

Regents' Teaching Excellence Awards for Online Teaching

Application: Dr. Doreen (Dee) Sams, Ph.D., MBA, BAA  
J. Whitney Bunting College of Business  
CBX 011  
Milledgeville, Georgia 31061

March 2021

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March 8, 2021

Jim Berger, Ph.D.  
Director, Center for Teaching and Learning  
Georgia College & State University  
Milledgeville, GA 31061

Dear Dr. Berger,

Please accept this enthusiastic letter of nomination to honor Dr. Doreen (Dee) Sams for the Regents' Teaching Excellence Award for Online Teaching. As you will see in her application materials, Dr. Sams is an exemplary teacher-scholar profoundly committed to advancing the quality of online teaching for the betterment of the student learning experience. As the new Dean of the J. Whitney Bunting College of Business, I have been absolutely amazed at Dee's innovative approaches to creating dynamic and engaging learning in the virtual setting. Her work was recently recognized by students in the Georgia WebMBA consortium program for which the Bunting College of Business is a founding partner. Dee was honored with the 2019-2020 Outstanding Faculty of the Year award, which is a student-based recognition to acknowledge the impact of participating WebMBA program faculty.

Dee has been heavily involved in online teaching since her years as a doctoral student. There is no doubt that she is deeply passionate about undergraduate teaching and learning in the traditional f2f setting core to the Georgia College culture. However, Dee's work in the virtual realm speaks to her versatility and desire to reach a broader student demographic in our graduate programs. With that knowledge and expertise in online teaching, Dee pivoted her undergraduate teaching during the pandemic in a way that exemplifies the high-quality teaching that we espouse. This was especially the case with the shift to moving her study abroad experience to a virtual setting. Dee leveraged technology and content to bring the culture and geography of Spain to the students regardless of location.

With regular check-ins with students and more formal assessments, Dee learns with her students on what works and what needs to be adapted to further improve the quality of the learner experiences. This reflects her values for continuous improvement. She helps others across campus and at other institutions through workshops and faculty development outlets to share her experiences and to learn from others. Her creative approach to engaging students and faculty was showcased in the GC Student Research Circle's Research Roundup when she incorporated "Gather Town" to facilitate student/faculty interaction. This platform was then adopted by the Georgia State Posters at the Capitol program to showcase student work.

I'm proud to call Dee a colleague and university citizen who models the way in all aspects of the teacher-scholar identity. Dee was recently mentioned by an online graduate student in a recent unsolicited email (March 4, 2021) about the impact of her mentorship. The student said to me of her own success that it "couldn't have happened without Dr. Sam's guidance." Dee makes a difference in the lives of our students every single day. She is unequivocally deserving of this recognition. Thank you for considering this nomination.

Sincerely,

A handwritten signature in black ink, appearing to read "Micheal T. Stratton". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Micheal T. Stratton, Ph.D.

Dean and Professor of Management, J. Whitney Bunting College of Business  
President, Management and Organizational Behavior Teaching Society (mobts.org)

## TEACHING EXCELLENCE AWARDS FOR ONLINE TEACHING

### Criteria

#### *Reflective Statement that Summarizes the Nominee's Teaching and Learning Philosophy, Strategies, and Objectives*

It is Dr. Sams' philosophy that learning occurs as an individual travels on his or her life's journey and that earning a college is an important part of that journey. Therefore, it is the instructor's responsibility to create a classroom atmosphere where learning can flourish. Learning is an interactive process wherein each interaction is an opportunity to gain knowledge for both the students and the instructor. She serves as the facilitator providing a learning atmosphere in which respect for differing viewpoints is paramount and in which the individual feels free to express his or her own viewpoint. To this end, she shares relevant information from both academics and practitioners. It is her belief that examining issues such as business ethics, civic responsibility, corporate responsibility, environmental responsibility, global responsibility, social responsibility, and personal responsibility are essential parts of every course she teaches. Further, in an attempt to assist the student in his or her academic journey, she responds in a timely manner to students' questions and concerns both inside and outside of the classroom.

Dr. Sams' objectives are for students to become lifelong learners; to develop critical thinking skills, analytical skills, self-efficacy, and self-confidence; to become highly marketable in their field upon graduation; to have a high level of confidence in their abilities to compete for jobs in the 21<sup>st</sup> Century; and to be well-rounded global citizens.

In order for students to achieve these objectives, the instructor must utilize strategies through a safe learning space where mistakes are turned into learning opportunities. Dr. Sams embraces diversity, provide opportunities for cooperative learning (team project with business clients), embraces new technology, and provides students with high impact learning practice opportunities.

