

# Academic Affairs Excellence Awards

## Application Form



Name: Joanna Schwartz

Rank: Professor of Marketing

Department: Management, Marketing, and Logistics

Award applying for:

(Check one)

<input checked="" type="checkbox"/>	Excellence in Teaching Award*
<input type="checkbox"/>	Excellence in Online Teaching Award*
<input type="checkbox"/>	Excellence in Scholarship & Creative Endeavors Award*
<input type="checkbox"/>	Excellence in University Service*
<input type="checkbox"/>	Excellence in Scholarship of Teaching & Learning Award*
<input type="checkbox"/>	Department/Program Excellence Award^
<input type="checkbox"/>	Irene Rose Community Service Award^
<input type="checkbox"/>	Laurie Hendrickson McMillian Faculty Award^

\*college selection required before being forwarded to university

^university awards

College nominees' final applications received by Center for Teaching and Learning ([ctl@gcsu.edu](mailto:ctl@gcsu.edu)) by March 1.

Please insert the required documentation in the pages below for the award category you have noted above. Detailed information associated with each award is available online at the [Center for Teaching and Learning website](#).

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## Department Chair Nomination and Dean Letter of Support

As my direct supervisors, Dr. Donoher and Dean Stratton have unique perspectives regarding my teaching impact as well as my contribution to the University. Their voices are included here to put that work within the context of the College of Business.

### Dr. William Donoher, Chair – Department of Management, Marketing, and Logistics

I'd like to nominate Dr. Joanna Schwartz for the Excellence in Teaching Award for the College of Business. In reviewing her work, and in light of my interactions with her since I've joined Georgia College, I believe that she has the skills, character, and enthusiasm that would exemplify excellence in teaching.

One of the first things that stood out when considering her for this candidacy is that she is the first COB Governor's Teaching Fellow in the history of that program, so her teaching is something that has been acknowledged at the state level. Her submission package for that includes a teaching philosophy that is genuinely inclusive and concerned about making sure that her students are challenged, but that they are challenged in an environment that is supportive. That has been exceptionally emphasized this term, because she was willing to forgo her sabbatical to take over three courses on extremely short notice, including a course that she had never previously prepped before. For that assignment, she only obtained access to the GAView records for the course the same day as her first classes for those sections. In the week that followed she crafted a unique "gated exercise" experience that allowed for the course situation, which included starting not just in mid-stream, but also with all previous course materials having been removed for GAView. Her willingness to sacrifice coupled with her care for the students' experience and learning opportunities is commendable in its own right, but also exemplifies what I believe to be the true spirit of the Excellence in Teaching Award.

Joanna is also well-known on campus for her LGBTQ+ course in LGBTQ+ Marketing, which is a course that is unique to her discipline, and is co-listed as a Women's and Gender Studies class in a style that demonstrates a liberal arts mindset. The course has become a part of our regular sequence and since it was designed from scratch, there are only customized course materials for it. Her impact goes further, as her work with the Office of Inclusive Excellence has resulted in her being named a co-chair of the Faculty Diversity Peer Educators group, where she teaches sessions on inclusivity to disciplines such as Sociology and to help train Biology Teaching Assistants in better diversity understanding.

Her evaluations are extremely strong, with students often mentioning that she is among the favorite professors that they've had at Georgia College. More importantly, a common theme that emerges from student comments is her concern and care for them and her willingness to help. She has won the Students' Choice Award in the COB for favorite professor three times, which puts her in a tie for the most awards for that by any professor in the College.

I've seen her dedication, enthusiasm, and flexibility in trying to maximize the experiences that our students have, so I'm glad to put her forward as a nominee for the Excellence in Teaching Award.



Dr. William Donoher  
Chair – Department of Management, Marketing, and Logistics, Professor of Management

## Dean Letter of Support

Dr. Micheal Stratton, Dean – J. Whitney Bunting College of Business

I enthusiastically support Dr. Joanna Schwartz for the Excellence in Teaching Award for Georgia College. She has a passion for teaching that has created genuine change, not just for the students in her classes, but for our entire university.

Her integration of cross-disciplinary concepts throughout her courses epitomizes the public liberal arts. To hear her enthusiasm as she engages faculty seminars on the importance of inclusivity, and of truly listening to and engaging with our students in learning, it's easy to recognize that for her teaching is a calling rather than just a profession. To listen to the way that she integrates something as far afield from Marketing Research as to showing a modern art performance piece on color theory, is to see how unexpected concepts can be remarkably related. It might have seemed more at home in Ennis than Atkinson, but in that case, it was to demonstrate how Apple, Porsche, and Pantone use research to pick colors, and names of colors, for their products. It's easy to understand in listening to her examples and reading over her assignments how hers are far from ordinary classes. She creates ways for our students, and our faculty, to view that material through different lenses, and ultimately to see the world better as a result.

Joanna connects with her students and goes the extra mile to ensure a safe, fun, and experiential learning environment. For example, just this past fall she graciously returned early from her professional leave to cover classes for a departing faculty colleague. Her department faculty witnessed what I've come to value about Joanna; she is a servant leader who cares deeply about both her colleagues' and her students' wellbeing. She stepped into a new course prep with excitement and empathy. Joanna eased students' anxiety and ended the semester on a very high note. The students were so appreciative, as was her colleagues, for Joanna's skillful and caring approach. Additionally, she doesn't have typical "Office Hours," she has "Student Drop-In Hours." Joanna gives them her cell number and encourages (and responds to) after-hours calls, texts, or emails when students have questions. She doesn't speak from a pedestal. Joanna teaches her classes as someone working with peers where she just happens to be very versed in the subject and willing to share that.

