Felton Jenkins, Jr. Hall of Fame Faculty Awards Nomination

Jeannie Pridmore, Ph.D.
Associate Professor of Management Information Systems
MBA Graduate Program Director
USG Chancellor Scholar Associate

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UNIVERSITY *of*
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Division of Academic Affairs
Carrollton, GA 30118-4150

Office of the Provost
and Senior Vice President

October 27, 2021

Regents' Felton Jenkins, Jr. Hall of Fame Faculty Award Selection Committee
Board of Regents, University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Members of the Committee,

On behalf of the University of West Georgia, I am pleased to nominate Dr. Jeannie Pridmore, Associate Professor of Management Information Systems, for the 2022 Felton Jenkins, Jr. Hall of Fame Faculty Award. Her nomination is strongly supported not only by the Provost's Office but also by the Dean's Office of the Richards College of Business, along with many colleagues at UWG. These faculty and administrators recognize the lasting impact that Dr. Pridmore's teaching, scholarship, and service have had on her students' professional and personal lives.

In her eight years at UWG, building on her previous teaching elsewhere, Dr. Pridmore has earned a strong reputation for supporting her students' success in her courses and then into their careers. For example, former student Danielle Dillinger recalls, "Because she pours her heart and soul into teaching and saw potential in me, she jumped through hoops to create a work study for me." Another former student Destin Porche writes, "I would not be where I am today, both professionally and personally, if it weren't for the guidance and friendship of Dr. Pridmore." Additionally, Dr. Pridmore builds and maintains productive, reciprocal relationships in industry here and abroad to create more opportunities for students to develop their real-world applications of theory, skills, and knowledge, often leading to internships and careers.
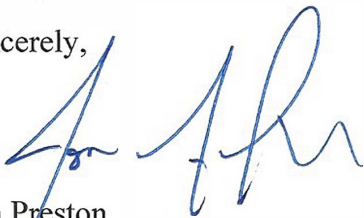
Dr. Pridmore's colleagues have lauded her strong commitment to her students and her department. She has been recognized by faculty in the Richards College of Business for her excellence in teaching. Also, she earned her place as a Chancellor's Learning Scholar for Academic Years 2019 and 2020, facilitating Faculty Learning Communities on backward course design principles and Transparency in Learning and Teaching. As shown in the enclosed letters of support from colleagues at UWG and other institutions, the positive regard for Dr. Pridmore as a scholar, professor, and colleague is evident and genuine. For example, her department chair Tom Gainey cites one form of her impact in how much additional time she spends with students

in out-of-class meetings and mentorship, along with dozens of independent studies. A disciplinary counterpart at Georgia College and State University, Joy Godin, emphasizes Dr. Pridmore's inherently collaborative nature, especially in relation to enhanced outcomes for students. Another disciplinary counterpart, Amy Woszczynski at Kennesaw State University, notes the same collaborative spirit and provides examples of Dr. Pridmore's persistence and dedication in improving course design, along with subsequent scholarship into the results of their mutual work. Further, Joshua Sorenson of Rausch Advisory Services explores their long-term partnership that built innovative university–industry opportunities, grounded in the real needs of both, to provide opportunities for authentic learning for students in a hands-on environment.

The following portfolio offers the committee insight into Dr. Pridmore's embracing of research-based teaching, along with evidence of effectiveness in enhancing student learning. By providing students with ready access to current technologies of industry, Dr. Pridmore creates recurring opportunities for students to learn the latest in data security. She is a champion for her department across campus and actively connects with industry partners to promote career recruitment. Additionally, in applying intentionality and transparency to her practices, Dr. Pridmore designs and facilitates courses that develop transferrable skills—for example, systems thinking, cybersecurity, and network management.

Dr. Pridmore embodies teaching excellence at UWG, promoting it, as well. Her varied examples of commitment to students have benefited her students' studies and careers, making her department, college, and university all the stronger for her passionate teaching and service. Therefore, I am delighted to offer my strongest recommendation for Dr. Pridmore in consideration as a recipient of the 2022 Felton Jenkins, Jr. Hall of Fame Faculty Award.

Sincerely,

Jon Preston
Provost and Senior Vice President for Academic Affairs

October 21, 2021

To: USG Award Selection Committee
From: Thomas W. Gainey, Ph.D.
Re: Dr. Jeannie Pridmore

Dear Committee Members:

It is my honor to write this letter of support for Dr. Jeannie Pridmore. Dr. Pridmore is an accomplished teacher, a recognized leader in our Management Information Systems (MIS) area, and an outstanding colleague. Over the past five years, Dr. Pridmore has transformed our MIS program. Because of her efforts, the number of MIS majors has increased significantly, businesses have become more involved with our program, and our graduates are finding outstanding job opportunities when they graduate.

Under Dr. Pridmore's guidance, SAP has been integrated into our MIS coursework. SAP is the market leader in enterprise software to manage business operations. Students who have experience working with SAP have a clear advantage in the job market upon graduation. Dr. Pridmore established the SAP Student Award Certificate Program that 68 of our students have now completed. Recognizing her work with SAP, Infosys, a multi-billion dollar consulting firm, has now partnered with UWG and has named UWG a "Premier University Partner." Within the past two years, seven of our students have been offered jobs with this firm. Dr. Pridmore has also initiated and established relationships with other SAP users such as Southwire Corporation and Equifax. Recently, Dr. Pridmore submitted a proposal for UWG to be named an SAP Next-Gen Lab. Her proposal was approved. This is quite an honor for our university and an excellent opportunity for our students.

In 2017, Dr. Pridmore established an International Work Practicum in partnership with the University of Munster in Germany. Held during the May semester, the two universities collaborate on a Design Thinking project. For the course, a German company provides a strategic project for the students. The students work together virtually for the first week using Virtual Reality headsets utilizing Spatial, Zoom, and Mural. Then the UWG students travel to Germany, complete their work in the SAP Next-Gen Lab at the University of Munster, and then present the final project to the business. This is a unique, experiential learning opportunity for our students.

Another example of Dr. Pridmore's initiatives involves her redesign of the CISM 3350 course to align it with industry standards and to include Cisco technology. In preparation, she completed five, 100-hour Cisco instructor certification courses. Because Dr. Pridmore was instructor-certified, she was able to offer students in this course the opportunity to earn Cisco Digital Badges and vouchers to take the Cisco certification exams. Cisco certifications are highly valued by organizations hiring MIS graduates.

In 2020, Dr. Pridmore redesigned another MIS major course. She integrated Robotic Process Automation with UiPath into the CISM 4350 course. Revisions to this course allowed her to award 45 Introduction to Business with RPA UiPath Certifications. Further, she organized and managed the first Uipath and Southwire student competition. This will be an annual event. This is another example of Dr. Pridmore's hard work at making certain our MIS majors have the skills that organizations value and providing students an opportunity to network with practicing MIS managers.

Because of her outstanding work and leadership in teaching, she has received seven teaching awards/honors over the past five years. Especially noteworthy was being named as a USG Chancellor Scholar Associate in 2020, being honored by Women in Technology as a Top 10 STEM Teacher in Georgia in 2020, and receiving the Richards College of Business Teaching Excellence Award in 2017.

