

Nominee Name: Dr. Joy Godin
Award: University Excellence in Online Teaching
College Nominating: J. Whitney Bunting College of Business
Submission Date: March 2, 2017

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**Department of Information Systems
and Computer Science**

J. Whitney Bunting College of Business
Campus Box 12
Milledgeville, GA 31061-0490
Phone 478-445-5721

February 26, 2018

Dear Members of the Regent's Excellence for Online Teaching Award Committee:

It is with great pleasure that I nominate Dr. Joy Godin for the Regent's Online Teaching Excellence Award. Dr. Godin teaches undergraduate and graduate courses face-to-face and online for the Information Systems and Computer Science Department in the J. Whitney Bunting College of Business at Georgia College. At the graduate level, she teaches for the Georgia WebMBA as well as our Master of Management Information Systems program. Both of these programs are strictly online.

Joy is the faculty course lead for the Management Information Systems class that she teaches in the Georgia WebMBA. As course lead, she attends the student orientations and coordinates the course content for the professors from the different institutions who teach the course. In addition to her administrative duties, Dr. Godin excels in the online classroom as indicated by her selection by the students as the Outstanding Faculty of the Year for Cohort 42 in October 2014.

Dr. Godin teaches both Database Management and Introduction to ERP Systems for our MMIS degree. Our online MMIS program employs real-time WebEx sessions for 50% of the class time. This gives students an in-class experience while they are actually online. In addition to learning how to successfully use the technology to facilitate online classroom discussions, the nature of the IS field requires her to continually update the content of the courses she teaches. Joy is Quality Matters certified and ensures that her courses are designed for optimum student learning.

As demonstrated by the accolades in her student reference letters, Joy brings a collaborative teamwork approach to her online classes. This allows her students to network with their peers while participating in online classroom discussions. In addition to employing virtual teamwork in her classes, Joy researches on virtual teamwork and has had multiple journal articles published in this area.

Teaching online is not only quality content and engaging teaching strategies, it is also responding to questions, grading efficiently, and mentoring students. Joy always receives positive comments from students in these areas. Dr. Godin replies to student questions in a timely manner as well as quickly returns graded assignments. Students know they can turn to her for career advice too.

I believe that Dr. Joy Godin is the best choice for the 2018 Regent's Excellence for Online Teaching Award. It is an honor to nominate her for this award. Please contact me with any questions you may have regarding her application.

Tanya Goette

Dr. Tanya Goette
Chair and Professor
Information Systems and Computer Science



GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY
March 2, 2018

Office of the Dean

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gcsu.edu/business

**Letter of Nomination
Georgia College Faculty Excellence Awards**

As College of Business Dean I endorse Dr. Joy Godin for the university's *Excellence in Online Teaching Award*. Joy is a faculty member in the Department of Information Systems and Computer Science.

Joy is an active user of various instructional support technologies that enhance the delivery of online and face-to-face courses. She uses these instructional support technologies to deliver undergraduate and graduate coursework here at Georgia College (GC). Joy is skilled in a number of contemporary technologies that are widely used in the information systems industry. She has created and delivered a variety of online courses, including the introductory information systems course, database, enterprise systems, Web application development, and computer programming. To insure the quality of her online courses Joy has become Quality Matters certified. Thus, she has significant breadth in the discipline-specific areas where she has applied her expertise in online course delivery, as well as exceptional skill in her ability to construct accessible online courses.

Dr. Godin teaches online classes in the department's MMIS program, a master's degree in information systems. The comments in the attached letters attest to the level of her personal involvement with her online students. In addition, Joy is a faculty member in the consortium-delivered, team-based, Georgia WebMBA®, a multi-USG institution MBA for early-to-mid-career working professionals. Her teaching has been recognized by WebMBA students where she was voted by one of the student cohorts as Faculty Member of the Year. Her course evaluations support the high quality of her online teaching. She also serves as a course lead, assisting other faculty in course content and delivery, for the MIS course in the WebMBA program. Therefore, her skills in online delivery have been recognized to the point that she is awarded by students and is serving in a program-level administrative capacity for an online degree.

Joy is active in the academy as a researcher, reviewer, presenter, and officer in academic associations. Her research spans discipline-specific topics as well as studies of pedagogy. Her classroom teaching is enhanced by her research and publishing. She carries her classroom expertise back into the community by engaging her students in service projects at local schools.

Based on this summary of her accomplishments in online program delivery, I endorse without reservation Dr. Joy Godin for Georgia College's *Excellence in Online Teaching Award*.

Sincerely,

Dale Young, Ph.D.
Dean, J. Whitney Bunting College of Business

February 29, 2018

Members of the Excellence for Online Teaching Award Committee
Georgia College and State University

Dear Committee Members,

Dr. Joy Godin has been nominated for the Teaching Excellence for Online Teaching Award, and this letter is written in support of her nomination. I have known Joy since she began teaching in the Georgia WebMBA program in Spring 2013 and believe strongly and without hesitation that she has earned this honor.