She is a guide to help her students find answers. Her syllabi, and her class sessions, acknowledge how much her students know and can contribute. She encourages students to share differing perspectives and to ask questions. She stresses that inclusivity perspective with a "Classroom Respect and Diversity" statement in her syllabi. She's gone on to share that, and other ways of creating an inclusive classroom, in Inclusive Syllabus workshops that she has co-led as part of her work as a Diversity Peer Educator through our Office of Inclusive Excellence.

It's wonderful that her syllabi include an invitation to learn. A comment that I felt really stood out from one of those was "Please ask questions if things are unclear. Ask them all the time! Interrupt me! If you're not sure of something then it's very likely other people aren't sure either. Keep asking." She wants her students to succeed and works to make sure that they do. She shared with me that one of her Marketing Research students wrote to her after the first class to thank her for making the material less scary. Her courses challenge her students, yet a remarkable number of them mention in their SRIS comments that she has been their favorite professor at GC. Her level of care and engagement, in her courses and all of her teaching efforts, are exemplary. I fully support her for the Excellence in Teaching Award for Georgia College.



Dr. Micheal Stratton, Dean and Professor of Management

## Colleague Letters of Support

Teaching, of course, involves learning from others as well as mentoring. In an effort to provide an interdisciplinary context, which benefits from engagement across the University, I have included letters from professors of different academic ranks and from multiple colleges. It is worthy of note that Dr. Alby is an authority on excellence in teaching, and a co-author of the book *Teaching That Matters: A Field Guide to Course Design for Transformative Education*.

### Dr. Cynthia Alby – Lead Developer Georgia Governor’s Teaching Fellows Program

It is my pleasure to recommend Dr. Joanna Schwartz for the Excellence in Teaching Award. I have gotten to know Dr. Schwartz and her teaching very well because of her participation in the Governor’s Teaching Fellows Program, where I am the lead developer. Acceptance into this program alone is strong evidence of teaching excellence, as we only accepted 14 participants for the academic year program from all the public and private institutions of higher education in Georgia, and acceptance is based primarily on excellence in teaching and dedication to both ongoing development and to student learning.

As part of the program, Dr. Schwartz has demonstrated an incredibly high level of enthusiasm and support for her colleagues. She has shared many exceptional ideas that have enabled others in the program to experience break-throughs in their own teaching. During workshop times and over meals with the cohort, Dr. Schwartz and I have been able to have detailed conversations about the design of a number of different courses, both ones she has already taught and was seeking to tweak to completely new designs. She is not afraid to go out on a limb or try something new if she thinks it will benefit her students, and therefore her courses are among the most innovative I have seen in design, content, and pedagogy. She has a true dedication to detail, from an invitational syllabus on day one to a final assessment that is thoughtful and meticulously designed at the end, not to mention unprecedented levels of diversity, equity and inclusion throughout.

Last semester, the whole cohort was amazed when Dr. Schwartz told us that she was cutting her sabbatical short in the middle of the semester to take over courses that were left without a professor. Who agrees to something like that? But Dr. Schwartz seemed to be fascinated by the challenge. And once she actually started working with the students, she made it her goal to ensure that those students, who were feeling very anxious, felt supported and reassured. She came at this from many angles: personal interactions, redesigned authentic assessments, a highly transparent grading scheme, and more. By paying attention to the details and remaining focused on the students’ needs, she was able to talk them down off the ledge, so to speak, and the results were phenomenal.

This semester, she was asked to teach a slate of courses that was quite different from what she was accustomed to teaching, and again she seemed delighted by the challenge, seeing it as an opportunity rather than an albatross. Because she has taken a deep dive into applied positive psychology, she was able to add an important layer to these courses to help support student well-being in this time of widespread depression, anxiety, and languishing amongst both students and faculty. Those students are very fortunate, and we as an institution are also fortunate, to have a professor like Dr. Schwartz. She has been a beacon for me and for others in a difficult time.

Sincerely,



Cynthia J. Alby, Ph.D., Professor of Teacher Education

## Colleague Letters of Support

Dr. Kerry Neville – MFA Coordinator, Fulbright Scholar, Assistant Professor of English

It is my pleasure to write in support of Dr. Joanna Schwartz's nomination for the Excellence in Teaching Award. As a faculty member in the Department of English, I haven't directly observed Joanna in the classroom, but her reputation as a transformative teacher precedes her. I'm familiar with her innovative and passionate approaches to pedagogy and content directly from students who speak of her compassion, and of the rigor and of her courses that are challenging but are designed to help them flourish. Indeed, at the start of the semester, in addition to the course syllabus, Dr. Schwartz gives students a "Welcome Letter" in which she outlines her relationship with students as both professor and ally. She asks students to bring their "true voice to our discussions," to *truly listen* to each other, and to be open to a multi-disciplinary approach that incorporates podcasts, videos, commercials, art, and other relevant experiential content. Dr. Schwartz has shared some of her presentations with me and they are masterful, lively, focused, and interactive. Her aim is not only to teach students foundational concepts in her discipline, but to enlarge their field of interest and concern. That is, to create a collaborative engaged experience founded in integrity and respect.