To accomplish objectives, she creates and follows strategies for herself and her students. She serves as a mentor/teacher/learner. As, herself, a lifelong learner she engages in continuous academic research bringing the research into the classroom and engaging students in research outside the classroom (MURACE). She has an open mind to differences in learning styles, accepts her own challenges, constantly incorporates new and productive technology into the classroom, engages students in inquiry-based learning strategies in which questions are investigated and students are given the opportunity to gain a deeper understanding of concepts (e.g., cross-disciplinary topics - social justice and marketing). She collaborates with and supports colleagues across disciplines to provide preeminence in educations for all. For example, she has engaged her students in her marketing research class in projects with Environment Science and with the GC Theatre Department. Her students have served on projects with Dr. Mahabaduge in physics to prepare for competition. She mentors and prepare student to present at both face-to-face and virtually in both interdisciplinary and disciplinary conferences.

### ***Demonstrates A Strong Committed To Quality Online Teaching And Learning***

Dr. Sams' excellence in online teaching was recognized by the Georgia WebMBA students, "2019-2020 Outstanding Faculty of the Year" (See Appendices). She earned the AAC&U VALUE Rubric Quantitative Literacy Certification in Summer of 2020. This certification applies to both in-class and online. Based on knowledge gain from this certification, she worked with the faculty for which she is the Course Lead in the Global/International Business course in the WebMBA to revise all course assessments for the five (5) Assurance of Learning (AOLs) for that course.

#### **Online Teaching Experience**

Doreen (Dee) Sams began teaching hybrid courses asynchronously while in her doctoral program at the University of South Florida, Tampa in 2001-2003.

She began teaching online in the Georgia WebMBA in 2008 and has taught 23 asynchronous global/international business course sessions and six asynchronous marketing strategy course sessions. She served as the Georgia WebMBA Global/International Business Course Lead since Fall 2014 (only the most highly qualified and successful faculty are chosen). In this capacity, she realized that faculty were not providing a consistent course nor were all of her faculty measuring assurance of learning properly. She met with the faculty and together created a plan for consistency in the delivery and measurement of a quality course offering. She served as the interim Georgia WebMBA Marketing Strategy Course Lead from Fall 2017 through the Fall 2018 semester.

Spring of 2020, due to COVID-19, she pivoted to virtual synchronous settings for her undergraduate Marketing Research and her Marketing Analytics courses. Using technology wasn't difficult. Although teaching with Zoom gets old for students, and she experienced some bumps along the way, that only increased her resolve to provide students with a quality experience. For example, when a simulation tool failed to work in a course, she created alternative assignments literally overnight and moved the course forward without any delay for students. Sams picked up new skills too. She learned to operate special equipment that allows her to use a combination of four computer screens at once when teaching. She is still successfully using the equipment to teach her online courses in Spring 2021.

In the Summer of 2020, due to cancellation of the Study Abroad to Spain because of COVID-19, she turned a study abroad course into an online learning experience. She took the videos from the company visits and the lectures that she had videotaped from previous study abroad trips she conducted in Spain and turned them into a study abroad experience online. She used Google Earth to give students a tour of the cities and places they would have studied at during the summer courses.

#### ***Use effective and Innovative Online Teaching Practices***

For her MBA students in the asynchronous course, she offers optional quizzes that can be taken up to two times if the student earns above a 65 and less than a 95. At the end of the timeframe to take the quiz all are provided with the questions they missed but not the answers. These students are encouraged to go back and look up the answers in the textbook or the lecturers. This design

change was based on the knowledge gained from the 2019 “Design for Transformative Learning,” taught by Cynthia Alby at Georgia College June 3-12.

She offers an online discussion board that is open for the entire semester. She asks students to put questions about the material for the course in it so that others may benefit from the responses. All posts are anonymous. This is based on the premise that if one has a question so do others and thus, reducing the need to answer multiple emails on the same topic. She checks it once a day, seven days a week. She has policy in which she turns around emails within 24 hours even on the weekend is a best practice in student satisfaction. Because asynchronous students do not have the benefit of being face-to-face to ask about assignment grading. Dr. Sams found that being forthright in letting students know how long it will take to grade specific projects and how grading varies as to time to completions depending on the type of assignment is instrumental in reducing dissatisfaction with response time.