As Lead Dean for the Georgia WebMBA, I oversee teaching faculty from six USG institutions and Joy is undoubtedly one of the best. Classes are 100% online, students are primarily working professionals, and the program is team-based, so faculty are expected to engage in high levels of interaction. Joy has never failed to reach those expectations. She has been so successful in teaching in the WebMBA that she was asked to serve as the MIS Course Lead in Fall 2017.

Joy is committed to innovation in the virtual classroom and has done an excellent job of building new projects and software packages into the curriculum. Joy ensures that each required assessment is completed, and she includes everyone on the team of faculty teaching MIS in discussions of how to use the assessment data to improve the course. She has been an excellent role model to other faculty.

Joy's evaluations are consistently excellent, and the open ended comments from her students indicate she is engaging and committed to their success. At the end of their program, all students are asked to vote for the best faculty member, and Joy was voted Outstanding Faculty of the Year for Cohort 42 in 2014. Her excitement about learning is evident and contagious when she meets with students during the orientation sessions.

In addition to Joy's performance in the WebMBA, her vita provides further evidence of her commitment to students. She has a number of journal articles and conference presentations with a focus on pedagogy. She stays up to date not only in her academic discipline, but in her teaching methodologies as well. She is to be particularly commended for her continuing professional development through Quality Matters training.

In summary, Joy is an exceptional colleague, and I am happy that she has been nominated for this Teaching Excellence Award. She is most deserving! Please let me know if I can answer any questions or help you evaluate her qualifications further.

Best regards,



Faye S. McIntyre, Ph.D.
Dean and Sewell Chair of Private Enterprise
Lead Dean Georgia WebMBA



JOY J. GODIN

104 Shirley Drive
Milledgeville, GA 31061
478-445-2565(o) 229.891.1409(m)
Email joy.godin@gcsu.edu

SUMMARY OF QUALIFICATIONS

A professional technical instructor with expertise in management information systems education in the classroom and online.

Qualifications include:

- Teaching higher education courses using various technologies including SAP, MS SQL Server Management Studio, Visual Basic, Java, C++, ASP, SQL, Visio, MS Office, and web design
- Using web-based instructional techniques for face-to-face class as well as online classes including the learning management system (D2L), Wimba Virtual Classroom, WebEx, Streaming Video Lectures, the USG course design template, and Quality Matters standards.
- Designing and developing courseware for latest technologies

EDUCATION

Doctorate of Education in Leadership –Technology
Valdosta State University
Valdosta, GA

Masters in Management Information Systems
Georgia College & State University
Milledgeville, GA

Bachelors in Business Education
University of Georgia
Athens, GA

Georgia Military College Preparatory High School
Milledgeville, GA

WORK EXPERIENCE

Assistant Professor of Information Systems Aug 11-present
Georgia College, Milledgeville, GA

- Undergraduate courses taught include: Introduction to Enterprise Resource Planning, Database Management, Principles of Information Systems, Introduction to Computers, Programming I, Programming II
- Online Graduate courses taught include: WebMBA – Management Information Systems, Database Management, Introduction to Enterprise Systems, Emerging Trends – all graduate courses are taught completely online
- Course lead for online course WebMBA 6080 Aug 17 - present
Management Information Systems

Assistant Professor of Information Systems Aug 02-Aug 10
Abraham Baldwin Agricultural College, Tifton, GA

- Served as the College Faculty Development Coordinator
- Developed and directed ABAC's Center for Teaching and Learning

***WORK EXPERIENCE
(CONTINUED)***

- Developed and taught online courses in Web Application Development, Computer Programming I & II and Computer Applications
- Taught Visual Basic.NET, Web Applications Development (online), Active Server Pages and Computer Applications (online)
- Served as Academic Advisor for Information Technology Majors
- Started and served as Advisor for Information Technology Club, Association of Information Technology Professionals

Computer Information Systems Instructor Aug 01- Aug 02
Savannah State University, Savannah, GA

- Taught Programming in Java and Computer Applications
- Developed and taught E-commerce, Business Information Systems, and Management of Technology
- Developed and taught Word Processing and Designing Your Own Website for the Savannah Entrepreneurial Center

Technical Instructor June 00 – June 01
Idapta, Inc., Atlanta, GA

- Taught customers and technical consultants the System Integration for MarketExchange, an e-commerce Trading Application technical course. The course incorporated a variety of technologies including JSP, Java, EJB, XML, and HTML.

***COMPUTER
EXPERIENCE***

Visual Basic, C++, Java, SAP, ASP, Oracle, SQL, Web Page Design (HTML), Microsoft Office 2007 (Access, Excel, PowerPoint, Word, Outlook), D2L, Wimba, WebEx, Camtasia, Screencast, Podcasting

***PROFESSIONAL
AND SERVICE
ORGANIZATIONS***

Association for Information Systems
International Association for Computer Information Systems
International Information Management Association Member
Southern Association for Information Systems – Board Member,
President (2017-2018), VP and Program Chair (2015-2016), VP and
Conference Chair (2016-2017)
Women’s Leadership Forum
Decision Sciences Institute Member

***JOURNAL
ARTICLES***

Journal of Computer Information Systems – Forthcoming
“Investigation of Virtual Teams and Serious Games”

Journal of Cases on Information Technology – 2017, Vol 19(2).
“Business Process Management in the Classroom”.