Dr. Schwartz's deep commitment to fostering creativity and her support of diversity in the larger world, but specifically in the classroom, is evident even when it comes to something typically pro forma such as an actual hard copy syllabus for a class. For instance, Dr. Schwartz's syllabus for LGBTQ+ Marketing-- MKTG 3176/4505/WMST 4950 (*the only such class taught anywhere*) is printed in the colors of the Pride flag, both a creative visual cue for students as to course content and a goodhearted opening invitation that immediately centers course perspective around diversity and inclusivity. This Pride-colored syllabus, so different from expected standard white paper with black ink, reflects a non-binary approach to teaching, texts, and content presentation. Marketing principles in action from the very start of the semester.

I can also enthusiastically speak to Dr. Schwartz's collegial outreach, mentorship, and friendship. For several years, Joanna and I have been meeting regularly for coffee, in the true interdisciplinary spirit of a liberal arts campus. Much of our conversation focuses on our teaching, our students, our different (and sometimes similar) fields of study, and how we work to shake up courses that start to feel flat. To be honest, I look forward to these conversations because I learn so much from Dr. Schwartz about what it means to be an engaged, committed, rigorous, and empathetic teacher-ally-scholar. (Sometimes it takes showing up to the first day of class in a Darth Vader mask to shake up student expectations, as Dr. Schwartz has done!).

Last fall, Dr. Schwartz was on sabbatical, but she emailed to see if I'd like to meet for coffee since she would be on campus later that week. I was surprised, as I assumed she wouldn't be on campus much during her sabbatical. However, Dr. Schwartz had been asked to step away from her sabbatical mid-semester to take over classes in need of an immediate instructor. "Weren't you disappointed," I asked, "at having to give up your sabbatical?" Without hesitation, Joanna said, "We don't have anyone else with that experience without notice. There are three classes and nearly a hundred stressed-out students. I really think I can make the rest of the term meaningful and engaging. How could I *not* do it?" I loved her response, as well as her attitude. It wasn't an imposition. It was an opportunity. Not only was she willing to put her sabbatical work and plans on pause to redesign courses on very little notice, but she was truly concerned for the well-being of GCSU students and wanted them to leave the research course (a difficult course at that) confident in their own mastery of the subject.



I am lucky to teach alongside Dr. Joanna Schwartz at GCSU. She is deserving of the Excellence in Teaching award. Please do not hesitate to contact me if you have any questions about her candidacy.

*Dr. Kerry Neville*, Coordinator, MFA & Undergraduate Creative Writing Program, Fulbright Scholar 2018/University of Limerick, Assistant Professor of Creative Writing

## Colleague Letters of Support

**Dr. Whitney Ginder – Marketing Coordinator, Associate Professor of Marketing**

Dr. Schwartz is the epitome of a dedicated, inspiring, and effective educator. During her seventeen years at Georgia College, she has shown her commitment to teaching and her students' success both inside and outside of the classroom.

Inside the classroom, she incorporates service learning and experiential learning projects nearly every term. For example, her Sports Marketing classes worked with the Georgia College Athletics Department to promote events, her Principles of Marketing classes raised awareness and funds for numerous Milledgeville non-profits, and her current Marketing Research classes are working with TTi as a corporate partner to give students access to real-world research data. On numerous occasions, she has received the *Students' Choice Award* for outstanding faculty member in the J. Whitney Bunting College of Business, and her teaching evaluations from students are consistently strong and attest to her passion, compassion, and effectiveness in teaching. Dr. Schwartz was also recently honored as a Georgia Governor's Teaching Fellow by the Institute of Higher Education at the University of Georgia.

Outside of the classroom, Dr. Schwartz has demonstrated her commitment to her students through her role as the Faculty Advisor for the Marketing and Advertising Club. *She was integral in helping seven students receive the Ken Bernhardt – American Marketing Association (AMA) Atlanta Outstanding Collegiate Marketer Award, which was based solely on the strength of her recommendation letters that highlighted the students' merits for receiving the award.* During her time serving as the leader of the club, she also coached numerous students who participated in competitions hosted at the AMA International Collegiate Conference. With her training and guidance, six students placed in the top rankings during the past several years of these competitions. She has also advised numerous undergraduate research projects that have led to conference presentations and peer-reviewed publications, with one recent project winning third place at the 2019 AMA International Collegiate Conference.

In addition to being an exemplary educator who goes above and beyond for her students, her passion for teaching is also evident in the consulting projects, presentations, and workshops that she leads to ensure schools, corporations, and other organizations are equipped with the knowledge and practices that can foster more diverse, equitable, and inclusive cultures and policies. I have not only had the pleasure of being colleagues with Dr. Schwartz, I also have been incredibly fortunate to have her as a mentor. She repeatedly demonstrates her teaching skills, compassion, and generosity as she helps me navigate professional challenges, such as difficult classroom situations and the path to promotion and tenure. Despite her busy schedule, she has never told me she didn't have time to help me; she is truly selfless in her passion to foster others' success, professional development, and personal growth. Dr. Schwartz has been much more than a colleague during my time at Georgia College; she consistently inspires me to be not only a better educator, but also a better person.