### ***Extraordinary Commitment To Fostering The Academic Success Of Online Students Beyond The Virtual Classroom***

#### Online Conferences and Events Development

In Spring 2020, due to COVID-19, in her capacity as the MURACE Faculty Coordinator, she was determined that the Student Research Conference must go on. She helped put the annual campus research conference online. This meant coaching students in how to work virtually and cope with change. In Spring 2020, due to COVID-19, in her capacity as the MURACE Faculty Coordinator, she moved the face-to-face Student Research Circle into Zoom as in-person was no longer an option. This circle continues to be held successfully even today in 2021 in the online Zoom forum. In the Fall 2020, in her capacity as the Faculty Coordinator for Mentored Undergraduate Research and Creative Endeavors (MURAC) she, Dr. Cofer, and her graduate student moved the GC Student Research Circle’s Research Roundup into a new platform “Gather Town”. It had a bit of a learning curve. But it inspired her to move Spring events into the online platform. Participants loved the experience. In Spring 2021 she made the decision to move the 3<sup>rd</sup> Annual Georgia State Posters at the Capitol to a virtual platform “Gather Town”. She worked with Dr. Cofer and her graduate student to create the event. Guest and participants applauded the venue. One stated “this is an event I will remember fondly for the rest of my life”. In Spring 2021, she made the decision to move the Georgia College Student Research Conference to the Gather Town platform. It is her belief that static conference presentations (e.g., posted videos and pdfs) do not engage students in a meaningful exchange nor provide the face-to-face opportunities to hear feedback from mentors and peers in a real time productive exchange of ideas.

#### Beyond the Classroom

After teaching in an asynchronous forum for many years for the Georgia WebMBA, Dr. Sams added a new element to the Georgia WebMBA courses in 2020. When, due to COVID-19, she sensed that students would be struggling with job losses, family issues, and more than the usual stress, she added a synchronous element to those courses – optional Zoom office hours. It was a great success and students showed up. In the past, students had the option to call or set up a meeting by contacting her through email. No one ever asked to meet. Now, using Zoom for optional office hours, five to six students show up every Tuesday night. They want to talk about their jobs, their

fears, team issues, and to get clarifications on something they are not sure of. This has been a great tool for student success.

Marketing Research is a very rigorous course. By using Zoom she was able to set up tutoring sessions, in addition to her office hours, to work with students on SPSS. In the face-to-face classroom this is difficult as labs are assigned to multiple courses and are often not available at times when students are available.

#### Examine Methods of Assessment Of Student Learning To Inform Teaching Practices And Reshape Online Courses

Dr. Sams attended the follow faculty development course to increase her teaching acumen: 2020 “GCSU New Website Content Managers Training” Drupal, Zoom (Oct 1); 2020 “Engaging Students through Remote Learning to Create a Liberal Arts Educational Experience” COPLAC, Dr. Vickie Cook, (Jul 17); 2020 “Using Multimedia for Interactive Synchronous Online Teaching in International Business” Georgia State CIBER (Jun 11); 2020 Participant “Faculty Friday: Teaching, Learning, and Assessing in Remote Learning Environments,” (Apr 3) AAC&U; and 2020 Participant “Safeguarding Quality, Equity, and Inclusion as Learning Moves Online,” (Mar 27) Webinar AAC&U.

Dr. Sams developed and taught a faculty development course online in the summer of 2020: Course: Faculty Transformative Learning Experience in Mentored Undergraduate Research Course(Invited by CTL and GC Journeys).

#### Utilize Interactive Strategies To Promote Collaboration Among Students

Online teams are used in all of Dr. Sams’ classes. The teams have weekly expectations and report out their progress. She meets with teams in office hours when they need additional help and guidance.

#### More Attention in the Classroom

She has been teaching marketing research and marketing analytics online since mid-March 2020. She discovered that students get more attention when learning SPSS in the Zoom classroom than in the physical lab. By being online she asks a student struggling if they would be willing to share their screen. She found that all were willing. By someone having a problem sharing their screen then she can work through their problem with them while others watch. Many who have the same problem can get help at the same time. She found that the students are asking to share their screens to get help as they know the help is formative and no one is disparaged for not knowing something. When in the lab she would have to run around the room and help individuals at their computer as the sharing system in the lab did not work on some computers and was at best inconsistent. By going to one computer at a time, time was wasted as many students had the same question or similar. If the labs are in full working order, this would not be as big of an issue, but that rarely has been the case. She also found out that it is easier to get guest into the classroom to share with students when they do not have to travel and are willing to cut a video or come into the Zoom classroom. To keep students on task with their reading, she implemented a “enter the room quiz”. Students are given a limited time to answer questions that by just reading the chapter are easily answered. Once the responses, only to the host, slows the answer opportunity is stopped. The questions are simple and students with disabilities are not negatively impacted. There are only one

to two of these each class period and they are only worth one point each. This has increased the chapter readings prior to class.