International Journal of Information and Communication Technology -
2017, Vol 10(1), “Virtual teamwork training: Factors influencing the
acceptance of collaboration technology”

Journal of Information Systems Education – 2016, Vol 27(2).
“Introduction to NoSQL in a Traditional Database Course”.

Journal of International Technology and Information Management –
2016, Vol 24(1). “NoSQL Database Technologies”

Issues of Information Systems - 2014
International Association of Computer Information Systems (IACIS),

Vol 14, Issue 2. "A Study of Project-Based Learning in an Introductory MIS Course"

PRESENTATIONS

Decisions Sciences Institute National Conference Conference Presentation, Washington D.C. "An Exploratory Study Investigating the use of Virtual Teams and Serious Games "	November 2017
Southern Association for Information Systems Conference Presentation, St. Simons Island, GA "Virtual Teams and ERPsim"	March 2017
IACIS 2016 International Conference Conference Presentation, Nashville, TN "Business Process Management in the Classroom"	October 2016
SAP Academic Conference 2016 San Diego, CA "Teaching and Assessing Business Process Modeling in an Introductory ERP Course"	February 2016
IIMA Conference 2015 26 th Annual Conference for the International Information Management Association, Chattanooga, TN "Collecting Big Data: A NoSQL Teaching Case"	October 2015
IACIS 2014 International Conference Conference Presentation, Las Vegas, NV "A Study of Project-Based Learning in an Introductory MIS Course"	October 2014
International Conference of Educational Technologies Conference Presentation, Kuala Lumpur, Malaysia "Factors Influencing the Acceptance of Collaboration within the Context of Virtual Teamwork Training"	December 2014
Southern Association for Information Systems Conference Presentation, Savannah, GA "A Review of Models: Virtual Teamwork Training and UTAUT"	March 2013
Southeast Decision Sciences Institute Conference Presentation, Charleston, SC "Culture of Online Learning"	February 2013

AWARDS

<i>GA WebMBA Outstanding Faculty of the Year – Cohort 42</i>	Oct 2014
<i>Best Doctoral Paper, Southeast Decision Sciences Institute</i>	Feb 2013
<i>Volunteer of the Year for Habitat for Humanity</i>	Mar 2005

REFLECTIVE STATEMENT SUMMARIZING TEACHING AND LEARNING PHILOSOPHY, STRATEGIES AND OBJECTIVES

As an instructor in higher education both in face-to-face and online classes, I believe the majority of teaching activities should be student-centered. The teacher's role is to be a facilitator of learning. Each student has unique strengths and individual needs; therefore, learning activities should be tailored to the individual learner. Students should have an active role in their own learning and be given a variety of opportunities to communicate their needs and explore their interests. Teachers should offer a supportive and non-threatening classroom environment that encourages students to become active contributors and explore learning in a positive atmosphere. Giving students the opportunity to discover their own interests, helps to keep students engaged in learning.

As an instructor of technology, I think it is important to provide students with examples of completed programs or applications so that the students can envision how the programs may be used in the business world. Collaborative projects that students design in teams to simulate real world applications are very effective in teaching skills and helping students make the connection of how the skills are used outside of the classroom.

I also think it is important that information technology students understand the value of learning how to learn. I always tell my students that technology changes rapidly, software applications change, and new technologies are always emerging; therefore, it is especially important that they become life-long learners and look at updating their skills as a way of life. Technology students need to be encouraged to develop strong self-directed learning skills and also work well in teams.

Team building skills are prevalent throughout all of my courses. In the Georgia WebMBA, each cohort is divided into teams when they enter the program. The Georgia College MMIS is not designed that way, however, I immediately put my students into teams at the beginning on the semester. Teams are continually working together through out the course in both the MMIS and the Ga WebMBA courses. In fact, I have a research stream devoted to working with students and providing experiential learning opportunities in virtual teams.

Initially, I developed a virtual teamwork training framework that I used and tested in my undergraduate Principles of Information Systems courses. By applying David Kolb's (1984) model for experiential learning and Havey Daniel's (1994) literature circles, I was able to develop a model for training students to work virtually using the WebEx collaboration tool. I also found that by providing students with experiential training with WebEx and virtual teams

improved their perceptions of working virtually and increased their intentions to use collaboration technologies for these purposes in the future. This research has grown to include virtual teams with students from different universities and will also in the future include students in Europe.

I believe that teaching is not only about what is covered in the classroom but also applying those skills outside of the classroom. I have worked with several students, both undergraduate and graduate, on a variety of research projects. Students have presented their research at conferences and published papers in journals. I have also worked with students on service learning projects in the public elementary schools in Baldwin County. Our MIS majors have presented for the past three years, presentations about Computer Safety and Cyberbullying to over a thousand 4th and 5th grade students. This has been a very successful service learning project for our Georgia College students and has provided a much needed service to the children of Baldwin County.

As an information technology professor, it is also important to keep my skills and teaching expertise current. I attend a wide variety of conferences and faculty development workshops to stay abreast of new technologies and teaching trends. I am Quality Matters certified as well as SAP certified for using ERP simulations. I also think it is essential to incorporate the scholarship of teaching and learning into my research efforts so that I will constantly improve my instruction in the classroom and provide the best learning opportunities for my students. Providing high quality, active learning experiences that engage students is a primary goal of mine as an teacher of technology.