On a personal note, I observe on a regular basis the significant time that Dr. Pridmore spends with her students outside of class. In addition to her normal course load, over the past five years, she has managed forty-two independent studies and supervised four internships. She offers one-on-one assistance, writes recommendation letters, helps with graduate school applications, reviews resumes, and helps students find internship and full-time job opportunities. In the senior exit survey, many of our MIS graduating seniors name her as the faculty member that had the most positive influence on them at UWG. Quite frankly, she is one of the most dedicated and productive colleagues I have worked with in my twenty-two year career. Without hesitation, I support her nomination.

Sincerely,

Thomas W. Gainey, Ph.D.
Management Department Chair and Professor

DR. JOY GODIN
Georgia College & State University
Milledgeville, GA 31061

October 7, 2021

Dear Teaching Excellence Awards Committee:

It is my pleasure to recommend Jeannie Pridmore for the USG Teaching Excellence award. I have had the privilege of collaborating with Dr. Pridmore for the past seven years on teaching and research. We have taught together in the WebMBA program and in a collaborative study abroad program, which was also executed virtually during the pandemic, and coauthored six published research studies together. It is without hesitation that I can say she is a fantastic college professor, researcher, and colleague.
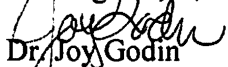
I first met Dr. Pridmore when she joined the WebMBA program. She has been a valuable team member of our Management Information Systems course. She has developed multiple teaching assignments and video presentations, including an SAP Analytics Cloud assignment that allows our MBA students to use a cloud-based platform to develop analytics dashboards and learn to make business insights for organizational strategic decision making. Dr. Pridmore is an excellent teacher of our online graduate students. When we were working together in the WebMBA, Jeannie also developed a unique and innovative study abroad program. She invited my students and me to join in this multiple university collaborative course.

When Jeannie first invited me to be a part of her study abroad program to Muenster, Germany, I was thrilled at the opportunity. The program is a truly transformative experience for the students who are a part of it. Dr. Pridmore's students collaborate with my students from Georgia College and students from the University of Muenster. They meet virtually in video conferencing and virtual reality, and then we travel to Germany and collaborate in person. The students are given a case problem by a German company and asked to develop a solution. Before traveling abroad, the students are trained by SAP executive consultants on Design Thinking methods. While in Germany, they employ the Design Thinking methods to use creative problem solving to design a prototype of a solution to the problem and present it to the German company. During the pandemic, we were able to offer the study abroad course virtually. Quickly converting the course to a virtual platform is an example of how Dr. Pridmore is committed to providing her students' engaging experiences. The study abroad course itself is a fantastic example of endless opportunities that Dr. Pridmore provides her students. She is a dedicated teacher that employs new technologies and engaging teaching strategies that work best for today's graduate and undergraduate students.

As a researcher, Dr. Pridmore is dedicated to the scholarship of teaching and learning. She employs innovative active learning teaching techniques in her classes, measures the students' learning and perceptions, and eagerly shares the teaching activities' experiences and outcomes with the research community. We have coauthored six published scholarly teaching and learning articles and presentations together. We have presented at SAP University Alliance conferences on how we are using innovative teaching strategies for teaching the enterprise resource planning curriculum. Jeannie is committed to her teaching and learning community and is a USG Chancellor Scholar Associate. She has served as the Program Chair, Conference Chair, and President of the Southern Association for Information Systems.

Jeannie is an excellent professor of technology. We have attended multiple SAP workshops and training bootcamps together. She has even developed a SAP Next-Gen Lab for her university. As an instructor of information systems, it is essential to constantly learn and develop skills to keep current. Jeannie is a very intelligent, self-directed learner who is always attending seminars to learn more. I admire her desire to learn and ultimately disseminate that knowledge to her students. She has developed a number of new courses that teach students innovative technologies, including IoT robotics and robotic process automation.

Best regards,

Dr. Joy Godin
Department of Information Systems and Computer Science
J Whitney Bunting College of Business
Georgia College & State University

Dear Award Committee:

It gives me great pleasure to recommend my faculty colleague, Dr. Jeannie Pridmore (Jeannie), Associate Professor of MIS, Graduate Program Director, and USG Chancellor Learning Scholar Associate at the University of West Georgia, for the prestigious Felton Jenkins, Jr. Hall of Fame Faculty Award. I have worked with Jeannie over the last five or so years in the Georgia WebMBA program, where we both teach a required course: WMBA 6080, Management Information Systems. Based on my personal knowledge of Jeannie's high-quality teaching innovations in pursuit of increased student success, I highly recommend her for the award.

Jeannie is one of the most committed faculty members I know. She is highly focused on teaching and learning and adequately preparing our students for the work environment after completing their degree. For instance, Jeannie undertook a professional development opportunity to learn more about SAP, the leading enterprise software for business operations and customer relations. After the course, she put together projects for our WebMBA students to complete. These projects, while complex, are an excellent technological skill for our students to possess and likely influence their career success after completion of the degree. Jeannie manages the registration and liaison functions with SAP in Germany to ensure that our students have a positive learning experience and troubleshoots the questions that the faculty teaching the course regularly throw her way.

In addition, Jeannie is clearly committed to advancing knowledge in the field through the scholarship of teaching. For instance, we recently published a co-authored paper in the peer-reviewed *Journal of Information Systems Education*, the top education journal in our field. In the paper, we evaluated the use of an agile method of creating curriculum for consistency across sections. The course development was completed by five faculty members from three different schools and required substantial coordination, interaction, and lively debate. In the end, we hoped that by using a team-based methodology to develop and deliver course content, students would benefit. Our results indicated that students were highly satisfied with our method of instruction and that they received consistent, high-quality delivery of materials across numerous sections of large-size graduate classrooms. Adding to the challenge was that the students are entirely online and hail from a consortium of six geographically diverse universities. Jeannie was an active member of the group, providing significant contributions to all portions of the paper, including the literature review, the statistical analysis (where she took the lead), and the conclusion sections of the paper. Based on this experience, I would welcome Jeannie to any project I was undertaking. Not only did we improve the course for the students, but we shared our learnings with the wider IS community.

Our WebMBA course, WMBA 6080, undergoes continuous improvement activities. Again, Jeannie often takes the lead in these initiatives. For instance, she and another colleague analyzed the course and made changes so that we now use a Transparency in Teaching and Learning (TiLTed) model of instruction. Students have responded favorably to the increased consistency and lowered confusion regarding course assignments. We hope to publish an additional scholarship of learning paper on this topic as well, expanding our ideas beyond the Georgia WebMBA program.

Jeannie is clearly devoted to teaching and to ensuring that students who leave her class are prepared for future successes, in and out of the classroom. She easily handles stressful situations and is steadfast in her commitment to delivering a high-quality, high-rigor course that helps to ensure student success. Moreover, her contributions to teaching are impactful, insightful, and helpful to students and professors alike. Personally, Jeannie is bright, intuitive, and has a great sense of humor. I am certain that she is respectful and considerate with students, as she is with colleagues. She somehow balances high involvement with her children with a heavy teaching workload of both graduate and undergraduate classes. Jeannie truly does it all and manages to keep a smile on her face. I am thrilled to get the opportunity to work with Jeannie and fine-tune my teaching skills while contributing to student success within and outside the WebMBA program.

Based on my personal and professional knowledge of Jeannie, I give her my highest recommendation for this prestigious teaching award. I can think of no other teacher who is more worthy. If you have questions or desire more feedback, please feel free to reach out to me via email at awoszczy@kennesaw.edu.