### ***Exhibit A High Level of Instruction by Using Standards Set By The USG Such As Quality Matters***

Dr. Sams holds two Quality Matters level certifications and implements their methodology into the online classroom. 1) Rubric Certified (2014) and 2) Reviewer Certified (2015). She earned these by taking two extensive courses before Georgia College offered them free to faculty. A couple of the best practices implemented are: Start here module with 2) a flow diagram including assignments, readings, quizzes, etc. associated with each textbook chapter, a meet the professor video, and a course expectation video, etc.; and 3) assuring that courses are 504 compliant.

## LETTERS OF SUPPORT FROM COLLEAGUES



**Biological and Environmental Sciences**  
College of Arts and Sciences  
Campus Box 81  
Milledgeville, Georgia 31061-0490  
Phone (478) 445-0809  
Fax (478) 445-5290

Dear members of the admissions committee,

March 3rd 2021

I am pleased to provide a strong letter of support on behalf of Dr. Doreen Sams for the Regents' Teaching Excellence Awards for Online Teaching.

I have known Dr. Sams for about 11 years and we have published 2 papers together and have a third in review. I am a Biologist with expertise in aquatic ecology and phycology, my research is in water quality and sustainable development. The topics of my research brought me in contact with Dr. Sams in the Liberal Arts setting of our institution as we were both interested in the global perspective of sustainability. Her marketing expertise allowed clear communication of finding from my research and in the process we found similarities in our approaches and analyses that lead to productive collaborations. Coming from different disciplines we complemented our contributions over the years not only in scientific interdisciplinary research, but also serving the community on the State of Georgia Energy Board, a university wide sustainability organization called GC shades of Green (founded by Dr. Sams) and many other local and national participations. Throughout our interactions, I was impressed by the innovative thinking, effectiveness, and hard work by Dr Sams. She is second to none!

Dr. Sams has been a lead professor, teaching in the WebMBA program for many years and has contributed to the high recognition and high national ranking of the program. Recently she received the WebMBA faculty of the year award voted on by the students. Years before COVID changes in teaching and delivery of information, I remember Dr Sams talking about how much work it takes to deliver quality and impactful education to masters students in Business. She had taken all possible faculty development opportunities, classes and certifications so she can deliver information in virtual setting that is impactful and content rich. She has received two Quality Matters certifications for the online environment and she trains and teaching others willing to offer virtual classes. Last spring, when we all had to change the way we deliver information to our students, I was happy to be able to ask questions and learn from Dr Sams. She is very informed, yet constantly learning, and willing to share working strategies with others. When I and others were just trying to not loose connection on Zoom or figuring out where to look on the screen, she was teaching 40-60 student classes with active learning, discussion posts, well thought and meaningful assignments, and breakout groups. She is very efficient, motivated, and pleasure to learn from. She is the busiest person I know, but she will find time to explain and follow through (making sure I did not have other difficulties or questions). She has been a great pleasure to work with. She is organized kind, and extremely capable. As part of our collaboration, I had the opportunity to meet many of Dr Sams students, and similar to my experience, they were considering her the most efficient and fair teacher they had.

I can hardly imagine a more deserving candidate for Regents' Teaching Excellence Awards for Online Teaching as Dr. Sams is extremely knowledgeable, competent, and efficient teacher. She brings preeminence to Georgia College & State University with the quality of her teaching in the virtual reality. If you need any information at all, please do not hesitate to contact me.

Milledgeville • Macon • Warner Robins

*Georgia College & State University, established in 1889, is Georgia's  
Public Liberal Arts University. University System of Georgia*

Sincerely,



**Kalina Manoylov, PhD**

Professor of Biology  
Georgia Power Endowed Professor of Environmental Sciences  
Department of Biological and Environmental Sciences  
Georgia College and State University  
202 Herty Hall  
Campus Box 81  
Milledgeville, GA 31061

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Office number: (478) 445-2439

Fax number: (478) 445-5290

*Georgia's Public Liberal Arts University*

## CONDENSED CURRICULUM VITA

**New Doreen (Dee) Sams**

**Georgia College & State University**

The J. Whitney Bunting College of Business  
212 Atkinson Hall, CBX 011, Milledgeville, GA 31061

**Department:** Marketing **Rank:** Professor (Graduate & Undergraduate Status)

**Office of:** Mentored Undergraduate Research & Creative Endeavors **Rank:** Faculty Coordinator

**Program:** Georgia WebMBA **Rank:** Course Lead – Global/International Business

### **Doctoral Degree**

Degree Name: Ph.D.  
Year Conferred: 2005  
Principle Academic Unit: Business Administration  
Degree Granting Institution: University of South Florida, Tampa, Florida  
Major Field of Study: Marketing  
Minor Field of Study: Measurement