References

- Daniels, H. (1994). *Literature Circles – Voice and Choice in Book Clubs and Reading Groups*. Portland, Maine: Stenhouse Publishers.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. New Jersey: Prentice-Hall.

BRIEF SUMMARY OF INNOVATIVE TEACHING ARTIFACTS OR PRACTICES USED IN THE CLASSROOM TO PROMOTE STUDENT SUCCESS

USE OF VIRTUAL TEAMS AND SIMULATIONS

As I mentioned in my opening reflection, I have incorporated virtual teams into my classes from the beginning of my career at Georgia College. I have a scholarship of teaching and learning research stream devoted to the use of virtual teams in the classroom. Teaching students to work effectively, virtually is a skill that I feel is very important in today's businesses and deserves much attention in business schools in higher education. In my undergraduate Principles of Information Systems courses, I focus on the skills and technology of working virtually by providing experiential learning activities to give students the opportunities to have successful and productive virtual team activities. In my graduate WebMBA online courses, students work in virtual teams for developing project plans in Microsoft Project, research current trends in technology, develop executive summaries, video team presentations that are presented virtually to the class, and use SAP predictive analytics to analyze and interpret big data. All team members must work virtually and create the presentations using collaboration technologies such as WebEx and Screencastomatic. In my graduate MMIS courses, we have synchronous virtual class meetings in WebEx, I create breakout sessions where students work in teams on various assignments such as business process models and entity relationship diagrams. Once the teams meet and work on the in-class assignments, they are then returned to the main room in WebEx where they can share their creations with the other teams. I have found that this really adds a personal and team development element to the purely online courses. In my graduate Enterprise Systems online course, I have given students the opportunity to participate virtually in the enterprise resource planning (ERP) simulation games virtually as well. The ERPsim game is run live during the synchronous WebEx class and through breakout sessions, students meet in their teams and each team member plays various roles like production manager, sales manager, procurement manager, planner and analyst. The teams compete with the other teams to see which team will sell the most products and earn the most net income. The students really enjoy these simulations and feel that it provides real world experience in the online environment.

BEYOND THE CLASSROOM: STUDENT RESEARCH/SERVICE LEARNING PROJECTS

I give students the opportunity in my online classes to complete team research studies and I mentor these students to help them prepare and submit their research to conferences for presenting and journals for publication. I will elaborate and provide examples later in the report. I have also worked with students to conduct service learning projects such as the one we have participated in for the past three years presenting about Computer Safety and Cyberbullying to 4th and 5th grade students in Baldwin County.

USE OF RUBRICS FOR ASSESSMENT OF LEARNING ACTIVITIES

I think it is important when teaching to provide detailed rubrics to clarify expectations of projects and activities. I will provide an example of one such rubric that I use to assess students who are presenting team presentations. I use rubrics such as this one in my online assignments so that students will have a clear picture of what is expected and also to provide detailed quality feedback to my students once the assignment is graded.



*Office of Information Technology
Georgia Military College
201 E. Greene St.
Milledgeville, GA 31061*

To whom it may concern,

I am writing this letter to express my support for Dr. Godin to receive the Teaching Excellence for Online Teaching Award. I am currently a student in the Masters of Management in Information Systems program at GCSU, and I had the pleasure to take a database course from Dr. Godin. My experience in the class was exceptional.

I would like to provide some personal context to my experience with graduate online education that I hope will display the personal challenges I have had with returning to school and how Dr. Godin made that transition a little easier. I waited far too long to return to school to pursue graduate studies. By the time I decided to return to school, I found myself contending with a very demanding schedule of juggling family, work and life commitments. I was not sure how I would fit graduate school in with an already full plate, but I decided to give it a try. For additional context, I also work in online education. For the past seven years, I have served as the Vice President of Information Technology and the Executive Director of Online Campus for Georgia Military College. I give you this context to demonstrate that I probably have the potential to be the worst student. My career is a stressful one that takes my focus throughout most of every day. When that is coupled with my experience with online learning, I have the potential to be highly critical of things I see when pursuing an online program. When you couple those "opinions" with a time-consuming job, it would be easy to lose focus on the goal of obtaining my degree.

However, my experience in Dr. Godin's class perfectly set the stage for a student like me. Dr. Godin fully understands the struggles of adult education, and she crafts courses that follow all of the best practices to ensure someone like me stays engaged. These are a few of the strategies that she used to establish a recipe for success:

- Her courses are well designed and pursue a modular approach that clearly articulates what is expected of a student. This design element is crucial for someone like me as it allows me to view the whole semester at one time and really schedule my school around other commitments.
- Her expectations for assignments, rubrics and deadlines were crystal clear. This strategy removed all of the guesswork of taking the course. I knew exactly what was expected and how success was defined. I was able to meet those challenges.
- She had periodic quizzes that were designed thoughtfully to encourage a student to perform the required readings. I do know that the first thing a student will postpone to their detriment is the required readings. Dr. Godin structured low-stakes assessments to ensure that the

student was reading the materials. This ensured that the materials were being followed, and her approach made sure that I did the readings.