Kind regards,

Amy B. Woszczynski, Ph.D.
Professor of Information Systems

October 19, 2020

USG Award Committee,

    I enthusiastically endorse Dr. Jeannie Pridmore's nomination for the Felton Jenkins, Jr. Hall of Fame Faculty Award. I believe she is well-deserving of the award. Her efforts at building strategic partnerships across academia and industry set a successful example of an educator committed to preparing students and connecting them with opportunities both before and upon graduation.

    To best prepare her students, Dr. Pridmore works diligently with industry leaders, including myself, to understand what skills, certifications, and training are most valued. She involves industry partners by allowing them to speak to students about career goals and lessons learned over the years in the workforce. She also looks for unique opportunities outside of the traditional classroom to prepare students for success.

    I first met Dr. Pridmore in a meeting to discuss how the University and industry – I was with Delta Air Lines at the time – could partner. I was impressed by her focus on understanding the industry's needs and our perception of certifications and skillsets. I interact with a number of educators as I work to build partnerships with Universities, and Dr. Pridmore was unique in her approach to truly understand both sides of the partnership. I can say, without hesitation, Dr. Pridmore's engagement led me to look to the University of West Georgia as a uniquely engaged school where the best opportunity for partnership would grow.

    Dr. Pridmore invited me to speak in one of her classes. Unlike similar invitations from other schools, she asked that in addition to discussing a timely topic or technology, I also discuss what working in the Fortune 100 really looked like and the lessons I learned (or mistakes I made) early in my time transitioning from student to professional. I believe her students benefitted much more through this expanded conversation than had I simply shared a little about my industry. This is an excellent example of her insight and unique approach.

    Dr. Pridmore worked with me to create a strategic partnership between the University of West Georgia and Cisco Systems – the premier network technology provider in the world. Through that partnership, she was able to build out a lab with enterprise-grade networking equipment to allow students hands-on learning opportunities they will not find at other Georgia Universities. She also worked very hard to get herself and key graduate students certified in the Cisco Technology so they could then train students to earn these certifications as well. I reviewed well over 1,000 resumes each year in my professional roles, and I can confidently say that I have never seen a newly graduated student certified in enterprise-grade technology. Still, due to Dr. Pridmore's efforts, I look forward to seeing new West Georgia grads stand out from their peers and bring meaningful real-world skills to the table.

    Dr. Pridmore also led the charge to organize after-hours workshops for students to gain additional hands-on experience. She blended her knowledge of West Georgia's student needs with industry partner insight. Dr. Pridmore identified financial means as a challenge to some students and identified the Raspberry Pi as a low-cost platform to leverage, enabling all students to participate. She organized workshops where students could build, test, and use technology that they could then continue to use at home, outside the lab, to gain the experienceneeded after graduation. One workshop that I participated in was to install and configure an open-source DNS filtering solution – one of the key security solutions industry relies upon. I cansay confidently, students graduating and able to speak to hands-on experience with DNS filtering will stand out from their peers.

    I strongly recommend Dr. Pridmore. She is a proven great partner with a unique approach thathelps both students and the industry. I believe Dr. Pridmore will continue her innovative approach and will position West Georgia as a University that Industry relies upon for uniquely skilled and experienced graduates. I know I already look to West Georgia in that manner, largely due to Dr.Pridmore's efforts.

Joshua C. Sorenson

Senior Manager. Security Practice Rausch Advisory Services

<div align="center">**Jeannie L. Pridmore**
Associate Professor of MIS
Richards College of Business
University of West Georgia
MBA Graduate Program Director
RCOB USG Chancellor Scholar
Associate</div>

EDUCATION

Auburn University   Doctor of Philosophy in Management, 2007
           Management of Information Technology and Innovation

Troy University   Master of Business Administration, 2000

Auburn University   Bachelor of Chemical Engineering, 1996

ACADEMIC EXPERIENCE

University of West Georgia, Richards College of Business, Department of Management

2016 - Present   **MBA Program Director**
- Created five MBA Concentrations
- Created MBA/MPAcc Combined Path
- Created and Manage the Early Executive Track

2012 - Present   **Associate Professor of Management Information Systems**
- **SAP Faculty Lead**
  - Created UWG's SAP Student Award Recognition Program
  - Established the SAP Next-Gen Design Lab at UWG (the 17th approved lab in the United States)
  - Established Relationship with Infosys as a Premier SAP University Recruiting Partner
  - Designed the MIS Concentration in Enterprise and Data Analytics
- **Cisco Faculty Lead**
  - Created three networking and IoT Courses
  - Designed the MIS Concentration in IoT, Networking, & Cybersecurity

RESEARCH (2019 - 2021)

Journal Publications:
1. Pridmore, J., & Godin, J. (2021). **Business Process Management and Digital Transformation in Higher Education.** Issues in Information Systems (forthcoming 2021).
2. Woszczynski, A. B., Pridmore, J. L., Bandyopadhyay, T., Godin, J., and Prince, B. J. (2021). **Agile Course Design: Multi-University Faculty Collaboration to Design the MIS Course for an Online MBA Program.** Journal of Information Systems Education: Vol. 32: Iss. 1, 9-26.
3. Nickell, D., Pridmore, J., Prince, B., Udombon, H., & Boldt, D. (2020). **Using Conjoint Analysis to Understand a Regional MBA Market.** *Journal of Higher Education Theory & Practice*, 20(6).

4. Pridmore, J., & Godin, J. (2020). **Investigation of virtual teams and serious games**. *Journal of Computer Information Systems*, *60*(2), 194-200.
5. Godin, J., & Pridmore, J. (2019). **Using Design Thinking Strategies and Virtual Reality in Global Virtual Teams**. *Issues in Information Systems*, *20*(4), 104-106.

Conferences, Workshops, and Invited Presentations:
1. Pridmore, J. and Godin, J. (2021). **Business Process Management and Digital Transformation in Higher Education.** International Association of Computer Information Systems. October 2021.
2. Pridmore, J. and Godin, J. (2021). **Digitally Transforming In-Class Activities.** Faculty on the Frontlines: Teaching During a Pandemic 2021 Symposium. (Invited). September 2021.
3. Pridmore, J., Godin, J., and DaSouza, R. (2021). **United Nations Sustainable Development Goals and SAP Analytics Cloud**. SAP Academic Community Conference. September 2021.
4. Pridmore, J. (2021). **Practical Analytics**. Invited Workshop for Walmart.com. July 2021. (Resulted in $1000 donation to UWG's Women in Technology Campus Organization)
5. Pridmore, J. (2021). UWG and SAP. **Infosys Innov8 - Innov8 Talent Conference.** (Invited presentation)
6. Sanchez, M., White, S., and Pridmore, J. (2021). **Applying TiLTing Across the Curriculum.** UWG Innovations in Pedagogy Conference 2021, University of West Georgia, Carrollton, Georgia.
7. S. White, and J. Pridmore. (2020). **Applying TILTing to Introductory Business Courses.** Academy of Business Research Fall 2020 Conference.
8. J. Pridmore, and J. Godin. **Preparing Data Analyst for the 21st Century**. Southern Association of Information Systems, Virtual Conference, 2020.
9. Towhidi, G., Srite, M., and Pridmore, J. (2019) **Designing an E-Commerce Website to Increase Customer Repurchase Intention Based on Cultural Market Segmentation**. International Academy of Business Disciplines, Jacksonville, FL.
10. J. Pridmore, and J. Godin, & A. Stein. **Design Thinking in Virtual Reality.** Decision Science Institute, New Orleans, 2019.
11. J. Pridmore, G. Towhidi, and D. Porsche. **IoT and MIS Curriculum.** Decision Science Institute, New Orleans, 2019.
12. J. Godin, and J. Pridmore. **Using Design Thinking Strategies and Virtual Reality in Global Virtual Teams**. International Association of Computer Information Systems Annual, Clearwater, 2019.
13. J. Pridmore. **Backward Course Design Workshop.** USG Teaching & Learning Conference, Athens, 2019.
14. J. Pridmore. **Backward Course Design Tutorial**. UWG Teaching & Pedagogy Conference 2019.
15. White, S., & Pridmore, J. **Data Analytics in Human Resources**. Southern Association of Information Systems, St. Simons Island, 2019.
16. Towhidi, G., Pridmore, J., & Prince, B. (2019). **Aligning Information Systems Security in Higher Education With Industry Needs**. Southern Association of Information Systems, St. Simons Island, 2019.