### **Masters Degree**

Degree Name: Master of Business Administration (MBA)  
Year Conferred: 1999  
Degree Granting Institution: University of South Florida, Tampa, Florida  
Major Field of Study:

### **Baccalaureate Degree**

Degree Name: Bachelor of Arts (BA) Marketing  
Year Conferred: 1998  
Degree Granting Institution: University of South Florida, Tampa, Florida

July 2014 - Present  
Aug 2012 - Present

**Course Lead** Global/International Business, Georgia WebMBA  
**Faculty Coordinator** of Mentored Undergraduate Research and Creative Endeavors (MURACE)

July 2015 – 2017

**Course Lead** Marketing, Georgia WebMBA

### **ACADEMIC ONLINE TEACHING EXPERIENCE – 57 ONLINE SEMESTER HOURS TAUGHT SINCE 2018**

**Spring 2021** - Marketing Research – MKTG 4161-01 and -02: Two Sections (fully online synchronous) **6 semester hours** and Global/International Business (WebMBA) One Section (fully online synchronous and asynchronous) **3 semester hours**) WMBA6030 C86

**Fall 2020** - Marketing Research – 4161-01 and -02: Two Sections (fully online synchronous) **6 semester hours** and Marketing Analytics – MKTG 4505-04: One Section (fully online synchronous) **3 semester hours**

**Summer 2020** – International Marketing Environment – Spain - MKTG 4505-W01: One Section (fully online asynchronous) **3 semester hours**; Virtual Study Abroad –Doing Business In Spain MKTG 4505-W02 - One Section (fully online asynchronous) **3 semester hours**; *Global/International Business - WMBA 6030-C88*: One Section (fully online asynchronous) **3 semester hours**; and *Faculty Transformative Learn Experience in Mentored Undergraduate Research* (Invited by CTL and GC Journeys): One Section (fully online asynchronous & synchronous)

**Spring 2020** - *Marketing Research* – MKTG 4161-01 and -02: Two Sections (in Physical Classroom ½ semester – online synchronous ½ semester) **6 semester hours**; and *Marketing Analytics* – MKTG 4505-03: One Section (in Physical Classroom ½ semester – online synchronous ½ semester) **3 semester hours**

**Fall 2019** *Marketing Strategy* – WMBA 6050-C83: One Section (fully online asynchronous) **3 semester hours**

**Summer 2019** - *Global/International Business* - WMBA 6030-C80: One Section (fully online asynchronous) **3 semester hours**

**Fall 2018** - *Marketing Strategy* - WMBA 6050-C76: One Section (fully online asynchronous) **3 semester hours**

**Summer 2018** - *Global/International Business* - WMBA 6030-C73: One Section (fully online asynchronous) **3 semester hours**

**Awards and Honors (2018-2020)** - 2019-2020 Outstanding Faculty of the Year, Georgia WebMBA (\$1,000); 2018 Nominated for University Service Award Representing College of Business

**Online Teaching Related Certifications** - 2020 AAC&U VALUE Rubric Quantitative Literacy Certification (Aug); 2015 Quality Matters Reviewer Certified (Aug); and 2014 Quality Matters Rubric Certified

**Faculty Development** – Attended More Than 54 Training Sessions Online or in Person Since 2018

**Service Outside the Classroom to Students** - Mentored multiple undergraduate researchers over the years; 2020-2021 Advisor, **Delta Sigma Pi** Professional Business Fraternity Iota Mu Chapter; 2018 & 2020 **Presidential Scholars Committee** (Dec 6); 2020 Speaker **GC**; **Freshmen Orientation** on Zoom Representing College of Business; 2020 **GC Reads Leader**; 2019 Speaker **GCY** Ten Classes with a total of 323 first year students about MURACE; 2019 ; **GC Reads Leader**; 2018, 2019-2021 Advisor, GC Student Research Circle; 2018 Chair, GC National Council

on Undergraduate Research Committee for Kennesaw 2019 Conference; 2018 arranged and accompanied GC students to the **COPLAC Conference** in Aiken, SC; 2018 arranged and accompanied GC students to the **NCUR Conference in Oklahoma**' 2018 Presenter, **GC Honor's Dinner Program**, "Collaborative Research at GC"; 2018 Presenter, **GC Honor's Program**, "MURACE".

**Journal Articles Published on Teaching Learning: 8 (2012-2021)**

**Conference Proceedings & Presentation on Teaching/Learning: 39 (2008-2021)**

**Coauthored Books – (2 editions) (2014& 2017)** "Handbook of Mentoring Undergraduate Research," (*All authors contributed equally*), Copyrighted: *GC Knowledge Box (URACE), Digital Commons*.

