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## Education

Ph.D. University of Georgia, 1989.

B.A. Hollins College, 1974.

## ACADEMIC APPOINTMENTS/SIGNIFICANT WORK EXPERIENCE

### Courses Taught

**Courses from the Teaching Schedule:** Database Management Systems (Bachelors), Databases:Big Data & Analytics (Bachelors), Fundamentals of Computer Applications (Bachelors), Independent Study in Management Information Systems (Bachelors), Management Information Systems Internships (Bachelors), Management Internships (Bachelors), Principles of Management Information Systems (Bachelors), Supply Chain Management System (Bachelors), Systems Analysis and Design (Bachelors), Web-based Management Information Systems (Bachelors)

### Academic Appointments

#### Student Assign-Independent Studies

2019-2020 - *Independent Study Substitution for MGIS 4358*. 3 students. David Hayes, Bhakti Patel, Jeremy Smith, Aug 15, 2019 - Dec 15, 2019 (Fall) I initiated a change to MGIS 4358 (Web-based MIS) prerequisites and term to provide more programming background to increase student success in the course. Connected with this change, I supervised three STEM BAS students in an independent study covering the MGIS 4358 content who needed the course in Fall 2019 to keep their graduation timeline on track. I oversaw their weekly progress, constructed a midterm and final, and graded their final projects. All three students completed the course successfully.

#### Innovations in Course Content / Presentation

2023-2024 - *Added SAP Signavio Business Process Mapping to MGIS 3351*. Business process analysis and mapping are important skills for process improvement. The concepts are covered in the MGIS 3351 textbook. I added a hands-on assignment where students map the cash-to-cash processes for which they perform tasks in SAP S/4HANA for other assignments. I added the assignment in Fall 2023 and shared it with David Brown, who taught a second section in Spring 2024. I further handled troubleshooting any problems that arose in both our sections.

2023-2024 - *Changed MGIS 3351 Textbook*. I researched and located a textbook (Information Systems for Business: An Experiential Approach) from an information systems publisher (Prospect Press) that covered the same topics and cost MGIS 3351 students approximately \$100 less than the previous McGraw Hill CONNECT textbook. I mapped the textbook chapters to the course topic modules and updated lecture materials, quizzes and exams for Fall 2023. In preparation for Spring 2024, I shared the textbook and all materials with David Brown in order to coordinate our coverage.

2023-2024 - *Production Planning and Execution Project in MGIS 4580*. I added an individual project that follows introductory assignments with instructions on creating a production plan, using MRP, converting planned orders, procuring and receiving raw materials, producing and receiving finished goods. The project asks students to conduct a full cycle of planning, procurement and production of finished goods with a 2-level bill of materials without instructions. This requires students to understand the full cycle in which semi-finished goods must be produced before they can be used alongside raw materials in the production of finished goods.

2022-2023 - *High-Level Mohawk Directors as Guest Speakers*. Two high-level Mohawk directors spoke to my MGIS 4360 class on projects they are working on. Their talks confirmed the importance of the course content since much of what they discussed intersected with course concepts and hands-on activities.

2022-2023 - *Increased Troubleshooting Practice in MGIS 4360*. MGIS 4360 is a second required database course that focuses on databases that support analytics and big data. Students expand their SQL skills and focus on the data gathering, organizing and cleaning tasks that typically consume 60%-80% of data scientists' time. In addition to SQL, students learn to use a data cleaning and integration tool with non-SQL expressions. In order to increase students' troubleshooting skills, I rewrote most assignments to require more critical thinking and research. Additionally, before obtaining my troubleshooting assistance, I asked students to document their troubleshooting efforts and findings.

2022-2023 - *MGIS 3351 Content and Assignment Coordination*. I wanted to keep the MGIS 3351 content and hands-on experiences for students as homogeneous as possible across sections. I shared my CONNECT and GeorgiaVIEW courses with the other instructor. Additionally, his students performed the same hands-on assignments in SQL Server, Tableau and SAP S/4HANA. I shared grading rubrics and assignment materials with the other instructor. This instructor was willing to help students troubleshoot issues but I encouraged him to call on me, as needed, to investigate problems.

2022-2023 - *MGIS 3351 Course Reorganization*. With the departure of another MIS professor, I took on the role of coordinating the MGIS 3351 course content. The current CONNECT textbook has redundancies across chapters that I found to be potentially confusing for students. I organized the coverage into four logically related units. I also built a weekly GeorgiaVIEW Content structure based on the four units with each week's reading and activities linked for easy access by students.