Research in Progress:

1. Towhidi, E., Pridmore, J. and Prince, B. **Aligning Information Systems Security in Higher Education with Industry Needs.**
2. Pridmore, J., Towhidi, E., and Porsche, D. **IoT: Self Driving Cars.**
3. Godin, J., Pridmore, J. and Stein, A. **Implementing Design Thinking Methods with International Virtual Teams.**
4. Pridmore, J., Godin, J., and Stein, A. **Virtual Reality and Design Thinking.**
5. Towhidi, G., Srite, M, and Pridmore, J. **Designing an E-Commerce Website to Increase Customer Repurchase Intention Based on Cultural Market Segmentation.**

AWARDS AND CERTIFICATIONS (2019-2021)

- Richards College of Business Teaching Excellence Award for Collaborative Learning Experience 2021
- Richards College of Business Teaching Excellence Award for Service Learning/Community Engagement 2021
- Cisco DevNet Instructor Certification 2021
- Women In Technology 2020 STEM Educator of the Year Top 10 Honoree
- Excellence in Leadership and Dedication to Southern Association of Information Systems Award 2020
- USG Chancellor Scholar Associate 2020
- Cisco CCNA 3 Instructor Certification 2020
- Cisco CCNA CyberOps Instructor Certification 2020
- Cisco CCNA 2 Instructor Certified 2019
- Cisco CCNA 1 Instructor Certified 2019
- Richards College of Business Academic Outreach Teaching Award 2020
- Richards College of Business Research Scholar of the Year 2019-2020
- Richards College of Business Service Award 2019
- UWG Best of the West Strategic Recognition 2019
- UWG Best of the West Mission Recognition 2019
- USG Chancellor Scholar 2019 - 2020

SERVICE (2019-2021)

- Women in Technology Campus Faculty Sponsor – (2019-2021)
- Cisco Academy - Faculty Lead (2019 – Present)
- SAP University Alliance – Faculty Lead (2012 – Present)
- UiPath Academic Alliance – Faculty Lead (2020 – Present)
- Regularly work with Industry Partners on Special Projects – Internship Projects, Internship Programs, and Competitions and Special Labs Outside of Classes
- New Business Building Committee (2019 - 2021)
- Girls Who Code – Faculty Lead ongoing (2020-2021)
- Women in Technology Girls – Volunteer (2021- 2022)
- Coding Club at Elementary and Middle School – Created and Facilitated (2017-2020)
- Past President Southern Association of Information Systems (2020-2022)
- President Southern Association of Information Systems (2019-2020)
- Reviewer, Communications of the Association of Information Systems
- Reviewer, International Association of Computer Information Systems
- Reviewer, Southern Association for Information Systems Conference
- Reviewer for the Journal of Southern Association for Information Systems
- Guest Editor for Special Call for Papers Journal Southern Association for Information Systems 2021
- Reviewer, Decision Sciences Institute Conference

Teaching Philosophy and Practices

I approach teaching with an innovative spirit and a great deal of enthusiasm. What could be more exciting than creating knowledge in the field you are passionate about through research, working with industry partners, and then distributing that knowledge! Ultimately, my goal is to convey relevant knowledge and in-demand skills needed for my students to be as competitive as possible when they enter the workforce. Since Management Information Systems (MIS) changes constantly, I must continuously innovate and redesign my courses to maintain relevance and competitiveness for my students.

I firmly believe that students need to be actively engaged in the learning process and need to understand the why behind every assignment they complete. To ensure the best possible student learning experience, I use backward course design and Transparency in Learning and Teaching (TiLT) methods to create each assignment and course. I believe so strongly in these two designs that while serving as a Chancellor's Learning Scholar, I devoted my faculty learning groups to backward course design and TiLTing. I strive to include an optimal mix of theory, active learning with hands-on excises, and outside/practitioner involvement with each of my courses. Lastly, I focus on student performance and feedback to ensure students gain the intended knowledge and experience with every new course or assignment implemented.

In addition to instructing, I view my role as a professor as that of a coach. I want to inspire each student to do their best, find their path and passion, and help them be confident when they interview and enter the workforce. I have high expectations in the classroom and firmly believe that all students can achieve greatness when someone believes in them and conveys a genuine interest in them and their future.

In summary, my teaching philosophy centers on the following principles.
1) Create and provide courses and programs that are **relevant** and offer a **competitive advantage** for the student.
2) Provide **opportunities outside** of the classroom that inspires students to be lifelong learners.
3) Be a **coach** inside and outside the classroom and be **adaptable** to meet student needs.

Relevant and Competitive Advantage Examples
Creating courses or programs that provide relevant knowledge and a competitive advantage for students must include active learning, hands-on activities, project-based learning, real-world technology and be developed using backward course design and TiLTing methods. Below are examples of my work regarding relevance and providing a competitive advantage.

1) **SAP University Alliance, MIS Student Award Certificate Program, & SAP Next-Gen Lab**
I started at UWG in 2012. In 2012 RCOB joined the SAP University Alliance Program. SAP is the industry leader in enterprise software. It is estimated that 88% of all business transactions worldwide pass through an SAP enterprise system. In 2012, I completed the initial training and integrated the first SAP curriculum into CISM 3330 Introduction to Management Information Systems (MIS) course in 2013. With this course, all business students gain hands-on experience with SAP enterprise systems. Over the next two years, I attended the SAP University Alliance Conference, learned about the SAP Student Award Certificate Program, and began building the needed knowledge to create a program at UWG. In Summer 2015, I wrote and received a UWG Presidential Grant to create the Student Award program. In 2016, I developed CISM 4330 Enterprise Architecture and redesigned CISM 4350 Enterprise and Decision Support Systems. All three of these courses contain 30% hands-on SAP assignments, and each assignment is TiLTed. The SAP Student Award Program Proposal received approval from SAP in 2017, and the MIS group began offering the SAP Student Award Certificate,

https://www.westga.edu/academics/business/sap-certification.php. I manage the program, and so far, 68 MIS students have received the certificate. I am working on possibilities to expand the program for all management majors.

UWG's SAP program came to the attention of Infosys, a multibillion-dollar consulting company. Their SAP Talent Director contacted me with interest in conducting a recruiting day in Spring 2021. Fifteen graduating MIS seniors participated in the Spring 2021 Infosys Talent Day. Eleven of them were fast-tracked for interviews, and seven were offered jobs upon graduation. Based on Infosys' success with UWG students, Infosys made UWG a premier University partner. Infosys highlighted UWG's program at their Innovate 8 Summer 2021 conference, where I served as one of three invited speakers. Lastly, I wrote and received approval from SAP for the new MIS lab in the new Richards Hall College of Business Building to be designated as an SAP Next-Gen Lab. This distinction means that UWG's SAP program is recognized as an innovation hub, and SAP will promote our program directly with its customers. UWG's SAP Next-Gen lab is the first approved lab in the state of Georgia.