## Student Letters of Support

### To whom it may concern

I, Aruna Sadasivan, recent MBA graduate from Georgia WebMBA, is a former student of Dr. Doreen Sams. I would like to present this letter in support of Dr. Doreen Sams's nomination for Regents' Teaching Excellence Awards for Online Teaching.

I graduated in Apr 2020. I took Dr. Sams "Global and International Business" class in summer 2019 to satisfy credits towards MBA. Dr. Sams, who currently serves as course lead for *Global & International Business* in Georgia WebMBA program, has been instrumental in contributing to the major success of webMBA program. While the world is debating on the impact of the unplanned move to online coaching since the pandemic, Georgia WebMBA has been mastering and honing the far-reaching effects of online coaching to help graduate about 2700 students. Considering all the innovative contributions to webMBA to date, Dr. Sams should be considered a visionary in advancing student learning through online coaching. Dr. Sam's teaching style is inquiry-based. I particularly give credit to the weekly discussion board that served as a superior pedagogical example where the professor and students fostered quality debates, deliberations, and consultations and the professor remained a mentor to guide and support the collaborative efforts of the students to accomplish the learning materials. The online quizzes stayed optional and not graded, but discussion threads were heavily graded. The Discussion board produced a sense of camaraderie among classmates who are not used to seeing each other. On the case studies, Dr. Sams encouraged us to send her our mind map and confirmed our approach helping us organize our thoughts in support of our arguments. Dr. Sams was quite particular about our research and citations to include scholarly articles and discouraged "I think" or opinionated blogs. The best practices instilled in her online class would linger for a long time. Looking back, Dr. Sams online WebMBA class will stay as a turning point in my life because it is in this course, I developed an interest in doctoral research.

Every week, Dr. Sams would post videos that were quite powerful and always included current events in the discussions. The instruction materials combined with discussion topics demonstrated Dr. Sams' constant commitment towards high-quality instructions. The materials not only motivated us to acquire more knowledge but also encouraged critical thinking for problem solving. Besides, she was available during office hours (through web conferencing) and always responded within 24 hours. If she was going to be away for official travel she always gave us enough notice and still managed 24 hours responses.

Dr. Sams online WebMBA class will stay as a turning point in my life because it is in this course, I developed an interest in doctoral research.

I would like to quote from the comments I wrote for Dr. Sams after the completion of the course in summer 2019.

*"I loved this course. If I ever get into doctoral research it is purely because of Dr Sams. She has been a great inspiration. Her coursework was perfectly designed for MBA program. Her quizzes were optional and graded work were really pushing us to do our best not really memorize and*

*reproduce. I loved her discussions. It was so much fun to read others research on the same topic you did and see how much flavor we all brought in. When we are required to respond to just one student's discussion I tended to reply to more than one because the class made you think out of the box. The class made you start noticing some of the obvious news items and the impact. This has been a phenomenal experience. I am really going to miss Dr Sams, her discussion topics. I hope to say in touch with her. GCSU You are lucky to have Dr Sams."*

The above comments written in the 2019 summer, would serve as evidence of Dr. Sams' strong commitment to quality via online courses. Her discussion threads and innovative case studies through online teaching commanded substantial student engagement where students felt the satisfaction of a quality graduate program. Dr. Sams responsiveness and her ability to inspire through virtual classrooms created a rapport that stayed beyond my graduation.

I sincerely hope Dr. Sams receives the prestigious and well-deserved recognition from the University System of Georgia.

Yours Sincerely



2/28/2021

(Aruna Sadasivan)

March 1, 2021

Samuel J. Mullis  
Graduate Research Assistant  
229 Cardiff Drive  
Macon, GA 31220  
[Samuel.mullis@bobcats.gcsu.edu](mailto:Samuel.mullis@bobcats.gcsu.edu)

To Whom This May Concern,

I hope this letter reaches you well. I am writing in reference to Dr. Doreen Sams of Georgia College & State University and her outstanding ability to mentor, to gather research, and to teach online that I have personally witnessed and have experienced over the past year of our relationship of having her being my Graduate Research Mentor.

During my time with Dr. Doreen Sams, I have been guided and have been elevated in my capabilities through her mentoring, to levels of professionalism that I did not believe achievable. As an online graduate research student, Dr. Sams has found outlets and projects that fit my personal focuses for my educational goals and has provided me with a variety of strategies and approaches that have allowed me to succeed in gathering research, as well as succeeding in how it is presented to the public and to my peers. With myself being a novice in the world of education and of research, Doreen Sams has been able to use different online and virtual programs, such as Zoom and GatherTown to explain the processes behind research and educating me on such a personal level that I truly believe other professors and educators are not capable of doing.