2022-2023 - *New Enterprise Systems Assignments for MGIS 3351*. Since 2016, students have used SAP while playing the free ERPSim distribution game developed by HEC Montréal. While the game was fun and illustrated enterprise systems concepts, I felt that students would learn more by executing all tasks in the cash-to-cash cycle. I took an HEC Montréal slideshow and developed a set of four weekly assignments with easy-to-follow instructions. Students individually perform the following tasks in SAP S/4HANA: (1) enter a forecast and run MRP to generate purchase requisitions and planned production orders, (2) execute automated purchase order creation from the purchase requisitions, receive the goods ordered, verify the vendor invoice for payment and record payment to the vendor, (3) convert the planned production orders to production and enter production completion, (4) create a sales order, record outbound delivery, invoice the customer and record customer payment. The other instructor and I experienced fewer questions and problems than we expected given that this is an introductory class with approximately 160 this academic year.

2021-2022 - *SAP HANA Data Modeling Using Real Large-Scale Datasets*. My students use real, large-scale Dillard's data in MGIS 3356 to build queries on SQL Server hosted at the University of Arkansas. I worked with the system administrator to gain access for my MGIS 4360 students to SAP HANA, a new in-memory database platform. I developed an assignment in which the students revisit an analysis performed in MGIS 3356 to compare the query performance on a column-based, in-memory database. They ran multiple samples of the same query on SQL Server and SAP HANA to investigate differences in execution time. I also developed instructions for building the recommended calculation views in SAP HANA to enhance query performance. Once they built these, they gathered a sample of

execution times for the same analysis query written against the views. I shared these materials with the system administrator and faculty at the University of Arkansas for public distribution.

2021-2022 - *Accounting Information Systems (AIS) SAP S/4HANA Curriculum Development Team*. I worked with a team of colleagues that included University of Wisconsin, Milwaukee SAP hosting center staff and faculty at Georgia State University, Indiana University (Bloomington), Miami University, North Carolina Agricultural and Technical State University, University of Wisconsin, Milwaukee and University of Texas at Dallas to update a large set of AIS materials that had originally been designed for the SAP ERP system to the new, significantly updated SAP S/4HANA system. The new system has significant changes in the underlying database, some portions of the interface, the chart of accounts and some aspects of master data configuration. The project included updates to the existing journal entries, procure-to-pay process and order-to-cash process curriculum materials plus new curriculum resources for teaching segregation of duties in an enterprise system. The project consisted of configuring and testing the updated materials as well as creating, configuring and testing the new segregation of duties materials. The work involved weekly/biweekly team meetings beginning in August 2020 and ending in July 2021. The materials became available to faculty at hundreds of SAP University Alliances schools in Canada, North America and Latin America in July 2021.

2021-2022 - *Robotic Process Automation (RPA) in MGIS 4701*. Students in the systems analysis and design class study business process analysis and improvement. As part of the business process analysis, they execute a procure-to-pay process in SAP S/4 HANA and create a cross-functional business process map based on it. Afterward, I used a "no code" purchase order creation exercise from the UiPath workshop I attended in Summer 2021 as an introduction to the UiPath StudioX environment and the creation of bots for repetitive tasks in SAP S/4HANA (and many other systems). Following this, the students extended the assignment by creating a bot for the creation of purchase requisitions.

2021-2022 - *Enrichment Assignments in MGIS 3351*. Students use an eBook in the BBA core management information systems class. In order to bring the content to life and improve in-class learning, I developed a series of class assignments due before class meetings that were based on textbook chapters and additional updated readings in GeorgiaVIEW. These assignments helped students prepare for participating in a discussion and in-class activities based on the assigned content. I called on students randomly to respond to questions and other prompts based on the class assignments. I often summarized their insights in Word documents projected in front of the class during the discussion and asked them for clarifications and corrections to my notes. I posted these documents in GeorgiaVIEW. The assignments were very helpful in unpacking the meaning of the textbook reading and resulted in robust class discussions.

2021-2022 - *Procurement-Related Automation Configuration in MGIS 4580*. I worked with one of our students interning at Mohawk Industries in the procurement area to understand some of the procurement-related automation activities at Mohawk. One initiative involved the automated creation of purchase orders from purchase requisitions. Others involved making three-way matching for vendor invoices more efficient. I researched and developed a configuration assignment that students executed in SAP S/4HANA in which they configured purchase order automation like that used by Mohawk. They also learned to configure evaluated receipt settlement which replaces vendor invoices with automated self-billing invoices based on goods received.