UWG/Infosys Recruitment Event Fall 2021

SAP Associate Analyst Description

- Begin your exciting career as a top IT and management consulting firm within Infosys' rapidly expanding SAP Practice
- Have a direct impact on turning top industry firms into "Intelligent Enterprises"
- Infosys SAP Innov8 Program offers competitive market salaries, a unique bonus structure, and unmatched candidate training
- Additional information can be found on Infosys' website at Infosys.com

Infosys Talent Day Information:
October 19th, 2021
4:00 – 5:00: Corporate Info session
5:15 – 6:30: Design Thinking Workshop

Handshake Sign up Link Below:
https://app.joinhandshake.com/events/842074

UWG Contact: Jeannie Pridmore (jpridmor@westga.edu)
Infosys Contact: Hodson McFarland (hodson.mcfarland@infosys.com

2) Cisco Network Academy and IoT Innovation

In 2018/2019, I became the primary instructor for CISM 3350 Introduction to Networking course. I began my redesign by incorporating Internet of Things (IoT) into the curriculum. In 2019, there were 25 billion IoT devices connected to the Internet, and that number is predicted to grow to 50 billion in the next few years. With IoT being an emerging and innovative area in networking and cybersecurity, I decided to incorporate it into our program. I researched devices and began brainstorming how to best introduce and excite the students about IoT. I found IoT robots, and with the support of the Dean's office, I purchased a set of 10 robots. A few MIS students showed interest in learning and creating the curriculum for IoT, so I conducted an Independent Study with four students in Spring 2019. The five of us worked together to create the IoT self-driving car curriculum. Then I TiLTed the assignment and broke it into digestible in-person class sessions to guide the students through the learning process. I implemented it into CISM 3350 in Summer 2019. My Graduate Assistant was interested in writing a paper on IoT and curriculum development. We presented our project proposal at Decision Sciences Institute, a national conference, and our paper is being submitted to the top information systems education journal. https://www.westga.edu/news/academics-rcob/tomorrows-jobs-today.php

The following are a couple of student comments from this experience.

"I liked getting to learn about IoT and watch my work come to life."
"I liked trying to troubleshoot the issues with where my car was going. It felt like I was solving a puzzle."

In Fall 2019, Delta's Director of Security Assurance began collaborating with me. He served as an advisor as I continued down the path of redesigning and expanding our program to align with industry needs and standards. Based on this collaboration, the decision was made to rework our networking and cybersecurity courses to include Cisco technology. To do this, I completed five 100-hour Cisco instructor training courses, CCNA1, CCNA2, CCNA3, CyberOps, and DevNet. Based on this work, 145 students have received Cisco digital badges, and 23 have received Cisco Certification Vouchers, and our new concentrations rolled out in Fall 2021. Several of my most recent students have received incredible job offers from Home Depot, Capital Group, and Turner Broadcasting.

3) Work Practicum – USG and International Collaboration

In 2017, I developed the International Work Practicum Course, MGNT 6675, with Dr. Armin Stein, a professor at the University of Münster and the European Research Center of Information Systems director. We created the collaborative international teaching course based on Design Thinking project design. In this course, a German company provides a strategic project for the students to complete. We begin with SAP Design Thinking training. Then the German company presents the project. The students work together virtually for the first week using Virtual Reality headsets with Spatial, Zoom, and Mural. Then we travel to Germany to complete the work in the SAP Next-Gen Lab at the University of Münster and present the final project to the company. After the second year of teaching this course, I brought in my colleague Dr. Joy Gofin from Georgia College and State University. This course is now a USG and an International collaborative course.
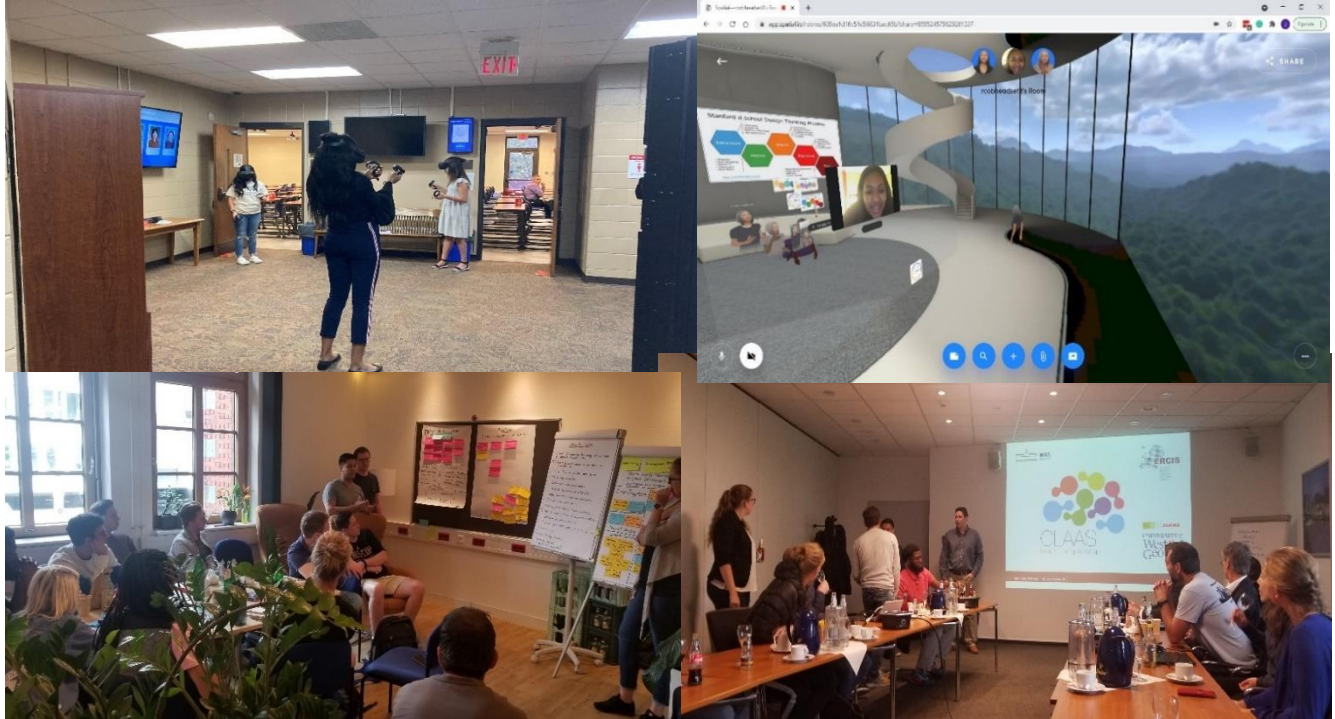
Outside Opportunity Examples

### 1) Special Labs - PiHole Cybersecurity Lab & Introduction to Python with Raspberry PI

I worked with Joshua Sorenson, a cybersecurity professional who has served as an MIS advisor and as the executive in residence for the college of business, to create a PiHole Cybersecurity lab using

raspberry PI devices. Mr. Sorenson had the idea of using Raspberry Pi's with PiHole to create a DNS filtering server, and we created the lab together. Raspberry Pi is a small computing device that allows students to learn how to design, build, program systems, and troubleshoot cybersecurity scenarios. PiHole is a Domain Name System (DNS) sinkhole that protects devices from unwanted content to create a DNS filtering server. The lab was conducted in Fall 2020 and attended by 20 students, ten virtual and ten in-person (based on Covid restriction). The lab was such a hit that we hosted a second session in Spring 2021. Additionally, my Graduate Assistant created an Introduction to Python and Raspberry PI lab, which we conducted in Spring 2021. I am currently working with Joshua to develop an internship feeder program for students in networking and cybersecurity.