*Whitney Ginder*, Ph.D.

Associate Professor of Marketing, Marketing Coordinator

## Joanna K. Schwartz

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### *Abbreviated Curriculum Vitae*

March 2022

#### **Education**

Ph.D. in Management (Marketing-specific) - Georgia Institute of Technology, 1995

M.S. in Management, Georgia Institute of Technology, 1991

B.S. in Psychology, Mathematics Minor, University of Georgia, 1985

Current teaching focus: Consumer Behavior, LGBTQ+ Marketing, Marketing Research

Current research focus: LGBTQ+ Student Health, Diversity, Equity, and Inclusion in Business, Inclusivity in Teaching and Learning, and High Impact Practices in increasing student retention and success

#### **Professional Positions (academic)**

Professor of Marketing – *Georgia College*, June 2015 - Present

Marketing Area Coordinator – *Georgia College*, August 2017 – August 2019

Chair – Department of Marketing – *Georgia College*, July 2011 – May 2015

Associate Professor of Marketing – *Georgia College*, 2010 – 2015, rated course average 4.7

Assistant Professor of Marketing – *Georgia College*, 2005 – 2010, rated course average 4.6

Assistant Professor of Marketing - *University of Michigan -Dearborn*, 1994 - 1997

#### **Areas of Instruction (courses taught)**

*Georgia College* – I've taken on a broad range of courses within the discipline at GC, the most frequent recent courses listed in bold: MKTG 6930 – Applied Marketing, MKTG 6682 – Marketing Advertising and Promotion, MKTG 6161 – Advanced Marketing Theory and Applications, MKTG 3161 – **Principles of Marketing**, MKTG 3162 – **Consumer Behavior**, MKTG 3168 – Sports Marketing, MKTG 4161 – **Marketing Research**, MKTG 4505 – Marketing Analytics, MKTG 4505 – Social Media Marketing, MKTG 4505 – Food Marketing (independent study), MKTG 4505 – Marketing of Higher Education (independent study), MKTG 4505 – Impacts of COVID19 on MKTG in US and Abroad (independent Study), MKTG 4505 – **LGBTQ+ Marketing** (*original course creation*, co-listed Women's and Gender Studies course WMST 4950, approved course catalog number Sp2022 MKTG 3176), MKTG 4605 – **Marketing Internship** (Discipline Internship Coordinator for Marketing, *I have personally supervised more than 180 Marketing internships since 2011*), MKTG 4805 – Strategic Marketing (independent study), MKTG 4999 – Marketing Undergraduate Research, BIDS 4710 – (Business Interdisciplinary Studies) Academic Seminar

#### **Professional Positions (research)**

Manager of Perceptual Research - *Cox Broadcasting/Cox Radio*, Atlanta, GA 2002 – 2004

Vice President of Research, *Eagle Research (Cox subsidiary)*, Atlanta, GA 1997 – 2002

Represented Cox Radio on the Media Ratings Council (accrediting body for national syndicated research services such as AC Nielsen, Arbitron and MRI). Founding member and steering committee member for Cox's corporate Business Intelligence Group.



## **Selected Research/Grant Proposals/Works in Progress**

McClure\*, S., Cook\*, C., Alby, C., Cofer, J., Criscoe, A., Schwartz, J., Sevcik, S., Sumpter, A., & Weston, E. “*Learning Beyond the Classroom: Creative Initiatives to Increase Student Engagement and Retention with Camp Bobcat and Maymester ‘Study Away’ Courses*” – Team proposal for GC Quality Enhancement Plan High-Impact-Practices Grant. \*lead authors.

Schwartz, J., & Ginder, W. (2021). *NCHA variable combination as a method to undertake LGBTQ + student subpopulation analyses*, *Journal of American College Health*, <https://doi.org/10.1080/07448481.2021.1950730>, July (3rd Quarter/Summer).

Schwartz, J. (for summer 2022 submission) *Creating a Gender Inclusive Management Classroom: Techniques to Build Trust and Acceptance*, draft complete, targeting for a SoTL journal.

## **Selected Student Mentorship Activities (research/presentations)**

Schwartz, J., with Patton, P. (student/session facilitator) (2021, March) *Real Queer America*. North Carolina State College of Business Inclusivity Series, online.

Miller, A., Ginder, W., Schwartz, J., & Owen, A. (student) (2020). *Developing an LGBTQ-friendly College of Business: A Roadmap for Change* [Conference session]. Virtual MOBTS, Purdue – Fort Wayne, 2020, online.

Sellers, K., and Schwartz, J. (2019) “How *People* are Different!” an examination comparing 1200+ advertisements in *People* to the Spanish Language publication *People en Espanol*. Product of a MKTG 4999 – Undergraduate Research course, her poster and presentation of that work was awarded Third Place at the AMA International Collegiate Conference.

*Ken Bernhardt Awards* – Since 2010 the American Marketing Association’s AMA-Atlanta Chapter has chosen two to three winners a year from throughout Georgia and nearby metros for the *Ken Bernhardt – Outstanding Collegiate Marketer of the Year Award*. Awards are recognized at the AMA-Atlanta Addy Awards and have an accompanying cash prize. They are state-wide and based solely on a faculty recommendation letter. As the AMA Advisor and nominator, Georgia College student winners have been: MC Tracy (2020), Richard Bowles (2018), Savannah Brownlee (2017), Elizabeth (Dru) Lawhorne (2015), Alison Smith (2014), Bailey Toksoz (2013), Shauna Bassett (2011), and Sabra Lewis (2010).