2021-2022 - *Airline Flights Database in MGIS 3351*. I developed two assignments to expose students in this BBA core management information systems class to database creation and subsequent data analysis. The dataset consisted all 2015 airline flights in North America (> 5.8 million rows) from the U. S. Department of Transportation. In the first assignment, the students created a relational database in SQL Server with tables for the individual flight data as well as the associated airlines, airports and cancellation reasons. The students then performed a series of analyses on the performance of various

airlines using Tableau, a market-leading visualization tool widely used to build performance dashboards.

2020-2021 - *Develop ERPsim Activities for Asynchronous Online Class*. We added ERPsim in face-to-face MGIS 3351 classes in 2016-2017. I attended an ERPsim update session in Summer 2021 that gave me ideas for implementing ERPsim in asynchronous online classes. I developed a series of weekly exercises in which students create their plans, observe how the execution is going during the first half of the simulated month of supply chain activity and make adjustments for the second half. The series covers three month of simulated activity with increasingly more complex analysis and planning activities. Teams also performed reflections after each round of a month on how to improve their teamwork and planning decisions. I implemented the new exercises in my MGIS 3351 fully online class in Fall 2020. After the positive response, I've decided that this approach brings improved learning outcomes and could be an improvement in face-to-face classes as well. Professor Yan is using my exercises and related videos in his MGIS 3351 classes this semester (Spring 2021).

2020-2021 - *Enrichment of MGIS 4580 Activities*. I integrated new insights from an ERPsim updates workshop into MGIS 4580 (offered as a synchronous online course). To provide a background for discussion, students participated in synchronous teams for the ERPsim Game during the first three weeks of class. I used MS Teams to create interactive work areas for the teams to use for game participation activities. The initial ERPsim Game provided a context for discussion that we later expanded with a manufacturing scenario. Additionally, I incorporated a new, online textbook from Epistemy Press, *Business Process Integration – S/4HANA*. Finally, I introduced new exercises from the ERPsim group at HEC, Montreal covering supply chain processes and configuration in SAP S/4 HANA to the SAP University Alliances materials I had previously used. The new materials required more critical thinking and integration of supply chain concepts. We continued to use Cawemo BPMN process maps to strength the students' understanding of integrated supply chain processes.

2020-2021 - *MGIS 4701 Analysis and Design Project*. While the course covers similar systems analysis, design and business process concepts each time it is offered, the project drives the trajectory of the course. The project for MGIS 4701 in Spring 2021 is a continuation of an analysis of the process for gathering, storing and querying alumni data for the Wright School of Business. The project began where last spring's project left off, investigating solutions to remedy the problem of incomplete and outdated alumni data. I arranged the necessary interviews with the WSOB dean, the WSOB staff member who maintains the data and OCIS personnel regarding security considerations. I also confirmed details of the Career Services graduate survey with Mallory Safley and Raiser's Edge NXT data exports with Josh Wilson. Students use Microsoft Teams and Microsoft Planning to manage their agile teams. How they conduct their agile team project management activities comprises a portion of their project grade. Their recommendations will go to Dean Helms and college-level administrators in an attempt to provide benefits for better alumni data processes across campus.

2020-2021 - *Security-Related Activities in MGIS 4701*. Security considerations are an increasingly important aspect of systems analysis and design in industry. In recognition of this, I have added new industry-based reading materials, speakers from OCIS, and a sequence of hands-on separation of duties (SOD) exercises using SAP S/4HANA. The SOD exercises are brand new, resulting from my involvement in the group updating the Accounting Information Systems (AIS) SAP University Alliances curriculum. The SOD exercises focus on the procure-to-pay business process as an example context for SOD. Based on industry research, the procurement process can be rife with fraud in the absence of good system control measures. Students first learn to execute transactions that occur during a typical procurement process with user IDs that do not have strong SOD system constraints. They then investigate how two fraud scenarios could be perpetuated with these user IDs. They then work in teams using different user IDs with strong SOD constraints, i.e., only the system roles and authorizations needed to perform their job duties (e.g., create a purchase requisition). Each team member has one job description (i.e., Inventory Clerk) and authorization to perform only one or two transactions in SAP S/4HANA. The team then

attempts to perpetuate the same fraud with the more restrictive IDs and reflects on how SOD impacted the fraud attempt. Finally, students individually explore how the SOD roles and authorizations are configured in SAP S/4HANA.