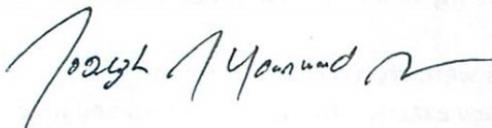
- Dr. Godin designed well-crafted technical assignments that ensured that my SQL skills were properly matched to the stated learning objectives in the syllabus. I found that these assignments were designed thoughtfully to ensure that the students understood what they were doing, but they were not so complex as to discourage potentially non-technical students from being able to complete the assignments successfully.
- Dr. Godin also brought in a research component that is crucial to graduates studies, and although it was not an easy task, she ensured that the research project taught the students both required research skills and the technical skills of managing database systems. It was an enriching project that I learned a lot from.

In addition to teaching well-designed online courses, Dr. Godin was an exceptional faculty member. She really took the time to work individually with each student to ensure they were absorbing the material. Providing proper one-on-one instruction is not easy in an online environment, but Dr. Godin found a way to really make it work. I found that no matter the time of day or week, I could always count on a prompt response to any question I had. She took the time to thoughtfully guide me through projects, and she even provided solid advice on how to use what I was doing in her course for future academic pursuits.

The last item I wish to point out probably seems simple, but I find it to be absolutely crucial to online learning. Dr. Godin was always quick with grading assignments and providing supportive feedback. Once again, I do realize that this seems simple, but my experience has been that not all faculty members follow this approach. When a student is in an online course, they are performing much of the work on their own. Quick grading and feedback is crucial to ensure a student that he/she is on the correct path in the course. Her approach was always helpful in allowing me to make the necessary adjustments to my work to achieve success.

Dr. Godin is one of the best online faculty members I have ever experienced through both my own studies and in my career in online learning. I feel that her approach should serve as an example to all other faculty members that wish to enhance their abilities and approach to online learning. I feel that she, above all others, really deserves this award, and I am pleased to provide my recommendation for her.

Joseph Yearwood

A handwritten signature in black ink that reads "Joseph Yearwood". The signature is written in a cursive style with a long, sweeping underline.

Vice President of Information Technology & Enrollment Management

Executive Director of the Online Campus



DEPARTMENT OF THE ARMY
HEADQUARTERS, 32D ARMY AIR AND MISSILE DEFENSE COMMAND
5800 CARTER ROAD
FORT BLISS, TX 79916-6816

February 15, 2018

To whom it may concern:

It is with great pleasure that I support and recommend Dr. Joy Godin for the "Teaching Excellence for Online Teaching Award." I have been one of her students for the past two years and can personally attest to her intelligence, dedication, and professionalism. My peers have also confirmed on numerous occasions her exceptional qualities as an educational leader.

Dr. Godin has performed in an exceptional manner differentiating her teaching technique from the basic lecture style to using more engaged teaching methods such as the Socratic method. This resulted in students constantly being challenged to participate in graduate level discussion in real-time. Utilizing the video teleconference software, she ensured we had productive group thinking exercises and provided pertinent visual aids to stimulate interest. To the students, this was the best method an educator could employ to make learning online a seamless experience in an effort to emulate the residential classroom environment. Lastly, Dr. Godin shows dedication to her students outside of the class and even outside of the subject material by taking her time to offer career guidance and professional development when applicable. I've personally received valuable professional development from Dr. Godin that has been transformed in to legitimate planning factors for my life and career decisions.

Due to Dr. Godin's ability to greatly impact my ability to learn while studying abroad, I am convinced she deserves to be highly considered for the "Teaching Excellence for Online Teaching Award."

Sincerely,

A handwritten signature in black ink, appearing to read "Gluck F. Hunter", is written above the typed name.

Gluck F. Hunter
Captain, U.S. Army
Information Systems Engineer

Aubree Doernberg
508 Glen Way
Atlanta, GA 30319

February 21, 2018

To Whom It May Concern:

I am a Georgia College graduate (BBA in Management Information Systems) and a current Georgia College student as well (Masters of Management Information Systems). I am writing with the honor of being able to recommend an outstanding professor, Dr. Joy Godin for the Teaching Excellence for Online Teaching Award.

I have been able to take online courses lead by Dr. Godin throughout my time at Georgia College and she consistently does an impeccable job at laying out the class in a manner that is clear to the students. Although I took courses she instructed in the Georgia College MMIS program, which is 100% online, she made herself readily available to meet with students online or in the classroom and promptly responded to any correspondence I sent. She set clear deadlines for assignments, held weekly high collaborative classes, and made herself easily accessible.

Dr. Godin did an excellent job of making the online classroom as collaborative as a typical on-campus Georgia College classroom, by facilitating an online classroom for all students each week. She also encouraged and arranged smaller groups for the students to meet in during the allotted time to provide enhanced and more personalized discussions of the course material.

Dr. Godin exhibits the drive and dedication to get the best out of her students by offering many opportunities for professional research beyond the classroom. She offers to mentor students and assist with professional research to help the student have their work publicized or presented at a research conference.