In addition, Dr. Doreen Sams, has continued to lift the standards and expectations of what teaching should be and how others can continue educating, even during these unexpected and these troubling times. I have been more than honored to be able to learn and to gather research under Dr. Doreen Sams thus far and will continue to be blessed for her future guidance and instruction.

Please do not hesitate to contact me if you should require any further information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Samuel Mullis', written in a cursive style.

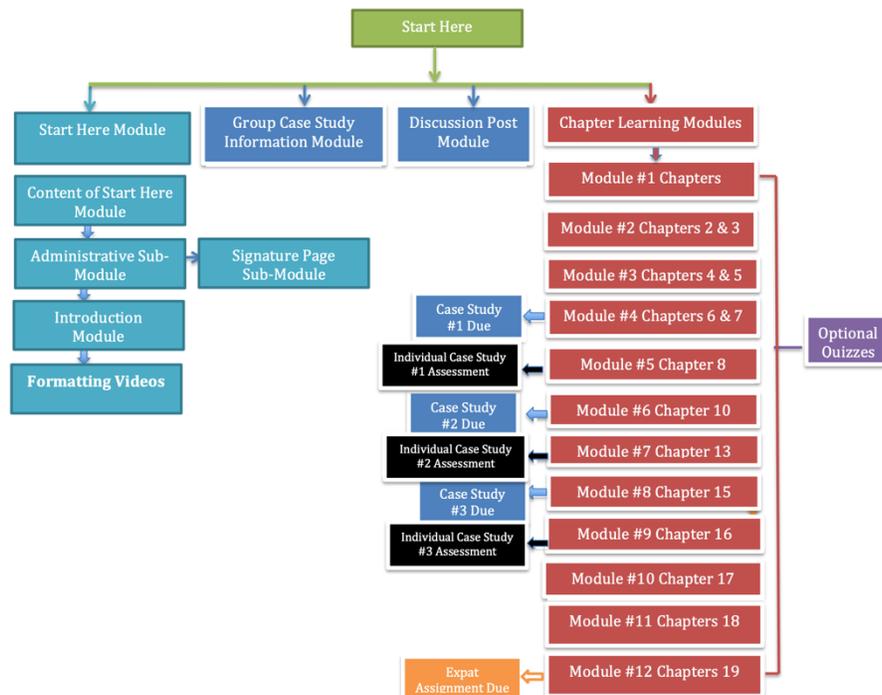
Samuel Jennings Mullis  
Graduate Research Assistant & Student  
March 1, 2021

## ARTIFACTS OF SUCCESSFUL ONLINE TEACHING

### *Teaching Excellence Award*



### *Handout – Start Here Diagram*



*Peer Mentoring – Letter of Support*

March 01, 2021

RE: Recommendation letter for Dr. Doreen Sams.

To Whom It May Concern:

It is an honor and a privilege to recommend Dr. Doreen (Dee) Sams for the *Regents' Teaching Excellence Awards for Online Teaching*. I have known Dr. Dee Sams for about 4 years when I first arrived at Georgia College and State University in 2017 as a junior faculty member. Dee did not hesitate to step in and show me the "ropes". During this time, she was not only a colleague, but has become my mentor. I have personally had the privilege of working with her side by side on many projects (five conference papers, three submitted journal articles, and an additional four projects at varying stages) to date.

She has been teaching in the WebMBA program for several years and is even the course lead who oversees multiple faculty. She received the WebMBA faculty of the year award for the 2019-2020 academic year. This is voted on by the students. She has developed numerous courses for the on-line environment and has received two Quality Matters certifications for the online environment.

Dee is hard working and a natural born leader. She is one of the most motivated people I have had the pleasure to work with. She is organized and extremely capable. Dee is patient and kind. She has made my adjustment from a teacher to a researcher, one of the best experiences I have had during my career.

I am proud to consider Dee my mentor, colleague, and friend. She is extremely well respected by her colleagues at the University. She is deserving of the *Teaching Excellence Award for Online Teaching*. I can honestly say, without reservation, she is not only an asset to her students and colleagues, but also to Georgia College & State University.

If you need any information at all, please do not hesitate to contact me.