2020-2021 - *Accounting Information Systems (AIS) SAP S/4HANA Curriculum Development Team*. I worked with a team of colleagues that included University of Wisconsin, Milwaukee SAP hosting center staff and faculty at Georgia State University, Indiana University (Bloomington), Miami University, North Carolina Agricultural and Technical State University, University of Wisconsin, Milwaukee and University of Texas at Dallas to update a large set of AIS materials that had originally been designed for the SAP ERP system to the new, significantly updated SAP S/4HANA system. The new system has significant changes in the underlying database, some portions of the interface, the chart of accounts and some aspects of master data configuration. The project included updates to the existing journal entries, procure-to-pay process and order-to-cash process curriculum materials plus new curriculum resources for teaching segregation of duties in an enterprise system. The project consisted of configuring and testing the updated materials as well as creating, configuring and testing the new segregation of duties materials. The work involved weekly/biweekly team meetings beginning in August 2020 and ending in July 2021. The materials became available to faculty at hundreds of SAP University Alliances schools in Canada, North America and Latin America in July 2021.

2020-2021 - *SAP Use in WSOB Courses (Meeting with Mohawk)*.

I organized a meeting in which we provided an overview of SAP use in Wright School of Business courses in order to obtain Mohawk stakeholders' feedback.

***Mohawk Industries Participants:***

Bill Bowers (VP I.S. and BU CIO, Flooring North America)  
David Moses (Director II, Applications Development)  
Elisabeth Pass (Executive Assistant to Bill Bowers, VP I.S. and BU CIO)  
Chintan Sandesara (Director, SAP Center of Excellence)  
Madhu Shivalingegowda (Director, Global IS)

***Wright School of Business Participants:***

Mike D'Itri (Associate Dean; Professor of Supply Chain Management)  
Marilyn Helms (Dean, Sesquicentennial Chair and Professor of Logistics and Supply Chain Management)  
Lorraine Gardiner (Professor of Management Information Systems)

2019-2020 - *MGIS 4701 Service-Learning Project*. While the course covers similar systems analysis, design and business process concepts each time it is offered, the project drives the trajectory of the course. The project for MGIS 4701 in Spring 2020 is an analysis of a system for gathering, storing and querying alumni data for the Wright School of Business. The project has entailed numerous of hours investigating existing potential data sources, replacing raw data with example data for students, arranging interviews with Dean Helms and the Dalton State Foundation, conducting follow up emails, evaluating student database designs and analyses and other work products such as Scrum meeting videos and process. Additionally, I replaced ScrumDo agile project management software with Microsoft Teams and Microsoft Planning. To do this, I studied how Teams and Planning are combine to provide a Scrum board and tracking and developed

explanatory materials for the students. Finally, I replaced Visio cross-functional process maps with the industry standard (BPMN) process maps using free access to [Cawemo](#), a collaborative BPMN web platform.

2019-2020 - *Redesign MGIS 4358*. After significant discussion with employees and managers at Inventure IT, Mohawk Industries, and Shaw Industries, I decided to focus on HTML, CSS and Javascript and introduce students to Node.JS and React. I found a UdeMy course (*The Complete Web Developer in 2020: Zero to Mastery*) to use instead of a traditional textbook. The course offers approximately 34 hours of video lectures on topics that are updated frequently in response to industry trends. Each video took double or triple time for the students to watch while trying the hands on portions. Using this course as a basis, I was able to provide explanations and additional hands-on experiences that moved the students further in web development competencies that I've ever been able to achieve with traditional textbooks. I revised all assignments, hands-on competency exams, lecture materials and conceptual exams.

2019-2020 - *Redesign MGIS 4580*. I introduced the following improvements to MGIS 4580 (Supply Chain Systems). I integrated material from two new textbooks (*Business Process Integration with SAP ERP* and *Business Process Configuration with SAP ERP*). I added coverage of the industry standard Business Process Model and Notation (BPMN) and use of Cawemo, a free cloud-based, collaborative BPMN 2.0 business modeling tool. I moved to the new SAP S/4HANA platform for the business process integration and configuration assignments. I incorporated multiple ERPsim simulations to strengthen students' understanding of supply chain decisions and their impacts.

### **Other Teaching Activities**

2020-2021 - *Open-Door Chat Availability*. I added an open-door chat availability in Spring 2020 to help minimize the impact of online instruction. I familiarized my students with MS Teams Chat so that they feel free to ask questions any time of day. Teams Chat is particularly useful since a chat message can be converted to a call or online meeting with desktop sharing. I have Teams notifications turned on for both my computers and phone during my waking hours so I can tell immediately when they request assistance. This is especially important since every course I teach contains technical, hands-on assignments in which students may bump into roadblocks. Since most of the students I teach are working, a quick response can help them keep moving along in their coursework. Multiple students have thanked me for this high availability. I estimate that I spend at least seven additional hours a week beyond my normal office hours. I plan to continue this approach once I return to face-to-face instruction in Fall 2021.