I can say with confidence that Dr. Godin is an invaluable asset to the Georgia College MMIS and WebMBA programs. For these reasons, I Dr. Godin is able to generate high student success and satisfaction amongst her students and provide a great example of what all Georgia College professors should strive for in their online classrooms. It is my honor to recommend her as an exemplary professor and excellent representation of the personalized learning that Georgia College offers.

Sincerely,

Aubree Doernberg

**COMPREHENSIVE STUDENT OPINION OF INSTRUCTION OF ONLINE COURSES
SUMMER 2016 – SPRING 2017**

University Course Evaluation for Instructor: Joy Godin

Terms: Summer 2016, Fall 2016, and Spring 2017

Courses Evaluated: WebMBA 6080 – Management Information Systems (46 responses) and MMIS 6296 Database Management (10 responses), Student opinions were not collected from the CBIS 2220 Summer 2016

Items on Student Rating of Teaching	Number of Student Responses	Average rating (1-5 with 5 being the highest)
The course plan outlined in the syllabus was followed.	46	4.9
The course materials added value beyond the text.	46	4.7
Overall, this course was a very effective learning experience.	46	4.7
The Instructor was timely in responding to my requests.	46	4.6
The level of interaction with the instructor was appropriate for this course.	46	4.7
The course grading criteria were clear.	46	4.7
Grades were returned according to expectations outlined in the syllabus.	46	4.5
Where appropriate, returned work contained constructive feedback.	46	4.7
Overall the Instructor was effective.	46	4.7
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.	10	4.2
Excellent Teacher	10	4.1
Excellent Course	10	4.2

SELECT QUALITATIVE DATA FROM COURSE EVALUATIONS

“Great course with a very responsive professor. The projects exposed me to many new concepts and programs. Very interesting!”

“I really enjoyed the class and how it was project driven. It really forced our team to come together and get used to working with one another. I also enjoyed how we were exposed to actual business software and how several of the projects tied the textbook material into the practical by relating it to where we worked. CIO project was really fun. I also really enjoyed the discussion posts which surprised me - I didn't think I would like that.”

“Great teacher! I really enjoyed Dr. Godin.”

“Great professor and course structure.”

“Great course, very informative. The different projects were very exciting and helped me learn.”

“I enjoyed every week discussing new materials and being quizzed on them. I also liked the many projects. This way I was able to put the course materials to use.”

“Overall a great course. I possessed very limited knowledge of database before this course. Now, however, I feel confident and may even consider a career that is data-centric.”

“This was an online course that met through WebEx. Dr. Godin was available via email, at her office, or through WebEx and showed genuine desire to help her students understand the material and its applications.”

EVIDENCE – USE OF VIRTUAL TEAMS IN CLASSES FOR ACTIVE LEARNING

As I mentioned in my reflective statement, I have used virtual teams to promote and engage student learning in several of my classes. In my undergraduate CBIS 2220, Principles of Information Systems course, students participate in virtual teamwork training activities. Students are instructed on how to use WebEx for virtual collaboration and then asked to participate in four virtual team projects. During the virtual meetings, they are required to meet from home or some other remote location. The virtual meetings consist of three discussion-based meetings and one problem-solving meeting. The discussion meetings are based on articles that are read prior to the meeting. In the problem-solving meeting, the participants develop a database proposal for their business. The virtual meetings account for the active experimentation and concrete experience portion of the virtual teamwork training.

Based on a modified version of Harvey Daniel's (1994) literature circles, individuals in the teams are each given unique pre-discussion and during-discussion activities. In the first virtual team meeting, the students are instructed to discuss an article. During the meeting, each team participant executes his or her during-discussion activity. Following the meeting, each participant writes on a discussion forum responses to questions related to the article that the team members discuss during their meeting and a reflection on the virtual meeting experience. The team leader is asked to post a summary of the meeting. The role of team leader is rotated among the team members. This meeting process is repeated for two additional articles. The students then participate in a virtual team meeting to plan a database project. They work together in WebEx to design the tables for a database they would develop later. Then each student writes a reflection of this final virtual meeting. The observational reflection phase of the virtual teamwork training is implemented after each virtual meeting. WebEx provides a feature for each team to record the team meetings so that the instructor or other class members could watch the team meeting after it occur. The team leader posts the team meeting recording to a discussion board in the course learning management system.

I also use virtual teams in my graduate MMIS courses, Enterprise Systems and Database Management. Students are placed in teams at the beginning of the semester. In the Database class, teams work closely to develop a research paper and presentation that they give via WebEx during our synchronous class meetings. A number of my past students have submitted these papers to conferences and also had their papers published in academic journals. I will provide a listing of all of the student research later in this portfolio. During each of our synchronous class meetings I allow students to work in their teams using breakout sessions (private rooms) in the virtual classroom WebEx. In the Database class, students will develop entity relationship diagrams (ERDs) and design database systems in their teams. In the Enterprise Systems course, student teams work in these breakout sessions to develop business process models (BPM) for various business processes we are studying in the course such as procurement or production processes. Team activities are also a big part of the Management Information Systems WebMBA course as well. Students work in teams to develop project plans, research and presentations over emerging technologies, and to conduct big data analysis using SAP Predictive Analytics software.