Sincerely,

Mary Kay Rickard, DBA  
Assistant Professor of Marketing  
Georgia College & State University  
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## *Course Components – Marketing Research: Goals and Objectives*

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### **Course Level Goals**

- *As future business professionals, by the end of this course you will ...*
  - *Explain the importance of course concepts and theories,*
  - *Use the scientifically methodology to collect and analyze data using the proper analytical tools,*  
*Apply course concepts and theories appropriately in marketing strategies,*
  - *Integrate course concepts and theories into professional marketing applications,*
  - *Value the importance of the role of marketing research within the overall marketing field, and*
  - *Essential Skill: Critical thinking as a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting opinions or formulating conclusions.*

### **Course Level Objectives**

- LO1: Understand the role of scientific methodology in marketing research, (foundational)
- LO2: Identify secondary and primary data needed to solve a marketing research problem, (foundational)
- LO3: Conduct secondary and primary data information collection by gathering valid, reliable, and relevant data; while evaluating the value of each against specific criteria, (application)
- LO4: Formulate appropriate research questions from decision questions, (application)
- LO5: Develop appropriate measurable hypotheses, (application)
- LO6: Determine appropriate variables and constructs to measure a marketing research problem, (application)
- LO7: Identify the appropriate sampling methodology for a specific type of research problem (application),
- LO8: Conduct data collection, (application)
- LO9: Be able to effectively identify and functionally conduct the correct analytical procedures, using industry appropriate statistical software SPSS®, (application)
- LO10: Interpret analytical findings, (application)
- LO11: Draw marketing conclusions from data analyses findings, (application)
- LO12: Translate information insights and findings into meaningful managerial decisions, (integration)

## Course Component – WebMBA Spring 2021

### Basic Guidelines for Individual Discussions

1. In the discussion, create a dialog not a list of facts or bullet points for your post or reply,
2. ALL students in the course must provide one reply for each of the discussion,
3. For each discussion, the student's reply to the discussion must include well-researched thought from valid, relevant (to the topic including recent dated material), unbiased (no materials from special interest groups), and reliable outside reference material (e.g., cited academic literature or professor approved popular press) on the discussion topic,
4. The reply must include proper in-text citations (APA) within the discussion post and reply and include a work cited list (all required detail following APA format) at the end of the discussion post and reply,
5. Replies to the discussion cannot merely say things such as "I agree with your ... because of ..." etc.
6. Discussions MUST connect the textbook/lecture materials to the cited materials and demonstrate in-depth knowledge of the topic,
7. Professionalism matters. Be sure the submission is well-written. Use a tool like Grammarly.com (it is free) to check your work before posting or replying,
8. Keep on track by reading others' replies and then reply using quality cited materials. READ replies made by others before replying so that you DO NOT use a source used by others (reply early in order to get your chosen materials into the conversation without searching for new materials late in the replying timeframe);
9. Anecdotal evidence from your business experiences is acceptable but MUST be supported by reliable, valid, unbiased, relevant cited materials connected to the discussion and chapter material,
10. All replies must stimulate conversation (this may mean adding your question within your reply),
11. NO personal opinions are permitted in the discussions (NO, I THINK, I BELIEVE, ETC.). Discussions are a place for well- researched facts, not thoughts, beliefs, opinions, etc.). KEEP personal opinions out of the discussion replies,
12. Be respectful of others,
13. **NO DIRECT QUOTES WITHIN the discussion replies except graphs, charts, or tables of financial data that help make a relevant point in the discussion.** Directly quoted materials (e.g., graphs, charts, or tables of financial data) cannot be used alone in a reply; it must be only used to support some concept in your discussion reply,
14. NO blogs, NO Wiki anything, NO encyclopedia material of any kind, etc., (check with professor if you are not sure if materials will be accepted), and
15. Type your reply in Word<sup>®</sup> before copying and pasting them into the discussion. Keep a copy of your reply in case there are problems within the discussion, and verification is needed.

In order to earn the most points possible, here are some questions that you need to answer for yourself.

1. Does the referenced material in your reply add value to the discussion?
2. Is it substantive (i.e., meaningful, having a depth of information within the material, etc., on the topic)?

3. Did you paraphrase the reply?
4. Did you properly cite within your discussion reply the material?
5. Did you properly include the full citation at the end of your discussion reply?
6. Did you avoid any plagiarism?
7. Have you avoided all direct quotes in your reply except those listed in #13 in the section above?
8. Are there any signs of personal bias or emotions in the reply? If so, remove them before replying.
9. Is your reply formatted as a dialog and not just a group of facts or bullet points?
10. Did your reply change the direction of the conversation in meaningful and positive ways?
11. Does your reply demonstrate working knowledge (i.e., course and/or lecture materials) of the topic?
12. Does your reply(ies) demonstrate professional courtesy to others in the class?
13. Are the materials used in the reply interesting to others in the class?
14. Did you provide at least one outside source not included by others in the course in their replies?
15. Are your sources reliable?
16. Are your sources valid?
17. Are your sources unbiased?
18. Are your sources relevant?
19. Is your reply professionally written (e.g., proper use of business language, proper grammar, correct spelling, correct sentence structure, etc.)?