2019-2020 - *Partnership Discussion with Shawn Graham, HR Director, Shaw Industries - May 2019*. Telephone discussion initiated by Shawn Graham to strengthen the Shaw Industries - DSC partnership. Topics included meeting with new VP & CIO, Guy Brassard, regular visits of Shaw representatives in selected MGIS classes, DSC Day at Shaw and the new college recruiter, Ms. Bradley Townsend. (Details in attached document)

2019-2020 - *Increase Excel Coverage in BUSA 2201*. David Brown, Kevin Yan and I met several times to identify additional Excel coverage that would be beneficial to our students without much additional cost to our students. Thanks to Kevin's successful bargaining, we were able to add five Excel chapters to our custom textbook for an additional cost of \$25 for students. All three of us added this content to our sections of BUSA 2201 beginning Fall 2019.

2019-2020 - *Dalton State Day at Shaw Industries, Inc. - October 2019*. I worked closely with Bradley Townsend to organize Shaw Industries' first Dalton State Day for IT/IS and Supply Chain. The event lasted from 9:00 AM - 3:00 PM. Shaw Industries managers and DSC graduates at Shaw made overview presentations of IT/IS and supply chain operations. I presented an overview of the MIS major and

courses with specific knowledge and competencies and Randall Griffus discussed the BAS in Technology management. The event was well attended by Dalton State faculty from the Wright School of Business and School of Science, Technology, and Mathematics as well as Shaw managers and many of our former students.

2019-2020 - *Meeting with Shaw Industries' New CIO - June 2019*. I responded to contact by the new Shaw industries' CIO, Guy Brassard, to organize an introductory meeting. I worked with Wright School of Business and School of Science, Technology, and Mathematics faculty and administrators to determine an optimal date. The CIO and top managers attended the meeting with good representation from both the Wright School of Business and the School of Science, Technology, and Mathematics. Faculty and administrators introduced themselves and briefly discussed their main teaching areas. The CIO and Shaw managers described briefly new strategic directions for Shaw. The discussion had an immediate impact on one of my courses, MGIS 4360 (Databases for Big Data and Analytics, resulting in an increased emphasis on data integration technologies when offered in Spring 2020.

### Non-Academic Experience

Chief Technology Officer, STEPS for Assessment, Inc. (January, 2006 - June, 2020), Chico, California.  
 Web-based software supporting universities in their student learning assessment processes  
 Systems Analyst, Hughes Aircraft Company (1983), Irvine, California.

## PROFESSIONAL ACTIVITIES

**Intellectual Contributions Grid:** Years: 2023, 2022, 2021, 2020, 2019

Category	BDS	AIS	TLS	Total
Articles in Peer-Reviewed Journals		1	1	2
Articles-in-Progress (All)			5	5
Publications in Conference Proceedings (Refereed)			2	2
Paper Presentations (Non-Refereed)			1	1

### Refereed Articles

#### Applied or Integrative/application Scholarship

Ryle, P., Yan, J., & Gardiner, L. (2022). GRAMM-LEACH-BLILEY GETS A SYSTEMS UPGRADE. *EDPACS: The EDP Audit, Control, and Security Newsletter*, 65 (2), 6-17.

#### Teaching and Learning Scholarship

Gardiner, L. R., Kim, D., & Helms, M. M. (2020). Key Recommendations for Improving AoL Assessments: A Longitudinal Analysis of Rater Bias and Reliability in Embedded Rubric-Based Measurements. *Journal of Education for Business*, 95 (4), 227-233.

### Refereed Proceedings

#### Teaching and Learning Scholarship

Gardiner, L. R. (2022). BPM-Related Experiential Learning with SAP S/4HANA and BPMN Process Mapping. *SAP NA Academic Community Conference 2022*.

Gardiner, L., Goodrich, M., Magal, S., & Zhang, J. (2021). Teaching Segregation of Duties Using S/4HANA. *SAP NA Academic Community Conference 2021*.

### Presentations of Non-Refereed Papers

#### Regional

Gardiner, L. R. (2020-2021). *Teaching MIS -> Always Interesting*. 23rd Annual Southern Association for Information Systems Conference, Virtual, Virtual.

