistance, as well as a series of three tutorial video series for businesses to use at their own pace featuring an ecommerce series, social media series, and SEO series.

The Center is in the process of restructuring its price list. The price of each service is based on:

- Estimated amount of time each service could take
- The hourly pay of the graduate assistant and potential student workers
- The price list applies to the paid projects. The Center's Director meets with the clients, assesses their needs, estimates the amount of time each service could take in hours, and multiplies the number of hours by \$20.00.

Preview of Plans or Initiatives for 2021-2026

The revenue generated by the Center is based on the number of clients it serves and the nature and complexity of the services requested by these clients. Many clients are repeat clients. The Center developed their original websites and has been maintaining these websites over the year. Agreements for the maintenance services are signed between the Center and these clients on a yearly basis. We expect the Center to continue serving these clients over the next five fiscal years.

Beyond the repeat clients, forecasting the revenues of the Center is a difficult task. The numbers of clients and requested services have greatly varied over the years. No persistent patterns have been clearly identified. In addition, new services, including e-commerce, social media, e-newsletter, Amazon, Etsy, and eBay store, as well as branding are now offered by the Center. The Center expects an increase of the number of its clients as it offers additional services and may cater to the needs of a larger number of businesses and organizations. Due to the difficulties associated with revenue projections, an average of the revenues of the past five years will be used for revenue projections over the planning period.

Pro bono projects: Some projects of the Center are pro bono projects. Non-profit organizations within Georgia College or in the community that have ties with the J. Whitney Bunting College of Business may need the services of the Center. The Dean or Associate Dean decides of the pro bono nature of these projects.

Reduce-priced projects: Some projects are performed at a reduced price for organizations within Georgia College or in the community that have ties with the J. Whitney Bunting College of Business and need the services of the Center. The Dean or Associate Dean decides of the reduce-priced nature of these projects.

Paid projects: Other projects are compensated.

In Spring 2021, the Center started applying for some grants with the help of the Grant Office at Georgia College. The Grant Office asked the Center to fill a research interest profile form. In the form, the Center expressed two main areas of programmatic interests:

- Helping businesses who suffer from the COVID pandemic and are looking for an online presence to expand their customer base
- Helping businesses owned by women and minorities

The Institute for Logistics and Transportation

Overview

Created in May 2015, the mission of the Institute for Logistics and Transportation Studies is to serve as the outreach arm of the logistics faculty to students, alumni, recruiters, media, and the logistics / transportation community. As noted in the charter, to do so the Institute will:

- Promote logistics and transportation education at Georgia College and the State of Georgia
- Provide opportunities for students to interact with industry leaders, resulting in an enhanced education and potential employment
- Be a thought leader in creating relevant research for the practitioner and academic communities
- Provide additional financial resources to support the mission of the Institute, faculty research and development, and the logistics programs

Leadership and Structure

A natural outgrowth of the Institute was to develop Institute Fellows and Research Associates that would support the mission of the Institute, the College of Business (CoB), as well as Georgia College (GC). In August 2017, the Fellows and Research Associates Program was created to provide for the continued structure and leadership of the Institute. It was never clear how the Institute would be led. The default Director of the Institute was the Director of the MLSCM program. The Institute was dissolved in May 2021.

Goal Progress, Activities, Challenges, and Accomplishments

- Foster research collaboration with professionals in logistics/supply chain industry
- Fosters collaboration between students and industry professionals
- Institute Fellow's and Research Associate's roles and responsibilities:
- Produce high level of research and work representing the MLSCM program, the J. Whitney Bunting College of Business, and Georgia College & State University.
- Produce research for publication in peer reviewed journals

The Institute assisted with registration for the first annual conference for the Department for Administrative Services for the State of Georgia in April 2017. This assistance started in 2016 and led to two marketing classes working with DOAS to determine how to best market the conference to attendees. DOAS expected 225 to attend and over 600 actually attended.

In FY16-17 faculty in logistics took students to meetings in Atlanta, tours in Athens and Savannah, and arranged for key scholarships. This resulted in a growth in interest for the concentration that exceeded classroom resources. With the addition of the new line, we are encouraged that we will be able to meet demand for the next few years. A new faculty line was given to the logistics area in 17-18.

By May 2018, over 56 students had signed up for the concentration in Logistics. We continued to grow the student organization, GC Logistics Association. One event that GCLA worked on was the first annual Supply Chain Day that Dr. Williams worked on in the spring of 2018. This was significant event, as we had 10 companies come and share about their companies, the role they played in the supply chain, and the opportunities that are available for students if they are interested in the logistics industry. The event was a large success, as over 180 students attended the event and asked great questions of the company representatives. We received great feedback from the company representatives and they are excited to participate in the event again in 2019. We also received great feedback from students, as more

than half of the students who attended were freshman and sophomores who had never considered a career in logistics before.