2) Robotic Process Automation Competition with Southwire

In Spring 2020, I integrated Robotic Process Automation (RPA) with UiPath into CISM 4350 Enterprise and Decision Support Systems. RPA is automation software with the goals of ending repetitive tasks, enabling digital transformation, and it is currently the fastest-growing enterprise software in the world. Integrating UiPath into CISM 4350 enhances our SAP program and UWG's relationship with Southwire. Southwire is implementing UiPath to automate manual tasks related to their SAP system. Since Spring 2020, I have awarded 45 Introduction to Business with RPA UiPath Certifications. Each semester, I work with Southwire to run an UiPath competition. In Spring 2021, the winning student was awarded $200 and an internship at Southwire in their RPA division. Every semester I now plan, manage and facilitate this UiPath and Southwire student competition.
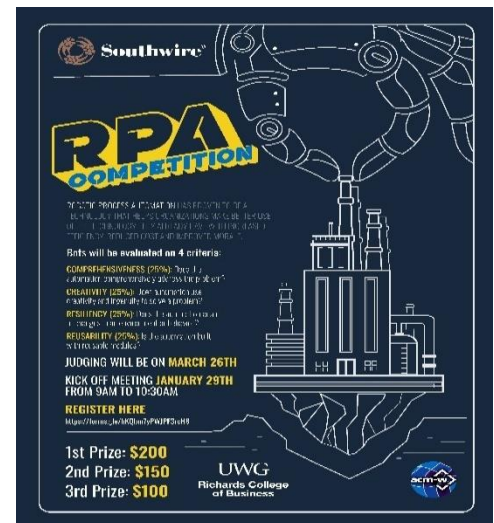
3) Women in Technology Campus – Faculty Sponsor

In Fall 2019, I worked with Haley Duncan, an MIS senior, to establish UWG's Women in Technology Campus Organization. We have hosted a CIO Panel, https://www.westga.edu/news/around-uwg/women-technology.php, a Linkedin Digital Branding Workshop, a project manager guest speaker, a

cybersecurity guest speaker, a Data Analytics Panel, and a resume/interview workshop. In Spring 2020, UWG student and WITC president Ariyanna Centeio was honored as one of three finalists for WITC Student of the Year, and I was honored as a top 10 STEAM Educator of the Year.

Coach and Adaptable Examples
Over the last five years, I supervised four internships and instructed independent studies for forty-two students. Below are two examples.

1) **CISM 6684 – Spring 2019 - Machine Learning & Text Analysis** - Intendent Study for one student and worked with Supply.com – the student was given a big data set with Supply.com customer data and three questions that Supply.com was interested in answering. Mentored the student through the process of cleaning, visualizing, and using machine learning methods to answer the questions. I took the student to Supply.com in Atlanta 2 times. The first was for an initial presentation of the data visualized and for data clarification. The second trip was to present the insights found and the recommender model created for product bundling predictions. Supply.com implemented the developed recommender model on their website the following month. This project resulted in a job offer for the student

2) **MGNT 6685 Fall 2019 & Spring 2021- Text Analysis and Machine Learning** – Independent Study for five students - I used the SAP Analytic Cloud system for the first time. The students participated in the SAP UN Reboot the Earth Challenge viz-a-thon. A viz-a-thon is a form of visual communication that helps people understand the significance of data. By placing data in a visual context, big problems can be solved. The students researched the UN's Sustainable Development Goals, and along with UN Global Goal 13 - Climate Change – the students picked at least one other topic and created data visualizations to find actionable insights. They had to develop and clearly state their chosen problem. Define the methods used for data collection, data scrubbing, and data cleaning. Then created visualizations that support actionable insights and explain why each visual was created and how it should be used. The students presented their work to me and Southwire's director of Business Intelligence, Charles Reeves. Below are a few of the students' comments about their learnings from this course.

   "This project provided me with insightful data analytic skills that I had not tapped into before. Having a much better understanding of how to handle big data will help me in future endeavors."
   "With this project, I finally overcame my fear of presenting in front of other people. I feel that I am growing professionally, and I feel more confident."
   "The project helped to develop my soft skills by requiring collaborative planning/design sessions and communication within a demographically diverse group."

Covid 19 drastically impacted higher education, and it also drastically affected our students. Even though in-person instruction had to shut down, students still need the rich learning experience that traditionally comes in in-person classes with hands-on in-class activities. Lots of students lost internships who still needed to gain real-world experience. The following are two examples of how I adapted to meet student needs.

1) **Teaching Business Process Management – The Paper Game Simulation**
   The Paper Game Simulation was developed by HEC Montreal, a French College of Business in Montreal, Quebec, to teach basic business processes and business process mapping to students with limited experience as a preparatory step for the ERPSim game. While playing the Paper Game, students practice running an organization's core business processes: buying, producing, and selling. They are also introduced to accounting transactions that support each of the core processes. The game is simple and does not require IT support or technology. The necessary materials are flip charts, post-it notes in five different colors, two sheets of light-colored paper, dice, and scissors.

Students are divided into teams. Each team manages a manufacturing company that purchases sheets of paper (raw materials) from suppliers. Next, the paper is cut into squares (finished goods) and sold to customers. Finally, they must make payments to the suppliers and receive payments from customers. The instructor plays both customer and supplier roles, and teams must internally decide how to perform their tasks.

The Paper Game simulation is an active in-person simulation. To digitally transform it, I had to reimage how the collaboration could be done virtually and how each step in the simulation could be done virtually. The first decision was to use Zoom for the class and team collaboration due to Zoom's functionality of breakout rooms. Next, Mural was chosen as the virtual collaboration whiteboard space. Mural is a web-based visual collaboration space where people can work virtually in real-time, communicate visually using sticky notes, flowcharts, drawings, and includes a built-in timer and voting capabilities. The students used virtual sticky notes in Mural to post the buying, selling, and to record their accounting documents. The Mural boards created for the customer whiteboard and the supplier whiteboard used in the simulation are displayed in the following screenshots. I used virtual dice to roll to determine the price of finished goods and the price of raw materials. The final screenshot shows the completed Mural boards at the end of one class period of the simulation.

I surveyed the students to gauge their learning and perceptions of participating in the virtual Paper Game Simulation. Students performed well on the knowledge questions and reported high levels of satisfaction with the virtual paper game.