## **Grants**

### **Teaching**

2019-2020: Gardiner, L. R. FinTech Minor Development and Promotion, Principal Investigator, Georgia FinTech Academy.

## **Working Papers**

Gardiner, L. R., Goodrich, M. B., Magal, S., & Zhang, J. (2024). "Role-Playing and Enterprise System Activities for Teaching Segregation of Duties," targeted for AIS Educator Journal.

Gardiner, L. R., Goodrich, M. B., Magal, S., & Zhang, J. (2023). "Teaching Segregation of Duties (SOD) Using an Enterprise System," targeted for AIS Educator Journal.

Gardiner, L. R., Goodrich, M. B., Magal, S., & Zhang, Y. (2022). "Teaching Segregation of Duties (SOD) Using an Enterprise System," targeted for AIS Educator Journal.

Gardiner, L., Goodrich, M., Magal, S., & Zhang, Y. (2022). "Teaching Segregation of Duties (SOD) Using an Enterprise System," targeted for Journal of Emerging Technologies in Accounting.

Gardiner, L. R. (2019). "We are developing an article describing the use of an ERP system (SAP) in ACCT 2101 and its positive impact on student learning objectives. The intended impact is to provide accounting faculty ideas on enriching their core accounting courses required for."

## **Other Professional Growth and Development Activities**

### **Other Professional Development**

2021-2022: SAP NA Academic Community Conference 2021. The conference provided me insights from industry/academic keynote speakers and research presentations that I can use for future curriculum improvements.

### **Other: Professional Development**

2022-2023: SAP NA Academic Community Conference 2022. The conference included industry/academic speakers on innovative technologies for classroom use as well as researcher presentations

### **Professional Seminars / Workshops**

2021-2022: ERPsim 2021 Updates Workshop. I attended a two-hour workshop detailing updates to ERPsim. I will use this information in my own classes and to facilitate SAP ERPsim use in other WSOB classes.

2021-2022: Council for Adult and Experiential Learning (CAEL) Prior Learning Assessment (PLA) Training. Seven-hour training on PLA (prior learning assessment) from the Council for Adult and Experiential Learning (CAEL). I can use this information if asked to assess learning for MIS courses..

2020-2021: ERPsim 2020 Updates Workshop. I attended a one-day workshop detailing updates to ERPsim. I will use this information in my own classes and to facilitate SAP ERPsim use in other WSOB classes.

2020-2021: Teaching Supply Chain with Oracle NetSuite. Attended video conference taught by two NetSuite practitioners on teaching supply chain concepts using NetSuite. I joined the Oracle Academy as a Dalton State faculty member. (Dalton State is already a Oracle Academy institution.) I have access to NetSuite to check out as an additional platform for MGIS 4580 and, possibly, other courses.

### **Technology-Related Training**

2023-2024: SAP University Alliances Month of Learning 2023. Attended Introduction to SAP Integrated Business Planning bootcamp and completed all the exercises required for a digital training badge (8 hours). I will add hands-on supply chain planning activities from this workshop to MGIS 4580.



2023-2024: SAP University Alliances Month of Learning 2023. Attended SAP Artificial Intelligence bootcamp and completed all the exercises required for a digital training badge (8 hours). I will add a hands-on activity from this workshop to MGIS 3351.

2023-2024: SAP University Alliances Month of Learning 2023. Attended Introduction to Business Process Modeling with SAP Signavio bootcamp and completed all the exercises required for a digital training badge (8 hours). I will add hands-on activities from this workshop to MGIS 3351, MGIS 4580 (replacing Cawemo) and MGIS 4701 (replacing Cawemo).

2023-2024: SAP University Alliances Month of Learning 2023. Attended Introduction to Data Analysis in SAP Analytics Cloud bootcamp and completed all the exercises required for a digital training badge (16 hours). I will add one or more predictive analysis hands-on activities from this workshop to MGIS 3351.

2023-2024: SAP University Alliances Month of Learning 2023. Attended Grand Gestures - Storytelling with AI and Snap! bootcamp and completed all the exercises required for a digital training badge (8 hours).

2022-2023: SAP University Alliances Summer Workshops. Four-day bootcamp on Business Process Configuration in SAP S/4HANA.

2022-2023: SAP University Alliances Cloud Learning 2023 - Business Process Modeling with SAP Signavio. One-day bootcamp on SAP Signavio, a business process management (BPM) tool recognized as a leader by Gartner. The software could replace existing standalone BPMN tools in MGIS 4580 and MGIS 4701. I attended the sessions but was unable to complete the exercises for a badge due to a family health situation.