## **Selected Teaching and Learning Activities**

Engaged/Experiential Learning 2005 - present – Incorporate real-world experiences in courses through group projects that involve marketing plans, campaigns, research, and activities for non-profits ranging from *GC Athletic Department* to local/area charitable organizations. Students engaged in all aspects of marketing and promotion, raising awareness, food and clothing, pet adoption, and thousands of dollars for numerous local non-profits including: *Habitat for Humanity*, *Make-a-Wish Foundation*, *Breast Cancer Research*, *ARF*, and the *Chard Wray Food Pantry*. Research students work with corporate partners such as *TTi* and *Coleman Insights*.

Founding member of the *GC Faculty Diversity Peer Educators* (2018 – present)

Chair/Co-Chair – *GC Faculty Diversity Peer Educators* (Fall 2020 - present)

Advisor to *GC Marketing Club* – chapter of the American Marketing Association (2005-2021)

*COB Diversity Leadership Working Group* (2017–present)

*Leading Change* – Women’s Leadership Conference Steering Committee (Fall 2020-present)

*GC Women’s Center* Advisory Board member (2108-present)

*LGBTQ+ Programs Student Scholarship Committee* (2020-present)

*Marketing Discipline Internship Coordinator* (2010 – present)

*University Visioning and QEP Group* 2011-2013, *Chair Faculty Subcommittee* 2012-2013

Chair–Elect *LGBT Health Coalition* for the *American College Health Association*, 2021-2022

## Selected Honors, Awards, Fellowships

Center for Teaching and Learning – *Thank-a-Teacher* 2022 (3 recognitions)

Georgia Governor’s Teaching Fellow, full-year program, 2021-2022

Professional Development and Research Leave (sabbatical) Fall 2021

Georgia College Faculty and Staff *LGBTQ+ Community Impact Award* 2021

Georgia College Athletics - Most influential professor for a GC Senior athlete(s), 2022, 2020, 2018 (2), 2015, 2011 (2), 2009 (2), 2008 (2)

Keynote Speaker, Georgia College Lavender Graduation, 2017

*Student’s Choice Award* for College of Business outstanding faculty member. Winning faculty excluded from the ballot for subsequent three years. The first, and the only current, faculty member to have won this award three times. 2006-2007, 2010-2011, 2015-2016

## Selected Recent Presentations on DEI and Engaged Teaching

### GC on-campus SoTL Workshops/Seminars/Sessions/Book Discussion

**Office of Inclusive Excellence/Faculty Peer Educator Sessions** (*sole presenter unless otherwise noted*): *Finding your Voice* – GC International Women’s Day She Speaks conference, - March 2020 – Invited; *Inclusive Syllabus Workshop*, 2021 two sessions (with McClure, S.), *Inclusive Syllabus Workshop* – one session (with McClure, S. & Steyer, M.) – 2020; *Trans and Nonbinary Inclusion*, Georgia College Making Excellence Inclusive Day, 2020, online. *Working While Female – Interrupting Gender Bias in the Workplace* – GC Women’s Leadership Conference – 2020; *Best Practices for Working with Transgender and Non-Binary Students, Faculty, and Staff*, 2019; Biology Graduate Teaching Assistant Diversity Training (2020 and 2021); *Diversity and the Power of Acceptance* – 2018; *How to Crush an Interview*, Delta Sigma Pi – 2016.

**GC Times Talk speaker** – *Stonewall after 50 years* (with Butler, S. & Gerrior, M.) – 2019; *SCOTUS allows ban on transgender soldiers* – 2019; *Bathroom Bills, LGBT Rights, and the New Administration* – 2017; *The Impact of Gay Marriage, Marijuana Legalization, Abortion and other Social Issues on Mid-term elections and the Red-Blue Divide*, 2014.

**COB Diversity and Inclusion Sessions** - Schwartz, J., Stephenson, S., Conaway, B. *Mitigating Microaggressions in the Classroom and Beyond*, short-session, Georgia College – COB Business Faculty Meeting - 2022; Stephenson, S., Conaway, B., & Schwartz, J. *Book Discussion – Why are all the Black kids sitting together in the Cafeteria?* – 2021.

### Off-campus Workshops/Presentations/Seminars (*sole author/presenter unless noted*)

*Equity: A Call to Action*. Annual **American College Health Association (ACHA)** Conference. San Diego, CA. (June - accepted); Schwartz, J. with Ginder, W. (introduction and Q&A moderator) (2021, June) *Best Practices for Non-Binary and Transgender Student Campus Inclusivity and Mental Health Services*. **American College Health Association** Annual Conference, online; Schwartz, J., & Self, J. (2021, January). *Beyond Women: Building Gender Equity Momentum in Graduate Management Education* [Conference session], **Graduate Management Admissions Council (GMAC)** – 2021 Leadership Conference, online; *Diversity and the Power of Acceptance* - **AACSB** Diversity and Inclusion Summit, Phoenix, AZ, 2018; *Best Practices for Working with Transgender and Non-Binary Students, Faculty, and Staff*. **Valdosta State University** – 2019; Multiple Presentations on multiple DEI topics at **NC State – Poole College of Business** – 2019, 2020, 2021; *LGBTQ+ Inclusion*, **USG Diversity Summit**, Macon, GA- 2019; Keynote address – **Greater Raleigh (NC) Chamber of Commerce** Diversity Conference– 2019; *Inclusivity Across the Gender Spectrum* [Conference session]. **USG Equity & Compliance Officers Conference**, Callaway Gardens, GA – 2019; *Understanding the Gender Spectrum in Marketing and Education* - **American Marketing Association** –International Collegiate Conference, New Orleans, LA – 2019.