Knowledge Question	Percent Correct
_____ is the process of buying or acquiring the materials used by the organization.	90%
When a customer places an order, the _____ must locate the materials and prepare and send shipments to the customer.	73%

	Strongly Agree	Agree	Somewhat Agree
The SAP paper game gave me a clear understanding of key business processes and how they are integrated in an organization.	12%	58%	18%
The SAP Paper Game was helpful in illustrating the BPM concepts discussed by the instructor in class.	16%	51%	23%
The SAP Paper Game was a worthwhile experience.	20%	39%	30%
In general, I believe simulation games enhance my learning.	24%	44%	21%

2) MGNT 6675 Work Practicum Course

Since travel was impossible in 2020 and 2021, we reimagined and redesigned the course to be conducted virtually. The virtual design allowed us to virtually run the course in 2020 and 2021 with high student success and satisfaction. In addition, the 2020 shutdown meant several of my Early Executive Track MBA students who had internships lost them last minute. I added the option of working on a local strategic project with Southwire. This change allows our MBA students to have three options, an international strategic team project, a local strategic team project, or an internship. https://www.westga.edu/news/academics/business/students-complete-mba-practicum.php

I designed and developed MGNT 6675 Work Practicum for MBA students to gain work experience and develop critical thinking and teamwork skills. This collaborative course is taught in conjunction with Georgia College and State University, the University of Münster, and the European Research Center for Information Systems. Students from each institution work together in teams to complete a strategic business project.

Course Description:
MGNT 6675 is designed to offer students a collaborative, experiential learning experience.
The Work Practicum course is offered in the Maymester. It provides students with multiple learning opportunities to meet their career goals and develop business knowledge and skills.
- Option One: Up to 10 students can work in a global virtual team to complete a real-world strategic business project.
- Option Two: Work in a local team to complete a real-world strategic business project.
- Option Three: Work as an intern

Course Goals:
1) Gain work experience
2) Work in a team to solve a business problem
3) Develop critical thinking skills through the use of Design Thinking

4) Learn the importance of and develop good collaboration skills in virtual teams and face-to-face teams.
5) Develop effective written and oral communication skills
6) Develop collaborative technology skills
7) Utilize general and specific management knowledge and skills to solve a real business problem

The course begins with a half-day SAP Design Thinking workshop. Last year the workshop was led by three SAP VP's and hosted virtually using Zoom and Mural. The workshop included 38 participants located in Columbia, throughout Germany, and the United States. The screenshots below are a partial group screenshot, a breakout room, and a completed Mural board from the breakout room.
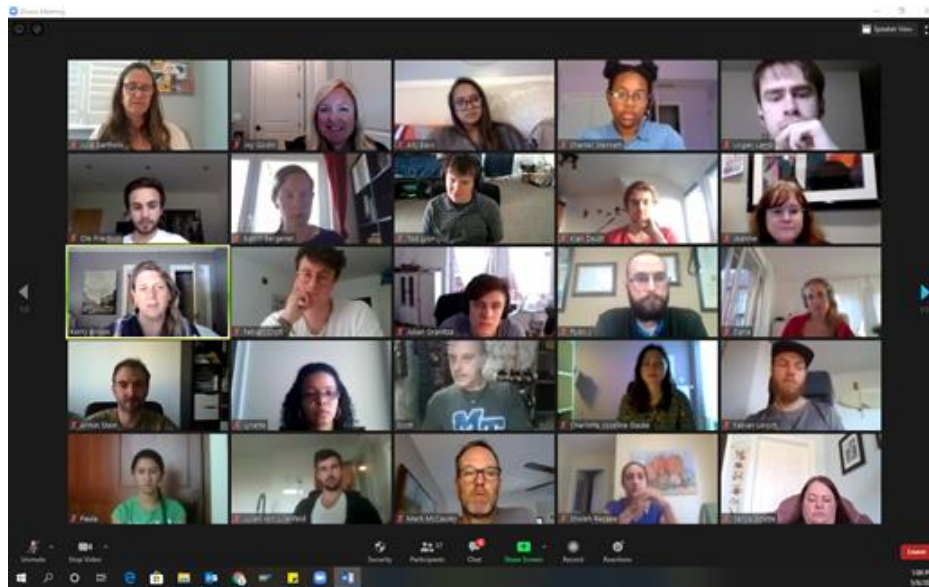
SAP Design Thinking Workshop

Breakout Room

Mural Design Thinking Board

Before the workshop, the students select to either work in an international team or with a local team and Southwire's Speed Division. Also, during the first week, I train the students on the Virtual Reality headsets and how to use the Spatial VR app. Spatial, https://spatial.io/, is a VR company located in Palo Alto that has donated to us their VR enterprise collaboration software for use in our class and for

research. The teams began their collaboration and research using the VR headsets with Spatial. I meet with the students daily to mentor them through the semester and provide feedback and guidance on their projects.

In the second week, their strategic business projects are released. In 2021, six UWG students worked with Georgia College and the University of Munster students to complete a strategic project for Provinzial Insurance Company, the second-largest insurance company in Germany. https://www.ercis.org/about-us/advisory-board/provinzial. There were a total of 21 students divided into two international teams. The team's blog of their work is excellent and worth reading. https://www.dt-seminar.net/

Their project question was: **How might we improve our touchpoints along the various stages of the customer journey to increase the satisfaction and retention of younger customers?**

The two teams did a fantastic job! They came up with ideas and a path for digital transformation, entirely new business models, new customer journey paths, and a prototyped and tested app that included customer pilot testing. Provinizal asked permission to share the students' work with its board of advisors.

Team 1's Presentation
– https://app.mural.co/t/jeanniepridmore1731/m/group10615/1621894881710/c727233ac052aecc5303624c8883e164e8de4904?sender=jpridmor9515
 Team 2's Presentation
- https://app.mural.co/t/jeanniepridmore1731/m/group23501/1621822266837/1423904ccb236c3977daf398db3113d6c199e993?sender=jpridmor9515

I had four students who wanted to work with Southwire's Speed division. They completed a strategic logistic project, and their project question was: **How might we determine the ideal locations for Speed Service Centers?**

 They were given sales data, service center cost information, and a list of their competitors. It was a heavy analytic and research-based project. They cleaned the data, built their model, and imported it into SAP Analytics Cloud to complete their analysis. They created a digital boardroom in SAP Analytics Cloud for their presentation. They did a fantastic job! Southwire was thrilled and said their project would be used to kick off Speed's new logistics strategy. Below is the email that Karen Bazela, the Vice President of the Speed division, sent the students as a follow-up to their presentation.

"Matthew, Angele, Amadeu, and Mitch,

The work you completed for this project was top tier. I am thoroughly impressed with how you took the data provided and merged it with research to build the conclusion and provide the justifications. I really liked how you included the population growth rates to fill the gaps of where we may be missing opportunities in our sales data. And the Future location circles next day fulfillment with driver regulations was well thought out. Thank you from the Speed team for completing the very informative report out. I am excited to utilize this data to further our strategy and report back on how it has played into the progress of hitting our goals.

     Thanks,
     Karen Bazela, Vice President, SPEED™ Services

I administered an anonymous exit survey once the students completed the course. The questions consist of satisfaction with the Work Pracitucm Course and how prepared they felt moving into the workforce. A 7-point Likert scale is used in the survey. The table below displays the results.

Exit Survey Results	
How satisfied were you with the Work Practicum Course?	6.89
I feel better prepared to go into the workforce based on participating in this course?	6.56

Average Student Evaluations

My average evaluation scores by course from the last five years are displayed below. Every semester, multiple students list me as the professor who had the most significant influence on them.