EVIDENCE – BEYOND THE CLASSROOM:

STUDENT RESEARCH AND SERVICE LEARNING PROJECTS

As a professor of information systems, I believe it is very important for students to be engaged in information systems related projects both in and out of the classroom. Many of my graduate online students have participated in research and presented papers at conferences. Some examples of these are listed below.

Journal Articles and Abstracts

Sarvepalli, A., & Godin, J. (2017). Business Process Management in the Classroom. *Journal of Cases on Information Technology*, 19(2), 17-28.

Organizations are increasingly adopting Business Process Management (BPM) approaches growing the need for BPM expertise in the industry (Bandara et al., 2010). This has resulted in growing demand for college graduates who have a thorough knowledge of business processes (Lee, 2008). Hadidi (2014) pointed out that development of courses and programs in BPM area has received huge consideration in academia during recent times. This paper presents a classroom activities for teaching Business Process Management using a paper-based simulation game conducted as part of an undergraduate IS course. The paper discusses various class activities involved such as execution of the simulation game, creation of graphical representations of processes followed in the game, and creation of Business Process models using Microsoft Visio software. A post-test survey was conducted to evaluate the understanding of BPM concepts learned and analyze the effectiveness of the simulation game. The paper concludes with recommendations for future research.

Fowler, B., Godin, J. & Geddy, M. (2016). Introduction to NoSQL in a Traditional Database Course. *Journal of Information Systems Education*, 27(2), 99-103.

Many organizations are dealing with the increasing demands of big data, so they are turning to NoSQL databases as their preferred system for handling the unique problems of capturing and storing massive amounts of data. Therefore, it is likely that employees in all sizes of organizations will encounter NoSQL databases. Thus, to be more job-ready, college students need to be introduced to this technology to begin to have a functional understanding of how it works and how to use it. This paper provides a simple project-based, teaching case that introduces NoSQL and can be easily integrated into any existing database management course to augment concepts and skills geared around traditional SQL relational databases. The teaching case was tested and student feedback (pre- and post-assessment results, shown in the data analytics and results section) indicated a significant increase in their basic knowledge of NoSQL.

Madison, M., Barnhill, M., Napier, C., & Godin, J. (2015). Nosql database technologies. *Journal of International Technology and Information Management*, 24(1), 1.

As cloud computing continues to evolve, organizations are finding new ways to store the massive amounts of big data that are collected. Big data storage often require greater flexibility and scalability which can be provided by incorporating NoSQL technologies. NoSQL (Not Only SQL) is quickly becoming a popular approach to store large and unstructured data. This paper looks at the various classifications of NoSQL technologies as well as many of the notable characteristics of the technologies. The authors also describe some deficiencies of using NoSQL and give some explanation to why companies are adopting the technology. The paper concludes with suggestions for future research of NoSQL technologies and a content analysis of current articles in database management is provided in the appendix.

Presentations at Conferences and Abstracts

Fowler, B., Walker, H., Williams, J. & McDonald, D. (2015). Integrating NoSQL in the Classroom. *Southern Association for Information Systems 2015 Proceedings*. – Brad Fowler attended and presented at the March 2015 SAIS conference.

LaBuda, R. & Gillespie, M. (2017). The Internet of Things: Current Issues and Future Problems *Southern Association for Information Systems 2017 Proceedings*. – Robert LaBuda and Mathew Gillespie attended and presented at the March 2017 SAIS conference.

Service Learning Projects

I have worked with several undergraduate students for the past three years on service learning projects. An ongoing project that our Association for Information Systems (AIS) students do each year is the Computer Safety and Cyberbullying project. The AIS students go to the elementary schools and present an engaging 40 minute presentation that includes a musical video, serious testimonial and an active learning exercise that makes the students think about what they would do if they know a friend was being bullied online. The children enjoy the presentation and it makes them think about what they put online before they post it. The Georgia College students have presented this presentation to over a 1000 elementary school students over the past three years. The presentation is for 4th and 5th graders which is a target age to reach before they become active on social media.

I have also worked with students on service learning projects for Georgia College's IT department. Our students were asked to measure the Wi-Fi bandwidth all over campus at various times during the day and record their findings. Two MIS majors Chris Pulliam and Charlie Reynolds analyzed the findings and presented the results to the IT department. They developed a survey and gathered the student's perceptions of Wi-Fi on campus.

Most recently I have worked with Jack Longmore, MIS major, on a project measuring students' perceptions of Thundercloud, Georgia College's virtual desktop infrastructure (VDI) system. Jack developed a survey and measured students' perceptions finding that they had a positive perception of the system. He presented his findings to Bob Orr and other IT employees. He has also submitted his paper to the Georgia College student research conference. The paper was accepted to the conference and Jack will present his research on March 9th.

EVIDENCE – ACTIVITIES RELATED TO SCHOLARSHIP OF TEACHING AND LEARNING RESEARCH

As a professor in higher education, it is important to be committed to the scholarship of teaching and learning. I have served as a member of the Center for Teaching and Learning Advisory Board for two years. I have attended the training for Quality Matters certification and become certified. I am working toward having my courses Quality Matter certified. I have participated in our College of Business Research Association (COBRA) by presenting research on how I have incorporated active learning activities into my classroom like virtual teams and business process activities. I am planning to give a workshop on Virtual Teams and WebEx through the Center for Teaching and Learning this month, March 15th.