2021-2022: SAP University Alliances Summer Workshops. Five days of SAP curriculum bootcamps, as follows:

- ABAP Development on S/4HANA (2 days): I will be able to teach students to create new screens in SAP and other customizations. I will use in MGIS 4580 (Supply Chain Systems) and MGIS 4701 (Systems Analysis and Design).
- SAP Data Warehousing Cloud (2 days): I likely will be able to use the content to enhance MGIS 4360 (Databases for Big Data and Analytics).
- Intro to RPA with UiPath (1 day): Robotic Process Automation (RPA) is a widely used technology to automate process steps in software. Some of our major employers (e.g., Mohawk) are heavily involved in RPA projects, especially with SAP. I will add a module on RPA in MGIS 4580 (Supply Chain Systems) and MGIS 4701 (Systems Analysis and Design).

2020-2021: Training. I attended weekly one-to-two hour training sessions from the beginning of October through the end of December conducted by Sandra Mollberg, Information Processing Consultant, University of Wisconsin - Milwaukee SAP University Competence Center to learn how to configure SAP S/4HANA system roles and authorizations. Three other faculty from Georgia State University, Miami State University and University of Texas, Dallas attended the weekly trainings.

2019-2020: SAP University Alliances Summer Workshops. Attend 4-day workshop on ERPsim to gain expertise in running the SAP S/4HANA simulation games. This will help in my courses and me as the SAP faculty facilitator to help other faculty members.

## **SERVICE**

### **Service to the Profession**

#### **Board of Directors: Substantial Involvement**

2021-2022 – 2022-2023: SAP University Alliances North America Academic Board. The SAP University Alliances North America Academic Board elected me in September 2021 to serve as chair for the 2021-2022 year. The board govern activities of the SAP University Alliances North America Community, including curriculum, conferences and workshops. The board consists of faculty from Canadian and U.S.

institutions of higher education and SAP University Alliances staff members. I interact with external entities and SAP managers for the University Alliances, as needed, and oversee the activities of the various standing and ad hoc committees. I also chair monthly meetings of the board.

2020-2021: SAP University Alliances North America Academic Board. The SAP University Alliances created a new North America Academic Board in Fall 2020 to govern activities of the SAP University Alliances North America Community, including conferences and workshops,. I was invited to serve a three-year term starting Fall 2020. The board consists of faculty from Canadian and U.S. institutions of higher education and SAP University Alliances staff members and meets monthly/ I am also a member of the standing curriculum committee. Our goals for this year include a gap-fit analysis of the current and future SAP-based curriculum needs based on a Spring 2021 faculty survey and information from SAP and other board members.

#### **Other Professional Service Activities**

2021-2022: Tri-State ASCM Chapter, Virtual, Georgia. Invited participant in the Roundtable Discussion for the Tri-State ASCM Chapter. I developed and presented a summary of how we have integrated hands-on SAP activities across the BBA core curriculum and in major courses.

2020-2021 – 2021-2022: SAP University Alliances GBI AIS Curriculum Update Group. I am part of a group charged by the SAP University Alliances North America with migrating the SAP University Alliances Accounting Information Systems (AIS) curriculum from the SAP ERP platform to the SAP S/4 HANA platform. Other group members include faculty from California State University, Chico, Georgia State University, Indiana University, Miami University, North Carolina A&T State University, University of Texas at Dallas and University of Wisconsin-Milwaukee plus staff at the University of Wisconsin-Milwaukee SAP University Competency Center. The group has met every one to two weeks since August to the present to update the four curriculum modules on journal entries, procure-to-pay, order-to-cash and separation of duties. The updates involved system configuration, instructor manuals, and student exercises to make it ready for access by faculty at SAP University Alliances North America member institutions across Canada and the United States. We are nearing completion of our duties. The AIS curriculum will be taught in the SAP University Alliances North America summer workshops in Summer 2021.

#### **Reviewer - External Tenure**

2023-2024: Georgia College and State University, Virtual, Virtual. External reviewer for Dr. Joy Godin's application for promotion to full professor.

2022-2023: University of Arkansas. I served as an external reviewer for a candidate for promotion to Associate Professor in the Walton School of Business at the University of Arkansas.

#### **Reviewer: Ad Hoc Reviewer**

2022-2023: Sir Syed CASE Institute of Technology, Department of Electrical & Computer Engineering TER ENGINEERING. I served as an external (foreign) reviewer for a Ph.D. these entitled, *Social Network Analysis for Employee Retention in Telecom Sector*.