## Reflective Statement – Philosophy of Teaching

As teachers we have access to superpowers. With one course, or one lecture, or sometimes as little as a sentence, we say and do things that can alter the course of our students' lives. Whether it's to inspire them about the material, or to encourage them to have faith in themselves, we change the future. Just as we can inspire a student, I've also seen that power used to crush them. I had a student tell me they were dropping all of their classes because another professor had said that they couldn't cut it in their class. The tough love strategy made that first-generation college student decide to drop out of college. Fortunately, by talking it through, they realized that they had talent whether that other professor could see it or not. Later, I got to congratulate that student when they graduated. Experiences like that happen on large and small levels every day. I'll often give extensive and detailed praise and commentary to students who really impress me with their work or dedication or even just the challenges they're facing. Even more commonly, my style has been the basis for many of my students changing to marketing as a major, and because of that I've put their lives on a path toward finding careers that they loved. I firmly believe that particularly in a time of pandemic and student stress that is off-the-scale, we can be the change that we want to see in the world. I try in every interaction to take that positive perspective and help my students recognize not just the answers to their questions, but the importance of their inherent value. Whether it's used for good or not, the opportunity we have to impact our students is absolutely nothing less than a superpower.

I wanted my daughter to be a marketing professor, because I really love what I do and I thought if she understood the discipline that she would too. But after taking a class in high school with a bad teacher she vowed to never take another marketing class. Fortunately, she had a chemistry teacher who encouraged and inspired her. So, she went on to get a chemistry undergrad, and then a PhD, and then a very cool post-doc. When I ask other professors why they're in academia, one of the answers that I routinely hear is that there was a teacher or a class in high school or college that inspired them. When we think back to those professors, they tend, almost always, to have had such a dedication to their subjects, and to helping their students, that it was infectious.

*My teaching philosophy, quite literally, is to provide a genuinely enthusiastic environment that fosters and encourages my students' inspiration.* I love the subjects that I teach. So, I bring that passion in every day, even when we had to do that in socially distanced classes, and when I do that it creates passion, interest, and engagement. I feel fortunate that I teach marketing, because I recognize that as a discipline everyone has an innate experience with marketing before even coming into my classes. From the way they choose the clothes they decide to wear or the laptop they bring to class, to where they're going to go for dinner, they've been marketed to, in deep and profound ways, since the day they were born. Every aspect of their lives is filled with instances of influence and preference and attempts at persuasion. I try to teach them how to tap into that knowledge and process it into understanding.

We've been marketed to our entire lives, but how well did we actually realize that? Taking information that people already have and giving them a new angle on understanding it has power. To show them how those same things have a practical impact on their lives, in everything from their personal relationships to their job interviews or careers, can be profound. Part of that understanding is founded in recognizing that diversity of perspective is important in every aspect of our lives. We'll never understand others if we believe that they're either inherently wrong, or even if we believe that they're viewing the world from the same lens that we are. Having students share those perspectives, and understand the motivations for themselves and others, even in something as simple as focusing on achievement versus ideals versus self-expression, can really expand their world-views. These lessons are equally important regardless of whether it inspires a student to pursue marketing or not.

I also respect that learning is an on-going process. I don't believe that someone can be an effective teacher if they aren't completely open to learning as well. Every semester I continue to investigate ways to better engage, to better inform. This semester I learned a better way to engage students who have upcoming job interviews, and based on that I've added it to the tools I'll use to better engage going forward, because my solutions, and methods, continue to be informed by recognizing both successes and areas for improvement. One of the things I tell my students on the first day is that I still vividly recall classes where the teacher believed something was right because they said it, or because "the book" did. From day one, I make it clear that I'll be wrong, and that there are places where the book will be, and that part of making the class better is calling that out and getting into the weeds of why the right answers might go deeper or be different than that. It has led to some remarkable discussions and wonderful insights. It has also helped my students recognize that they're far more knowledgeable than they realize. Similarly, I try to teach in a genuinely multi-disciplinary way. The liberal arts model of bringing in elements of other disciplines is a fundamental aspect of my method. In any given class I'll tie our material into literature or physics or politics or history or any of dozens of other disciplines. Everything relates to everything else, so all of it relates to marketing.