I have also conducted a number of studies that have measured students' perceptions of active learning activities that I conducted in my classes. My most recent research is one that I am particularly proud of as it has been accepted in a top (A-level) academic journal in information systems, *Journal of Computer Information Systems (JCIS)*. The title of this forthcoming research is "Investigation of Virtual Teams and Serious Games". My co-author and I are planning to continue this research and expand it to incorporating students in Germany. In fact, we are planning to visit Germany this May to set up a study abroad program where I will allow my students to work with German students in virtual teams to develop solutions to real problems in actual businesses. Below is the citation of this work, as well as citations of other papers that I have published that demonstrate my commitment to the scholarship of teaching and learning.

Pridmore, J. & Godin, J. (forthcoming). Investigation of Virtual Teams and Serious Games. *Journal of Computer Information Systems*.

Pridmore, J. & Godin, J. (2017) An Exploratory Study Investigating the Use of Virtual Teams and Serious Game. Presentation at the National Decision Sciences Institute National Conference, November 2017, Washington, DC.

Godin, J., Leader, L., Gibson, N., Marshall, B., Poddar, A., & Cardon, P. W. (2017). Virtual teamwork training: factors influencing the acceptance of collaboration technology. *International Journal of Information and Communication Technology*, 10(1), 5-23.

Pridmore, J. & Godin, J. (2017). Virtual Teams and ERPsims. *SAIS 2017 Conference Proceedings*.

Sarvapalli, A. & Godin, J. (2017). Business Process Management in the Classroom. *Journal of Cases on Information Technology*, 19(2), 12.

Marshall, B., Cardon, P., & Godin, J. (2014). A study of project based learning in an introductory MIS course. *Issues in Information Systems*, 15(2).

Godin, J., & Goette, T. (2013). A pilot study of virtual teamwork training. *Communications of the IIMA*, 13(2), 3.

EVIDENCE – EXAMPLE OF PROJECT RUBRIC – TEAM PRESENTATIONS

Criteria	Meets Expectations 3 points	Somewhat Meets Expectations 2 points	Does not Meet Expectations 1 point
Technology integrated appropriately and seamlessly	Voice and PowerPoint (or YouTube) slides synchronized perfectly	Voice and PowerPoint (or YouTube) slides synchronized somewhat well	Numerous voice and PowerPoint (or YouTube) voice/slide synchronization issues that detracted from the overall flow of the presentation
Slides were easily readable (e.g., appropriate font size, colors, and amount of material on each slide)	All slides presented with: 1) appropriate font size that was easy to read 2) colors that were integrated in a professional and engaging manner appropriate to the audience 3) enough - but not too much - text on each slide	Most slides presented with: 1) appropriate font size that was easy to read 2) colors that were integrated in a professional and engaging manner appropriate to the audience 3) enough - but not too much - text on each slide	Few slides presented with: 1) appropriate font size that was easy to read 2) colors that were integrated in a professional and engaging manner appropriate to the audience 3) enough - but not too much - text on each slide
Made appropriate handoffs/transitions with other team members	Transitions between team members was smooth and did not detract from the flow and logical order of the presentation	Transitions between team members was somewhat smooth and only somewhat detracted from the flow and logical order of the presentation	Transitions between team members was generally not smooth and detracted from the flow and logical order of the presentation
Stayed within the specified time limits (10-15 minutes)	10-15 minutes long	9-10 OR 15-16 minutes long	<9 or >16 minutes long
Delivered a presentation that was logically organized	Presentation well organized in a manner that allowed ideas to easily flow from slide to slide	Presentation somewhat well organized in a manner that allowed ideas to somewhat easily flow from slide to slide	Presentation not organized in a manner that allowed ideas to easily flow from slide to slide
Used graphics and/or relevant pictures to enhance the presentation	Used a sufficient number of relevant graphics, charts, and/or pictures to enhance the presentation and engage the audience	Used a somewhat sufficient number of relevant graphics, charts, and/or pictures to enhance the presentation and engage the audience	Used an insufficient number of relevant graphics, charts, and/or pictures to enhance the presentation and engage the audience
Delivered a presentation that was interesting	Presenters used voice inflection to indicate sufficient passion and interest in the topic	Presenters used a somewhat monotone voice with some inflection to indicate somewhat sufficient passion and/or somewhat sufficient interest in the topic	Presenters did not use voice inflection OR indicated little passion and interest in the topic
Avoided excessive reading of the slides	Slides were used as complementary to the speaker with enough text to keep the audience's attention but not too much text where the presenter reads excessively	Slides used somewhat excessive text, causing some reading of the slides by the presenters OR slides used insufficient text, whereby the audience gets lost during the presentation	Slides used too much text, causing presenters to read excessively
Avoided slang expressions ("you know") and "fillers" (e.g., Uh...)	Avoids filler words/phrases	Some presenters used filler words and/or phrases that were somewhat distracting to the audience	Several presenters used filler words and/or phrases that were distracting to the audience