In addition to the Supply Chain Day, Dr. Williams took 10 students to the Council of Supply Chain Management professionals career fair at Clayton State. All of the students received jobs or internship offers by the end of spring semester. Additionally, we continue to have more logistics firms coming to our career fairs to hire our students. This year, 12 out of the 35 firms at the GC Career Fair were from the logistics industry and desire to work with GCLA and the faculty in a close relationship. We also have a great relationship with the Transportation Club of Atlanta, as four of our students received scholarships from the Club in February 2018. We took the students to Cox Enterprises for the scholarship dinner where they were able to accept their scholarships and network with industry executives from the Atlanta area.

Lastly, we also took students to the Georgia Logistics Summit/MODEX in Atlanta in April 2018. In the Fall 2019, Dr. Manrodt took students and faculty on a tour of IKEA's DC in Savannah, as well as a tour of the Port. Additionally, he assisted Dr. Cox in planning his trip to Savannah in the Spring of 2020. The tour is part of our LOGS 3180 class.

Due to Covid-19, many student activities and trips were not carried out during the FY21 year.

One key accomplishment has been awarding research fellows to the logistics faculty. These were implemented to reward research, and work to reduce faculty salary compression and inversion.

Publications:

- Dr. Williams and then Dr. Manrodt worked on a team to conduct an annual metric study in partnership with the Warehouse Educators Research Council to produce a Distribution Center Metrics Benchmarking study used by practitioners throughout the country.
- The findings were presented to the annual global conference for WERC in May 2018, in Charlotte and reported to all WERC members. Additionally, the results of the study were written about and promoted in DC Velocity, one of the top industry trade magazines. In spite of the COVID-19 lockdown, the survey was completed in January 2020, and the results were shared via a webinar on May 5, 2020.
- The 29th annual survey with Logistics Management magazine was initiated in June 2020. The results will be an article in the magazine, as well as a featured webinar in the 2020 Virtual Conference sponsored by the magazine.
- Dr. Williams published a paper in collaboration with Coca-Cola parts in the Winter edition of Supply Chain Quarterly, one of the leading practitioner journals in the discipline. Supply Chain Quarterly has a print circulation of 16,000, 27,000 e-newsletter subscribers, and over 26,000 people have downloaded the mobile app. Additionally, the website receives on average 40,000 unique visitors monthly.
- Dr. Williams also wrote a thought piece for Supply Chain Brain in collaboration with Dr. Manrodt, which is one of the leading supply chain current event news sources in the discipline. This was published online in January 2018.

Journal Articles

- Holcomb, M. C., Boone, C., Manrodt, K. B., Find Your Digital Direction, Accepted, Applied or Integration/Application Scholarship, Logistics Management, USA, Vol. 58, Issue 9, 5, International, Publicly Available, Date Published: September 2019.
- Tillman, J., Williams, D. F., Manrodt, K., Digital Disruption Not Happening in Distribution, Accepted, Applied or Integration/Application Scholarship, SupplyChainBrain, USA, Vol. 23, Issue 1, 1, International, Publicly Available, Date Published: February 2019.

- Robinson, J., Rutner, P., Manrodt, K. B., Riemenschneider, C., Stress and Turnover Intentions: The Impact of Boundary-Spanning Interaction Activities, Accepted, Basic or Discovery Scholarship, International Journal of Value Chain Management, International, Peer-Reviewed/Refereed, Date Accepted: October 2019.
- Tasciogla, M., Eastman, J., Bock, D., Manrodt, K., Shepherd, D., The Impact of Retailers' Sustainability and Price on Consumers' Responses in Different Cultural Contexts, Accepted, Basic or Discovery Scholarship, The International Review of Retail, Distribution and Consumer Research, London, UK, International, Peer-Reviewed/Refereed, Publicly Available, Date Accepted: January 2019, Date Published: September 2019.
- Williams, D., Tillman, J., Manrodt, K. B., Technology In The DC: The good, the bad & the ugly, Published, Applied or Integration/Application Scholarship, Supply Chain Management Review, Vol. 23, Issue 3, International, Peer-Reviewed/Refereed, Date Published: May 2019.
- Monteiro, H., Shepard, D., Eastman, K., Manrodt, K., Bock, D., Eastman, J., When Good Business Relationships Go Bad: A Quantitative Analysis of Dark Side Variables in Mature Supply Chain Relationships, Accepted, Basic or Discovery Scholarship, Marketing Management Journal, Peer-Reviewed/Refereed, Expected Date of Submission: January 2019, Date Submitted: January 2019, Date Accepted: May 2019.

2016-2021 Budget Overview

The Institute never had a specific budget. It was supported through the MLSCM premium tuition:

- Fellows are awarded \$5,000 per semester for fall and spring semesters
- Associates are awarded \$3,500 per semester, for one or two semesters

Preview of Plans or Initiatives for 2021-2026

For a myriad of reasons (e.g., staffing, commitment, and other opportunities), the Institute was dissolved in May 2021.