Early in my teaching career, I found that even abstract material can be more easily grounded if I can create memorable and tangible examples that resonate with my students. I also try to drive home key ideas through a "hook" in each class. It can be something foundational, like asking the Kahneman and Tversky question about how many animals Moses took on the Ark to illustrate that they perceive the world the way they expect it to be rather than how it is. That exercise typically leads into a discussion about stereotypes, which is an area that I know rather a lot about both academically and personally. Fortunately, I'm also able to break through some of those stereotypes, so students can see that maybe the world isn't exactly like what they expected. I also have hooks that can be fun or bizarre. To convey concepts around Pavlov, I'll typically bring a jalapeño into class and take a big bite of it, because if my students even THINK about doing that then it will invariably make their mouths water just as mine will, and regardless of whether you sit in that session and think it's funny or dumb or anything else, the one thing that I've found is that it's always remembered.

On a very foundational level, I try to personally relate to my students to let them know that I care about their success and want them to thrive, both inside and outside of my classes. I also want to get across, through my examples and through theirs, that the material they're learning is both fascinating and relevant both academically and in every-day life. I try to bring my enthusiasm to every class and use it to inspire my students to be more insightful versions of themselves.

### **Reflective Statement Regarding Professional Leave**

Several letters of support acknowledge that I left professional leave to return to cover some vacated classes. And interlaced in this portfolio are examples of how I tried to implement engaging, innovative, and high-impact pedagogical experiences in those classes, as well as in the related courses that I cover in Spring 2022. I feel those practices were genuinely successful. But it is important to mention that it is the *practices themselves* that make them worthy of note here. *As professors, to return from leave is not an expectation, nor should it be, nor should that be the bar.* And to do so is not excellence in teaching in-and-of-itself unless a professor turns it into that. What makes it rise up to be included is by using that challenge to genuinely, creatively impact those students. No materials were left, and one of the largest gradebook scores remaining was for a detailed quiz on the syllabus. The classes required dexterity, inventive techniques for engagement, a unique approach to grading, and extreme doses of empathy. Many indicators bear out that there was an exceptionally positive response, but simply bringing in traditional lectures, tests, and assignments would not have created that impact.

## Innovative Teaching Practices

### Strategic Process for Mid-Semester Coverage of Existing Courses

In Fall 2021, I left my DEI-focused Research Leave to cover three courses that were vacated mid-semester, including one I had never taught before. All of the course content and group work had been removed from GAView, as were previous student essays. A complete restructuring from the ground up, on-the-fly, was required. Student stress levels were extraordinary. To get the “lay-of-the-land,” I assigned an essay to update me on all aspects of students’ progress and course perceptions. I then gave every one of the roughly 100 students detailed individualized audio feedback. I used their insights to develop a positively-framed, engaged final third of the term. I created a unique structure that was improved through consultation with my Governor’s Teaching Fellows cohort. I focused on participation and engagement, and used “gated” assignments designed to incrementally create and increase proficiency of the concepts and of the related SPSS multivariate analysis software. Assignments were graded as pass/not-pass. In-class sessions focused on working first together as a class, then in groups, then one-on-one, to create unity and build conceptual understanding. In addition to classic aspects of Marketing Research and Analytics, I infused the classes with numerous flourishing exercises and assignments and other positive emotional contagion experiences.

### Power of Groups – Class Exercise

*I am working on converting this crossword concept into a journal article, so other faculty might benefit from the core teamwork and collective knowledge principles involved.* My classes use numerous methods of group interactive engagement, such as think-pair-share as well as numerous game techniques that create engagement. An example of that, used to highlight the collective power of the class, was given on the first day. Everyone got a New York Times crossword puzzle and five minutes to complete as much of it as they could. Few students did very well, but they were deeply engaged! Then they went into groups and had five more minutes to continue it. The benefit of their collective answers greatly improved their performance. Then I put the puzzle up on the screen and different groups added their insights. Together we could do what wasn’t possible at an individual level. After the exercise I mentioned that we each come into the class with some knowledge, myself included, but as a group, we all have insights that add to our collective wisdom, and by working together we all learn more.

### Intentional Inclusion and Invitational Syllabi

As a co-lead for GC’s “Inclusive Syllabus” workshops, one of the topics that repeatedly comes up is that a syllabus is often viewed as “rules of engagement.” It’s also often informed by the trauma of a student previously taking advantage of policy loopholes. But an invitational syllabus is to ask students to join you, and to go somewhere as a collaboration. So, the first page of my syllabi are invitations that are designed to respect everyone. They outline aspects of the class that the students will hopefully take with them long after the course ends, as well as ideas around how each person brings value to each session. Those lifelong goals are derived from *Empathy Mapping* of the perspectives of a variety of students who might be in the course to better understand perspectives, motivations, actions, and experiences. I then work to ensure that those principles live past day-one through the entire semester. I’ve shared *excerpts* from those invitations here as examples:

- Please ask questions if things are unclear. *Ask them all the time!* Interrupt me! If you’re not sure of something then it’s very likely other people are too. Keep asking. I also have a lot of student drop-in hours where you’re welcome to come by and talk about anything at all. The class as a whole knows way more than any one of us. You’re going to have things you consider saying. PLEASE say them! Go out on a limb. We’ll have you covered. It’ll make the class better.

- (*for Marketing Research specifically*) You can absolutely crush math and do it well, both in this class and outside it. None of this is scary or inaccessible. If you think you're bad at math, then it's probably because you haven't been taught it in a way that's compatible with the way you learn quantitative material (one-size-fits-all may be great for buying a poncho, but different people connect with abstract concepts in different ways).