#### **Reviewer: Journal Article**

2021-2022: Industry and Higher Education. Reviewed an initial submission of an article in *Industry and Higher Education (see attachments)*..

### **Service to the Community**

#### **Member: Board**

2019-2020 – 2023-2024: Georgia Northwestern Technical College Logistics and Supply Chain Management Advisory Board

#### **Other Community Service Activities**

2022-2023 – 2023-2024: Humane Society of Northwest Georgia, I volunteer 1.5-2 hours per week at the Humane Society of Northwest Georgia,

2021-2022: Discuss Student Hiring and Internships with Mohawk Industries Director, Robert Amos, Director IS Infrastructure – Flooring NA, Mohawk Industries reached out to me based on a recommendation by Bill Bowers, CIO for Flooring NA, for an introduction to student recruitment at Dalton State. I held a virtual meeting and introduced him to Mallory Safley, Todd Phelps and Jamie Connors. We may also schedule a face-to-face meeting with this group later in the summer.

### **Participant in Civic Organizations**

2019-2020: Member, Division of Family & Children Services (DFCS) Citizen Panel, I became a member of a local Division of Family & Children Services (DFCS) Citizen Panel. These panels meet monthly to review progress of families whose children are in foster care.

## **Service to the Campus**

### **School Assignments**

#### **Chair:**

2020-2021 – 2022-2023: WSOB Promotion & Tenure Committee

#### **Member:**

2019-2020 – 2022-2023: WSOB Strategic Planning Committee

2019-2020 – 2022-2023: WSOB Curriculum Committee

2019-2020 – 2022-2023: WSOB Faculty Evaluation Committee

2019-2020 – 2021-2022: WSOB AoL Committee

#### **Mentoring Activities:**

2019-2020: Faculty Mentor for David Brown

#### **Other Institutional Service Activities:**

2019-2020 – 2022-2023: SAP University Alliances Faculty Coordinator

2019-2020 – 2022-2023: Microsoft Azure Dev Tools for Teaching (formerly Imagine) Subscription Administrator

2019-2020: Process Maps for AACSB Report

2019-2020: DSC SAP News Release

2019-2020: SAP University Alliances Faculty Coordinator

2019-2020: SQL Server Database for Finance Class

### **College Assignments**

#### **Assurance of Learning - Institutional Service:**

2023-2024: BBA - MIS SAIRR and 2022-2023 Assessments

2022-2023: Assisted in BAS - Information Technology Assessment

#### **Chair:**

2023-2024: Promotion and Tenure Committee

#### **Member:**

2023-2024: Committee on Committees  
2023-2024: Student Affairs  
2023-2024: WSOB Faculty Evaluation Committee  
2023-2024: Strategic Planning Committee  
2023-2024: Curriculum Committee

**Other Institutional Service Activities:**

2021-2022 – 2022-2023: Dalton State Foundation Scholarship Reviewer  
2019-2020 – 2022-2023: Dalton State FinTech Academic Lead/eMajor Administrative Liason  
2019-2020: BBA-MIS Comprehensive Program Review  
2019-2020: DSC FinTech News Release

**Participant:**

2019-2020: STEM Advisory Council

**Chair:**

2019-2020: DSC Strategic Planning Committee 2019-2020

**Member:**

2022-2023: Adult Learner Committee  
2021-2022 – 2022-2023: DSC Committee on Committees  
2021-2022 – 2022-2023: DSC Promotion & Tenure Committee  
2020-2021 – 2021-2022: Strategic Enrollment Committee (Retention Subcommittee)  
2020-2021: Chief Information Security Officer Search Committee

**University Assignments**

**Chair:**

2023-2024: DSC SAP University Alliance Faculty Coordinator

**Member:**

2023-2024: DSC Prior Learning Assessment (PLA)  
2023-2024: DSC FinTech Academic Coordinator  
2023-2024: DSC E-Major Administrative Liaison  
2023-2024: DSC Strategic Enrollment Committee (Retention Subcommittee)  
2023-2024: Campus-Wide P & T Committee

**State-wide Assignments**

**Other Institutional Service Activities:**

2022-2023: Mohawk Internship Expo

**Student placements:**

2023-2024: Reference letters

**Memberships**

SAP University Alliances, 2003-present

International Society on Multiple Criteria Decision Making, 1988-present

**Last updated by member on 06-Jun-24 (02:45 PM)**