Courses Taught Fall 2016 – Spring 2021			
Course Number	Title	Created or Significantly Redesigned	**Average Evaluation Score**
CISM 3330	Introduction to Management Information Systems	Significantly Redesigned Course	4.6
CISM 3335	Business Programming and Web Design		4.5
CISM 4330/5330	Enterprise Architecture	Created Course	4.6/4.8
CISM 4350	Enterprise and Decision Support Systems	Significantly Redesigned Course	4.5
MGNT 6675	Work Practicum	Created Course	4.7
WMBA 6080	Strategic Management of Information Systems	Redesigned Course	4.6
Independent Studies	Forty-two students covering the following topics: Networking, CyberOps, DevNet, Analytics, and Enterprise Systems	Each course was designed based on student needs and, in several cases, worked on special projects with organizations	N/A
Internships	Four students		N/A

October 20, 2021

To whom it may concern,

It is my distinct pleasure to write this letter of strong support for Dr. Jeannie Pridmore as this year's USG Felton Jenkins Jr. Teaching Excellence Award nominee. It was a privilege to be taught by her for the entirety of my undergraduate and graduate degrees as well as serve as her graduate assistant.

When I first met Dr. Pridmore in the fall of 2014, I was pursuing a degree in Business Management. I had recently transferred to the University of West Georgia when I took her Intro to Management of Information Systems (MIS) course. Since this course was a degree requirement for business majors, I had little expectations and interest in the subject. Dr. Pridmore's level of engagement with the students and pure enthusiasm for information systems inspired me and led me to change my major to MIS. She instilled my peers and me with the confidence to ask questions as well as participate in class discussions. I quickly realized that Dr. Pridmore was not simply just another professor. She was someone I wanted as a mentor so that I could emulate her passion and drive throughout my career and life.
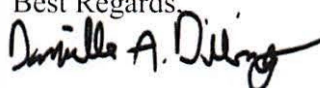
Dr. Pridmore is phenomenal at linking theory to practice and provides relevant examples of course material by providing real-world course projects to her classes. During my undergraduate degree, Dr. Pridmore setup a class project with a local company called Greenway, which specializes in Electronic Healthcare records (EHR). During this course long project, each student worked to help create a meaningful use measure that we each presented to the company at the end of the semester. This unique opportunity allowed my classmates and me to put our formal education to the test. Dr. Pridmore could have had us simply read the textbooks and take tests for the entire semester like many of my other professors did. She consistently went out of her way to make sure each course she taught had unique and applicable projects that engaged her students.

There are numerous ways that success can be measured for professors, but the most important measurement is arguably the success of their students. Dr. Pridmore consistently goes beyond the typical call of a professor to ensure that her students are successful. She makes herself available when students need her and ensures that her students thrive in the real-world by helping them find unique and relevant internships and staying connected with them after graduation. In Spring of 2016, I came to Dr. Pridmore in search of an internship that captured my career goals. She worked tirelessly to help me achieve an internship with Southwire in data analytics. Throughout this process and career experience, she challenged me with additional training outside of my career and her classroom to expand my skills. Many other professors are hesitant to put in the amount of dedication and time, but Dr. Pridmore sees a world of possibilities for her students and challenges them to ensure they develop into their full potential.

After I graduated with my undergraduate degree, Dr. Pridmore encouraged me to continue my education by pursuing my MBA. Her mentoring and guidance exceeded the classroom setting. Dr. Pridmore jumped at opportunities to expand my knowledge. I remember a time I expressed my concern to her that our MIS program did not teach or utilize certain popular data analytics software like Tableau. Because she pours her heart and soul into teaching and saw potential in me, she jumped through hoops to create a work study for me despite having a heavy course load, work studies with other students, numerous conferences that she was attending, and her own ongoing research project. Fast forward to today, she has now completely revamped the program to include multiple new classes, one of which includes projects utilizing Tableau. While continuing to better herself as an educator, she consistently updates her courses as technology rapidly expands so that the students have the opportunity to interact and learn about the most popular tools that companies are using in the market today.

Dr. Pridmore is truly the most dedicated professor that I have ever had the pleasure of interacting with throughout my career. This letter represents a fraction of her commitment to her students. I would not be where I am today without having stepped foot into Dr. Pridmore's classroom. I owe all that I am to her and will be forever grateful that she took me under her wing to mentor me throughout my degrees, career, and life. It has been the utmost honor to have been mentored by her, and I can say without a doubt that she has bettered my life. Her dedication to her students and furthering the Management Information Systems program at the University of West Georgia is making an irrefutable impact on her students' lives.

Best Regards,

October 15th, 2021

To Whom it May Concern:

It is a privilege to have the opportunity to nominate Dr. Jeannie Pridmore for the Felton Jenkins Jr. Hall of Fame Faculty Award. I have had the honor of being mentored by Dr. Pridmore since starting my undergraduate MIS degree at the University of West Georgia back in 2014. After meeting her for the first time, I knew Dr. Pridmore was going to be a special professor who could change the course of my education journey.

Going into college, I had the mindset of getting in and out as fast as possible, looking forward to starting my career in business technology. Soon after completing my first class instructed by Dr. Pridmore, I received an unexpected email from her. Dr. Pridmore had recommended me to her contacts at a local fortune 500 company to be interviewed for an internship in their Information Technology department. This is how Dr. Pridmore separates herself from all the other instructors. She takes the time to think of her students outside of the classroom and prepare them for their future careers. The knowledge and experience I gained from those 2.5 years with that company while pursuing my undergraduate degree jump-started my career. Dr. Pridmore is the sole reason I was even given this opportunity.

Upon completing my undergraduate degree, I was at a loss on what direction I should take after college. I did not want to stay with the company I had interned with, and I did not have any job offers lined up a couple of months before graduation. Dr. Pridmore even had set up a couple of entry-level job interviews for me and a couple of other students. I remember sitting down with Dr. Pridmore, asking her for guidance, and telling her my situation. She brought up an idea that I had never considered before, Graduate School. Again Dr. Pridmore went above and beyond for me. She offered me a Graduate Assistant position for the Management department at the Richards College of Business while pursuing a master's in business administration with a specialization in Cyber Security & Business Intelligence.

During my time as a Graduate Assistant, Dr. Pridmore helped me reach my fullest potential. She trusted me with helping her create the class structure for a new class she was working on. This is where is saw Dr. Pridmore's s passion and drive to create out of the box learning techniques to engage her undergraduate students. The new class involved programming a self-driving car with a timed competition at the end of the course to see which student group could win. Dr. Pridmore and I spent all summer working on building the robot cars using 3-D printers. This is just one example where I got to experience what kind of work and preparation Dr. Pridmore endures for every class she instructs. I will never forget the emphatic look of joy on Dr. Pridmore's face while watching her student's robots cross the finish line.

Dr. Pridmore also broadened my cultural knowledge as she hosted a trip to Münster, Germany for a study abroad class. It is amazing to me that with all the tasks and responsibly on Dr. Pridmore's plate, she still found time to plan this amazing experience. Our group of students worked with students at the University of Münster on solving a business problem for a Germany based tractor company using design thinking.

Dr. Pridmore has countless students with the same story as mine. I would not be where I am today, both professionally and personally, if it weren't for the guidance and friendship of Dr, Pridmore. I believe Dr. Pridmore is the perfect choice for the USG Dalton Jenkins, Jr. Hall of Fame Faculty Awards. Dr. Pridmore has been a constant source of support and guidance for me during my academic career. She is the only professor that still checks in on me from time to time to see how I am doing. Her passion and work ethic are unmatched, and it shows in her student's success both inside and outside of the classroom. I hope you consider her for this honor.

Sincerely,

Destin Porche

Destin Porche, MBA