### **Class Group Projects as Engaged Learning (examples)**

Engaged service learning group projects are a fundamental aspect of my course design. With rare exception, my regular term courses have a significant group experience. In a course like Sports Marketing, which I'll cover in Spring 2023, we'll invite Al Weston from *GC Athletics* to discuss sports marketing in practice, and then the groups will each work to create innovative techniques to drive attendance at GC sporting events. Previous groups have shown themselves to be very engaged and competitive in creating the most unique and impacting events. In Principles of Marketing, classes typically choose a local non-profit. Every project is tailored to the needs of the organization. They've created websites, ads and other promotional materials, pet adoptions, awareness, and thousands of dollars for groups like *GC Miracle*, *ARF*, *Café Central*, *Habitat for Humanity*, *Milledgeville Cares*, *The Green Market*, and many others.

In Marketing Research, I arrange a partnership that can give us access to a detailed real-world confidential dataset for students to deeply analyze using multi-variate statistical software, typically presenting those results to the client companies. Projects have included working with *GC Admissions* with a comprehensive records dataset to identify previously unnoticed trends or potentially valuable admissions criteria. Students worked with *Coleman Insights*, a music research firm, to analyze a 2000 variable dataset to determine music type similarities and ways those types create impact with different listener groups. The current project is partnered with *TTi* as we analyze an Omnibus Power Tool survey to understand, for example, the way that different buyer demographic and psychographic characteristics create clusters of purchasers who are brand loyal to one product versus another, such as *Craftsman* versus *Ryobi*. We also have their internal reporting, so it already appears we'll give this major corporation brand insights that even they didn't obtain from that data.

### **Teaching and Learning as a Way to Impact Beyond the Classroom**

In my colleague recommendations, I was compelled to mention that I don't just want to be a better teacher, I want to learn from my colleagues and help them do so when I can. It's one of the reasons that the Governor's Teaching Fellowship has been an absolutely remarkable opportunity. But those opportunities also can be a part of our everyday experience. As co-chair of the Faculty Diversity Peer Educators, I not only provide training and workshops, but also am part of that community taking detailed workshops, such as the Stetson Law Seminar on Diversity, Anti-Defamation League training through OIE, Queer Resiliency Moderator Training through LGBTQ+ Programs, Seminars through the Women's Center *Leading Change* Steering Committee and conferences, and through working with a unique cross-disciplinary team on a campus QEP high impact practices proposal.

As part of the COB Diversity Team, we recently led a book discussion on *Why are all the black kids sitting together in the cafeteria?* by Beverly Tatum. We also co-presented a *Microaggressions* workshop and previously have had sessions on other topics such as success navigating the P&T process. I also provide service to campus departments such as being highly involved with the Office of Inclusive Excellence (I'll be on the team that OIE sends this summer to NCORE), the Women's Center, and national and international organizations such as the AMA, ACHA, AACSB, and GMAC regarding inclusive practices to increase learning, inclusion, and retention. I've given numerous workshops and seminars on improved teaching and learning both on and off-campus.



## Complete Course Design (and redesign) - as ongoing methods of improvement

**LGBTQ+ MARKETING** - There is still no other University that offers an LGBTQ+ Marketing course. It is a point of unique distinction for GC. There are no course materials other than the ones that I have curated, designed, or written. The class is a unique, collaborative, and immersive experience. The foundation is that it begins with an understanding of the Marketing discipline, moves to an understanding of LGBTQ+ history and the LGBTQ+ subpopulation, and the last third of the course is an exploration of the intersectionality of those topics with broader societal areas such as politics, the arts, and religion. A redesign of the intersectional arts expression began as a film and television exploration, but it now reflects a history that includes Sapphic poetry and continues through literature, drawing, photography, painting, multi-media, film, television, and even video-games. Its redesign and continued improvement were fundamental aspects of my proposal for my *Governor's Teaching Fellows* year. While I continue to craft and re-craft the LGBTQ+ Marketing course very semester, in every lecture and every assignment, the place where I found the most pressing need of a course restructure ended up, urgently, to be our Marketing Research experience.

**MARKETING RESEARCH** - The LGBTQ+ Marketing course is singular, but our Marketing Research class was not. As I found in the Fall (while creating a unique experience in that time window), the text is dry, the publisher slides unhelpful, the assignments performative, the group experiences un compelling, and previous assessments more toward recall than creation. So, using successful tools from other courses, as well as my fellowship experiences in methods of flipping, variations on ungrading, and other aspects of engaged learning, I revised my Governor's Teaching Fellow project to be a redesign of that course. This semester is an execution of that unique revision.

The course is divided into three sections. No "points" value assignments are given throughout the term. *There are daily handwritten reflections for each class.* Each reflection is a way to relate the material to students' own lives and experiences, from the way they perceive art to the way they each might interpret psych research scales (so, it isn't how to measure a construct as an abstract. It's what does it mean to be disgusted? What does it mean to be introverted or extroverted? And from there, what makes those measures reliable and/or valid). Exams are two parts, one written and one on SPSS. Each exam section is pass/half-pass/not-pass. The day after the exam, students, regardless of how well they did, can receive additional credit by working collectively with the class to correct their tests and help others to do so. Each class has an individually created presentation and computer elements. An intentional learning focus concentrates effort on each place where students had difficulty. Student groups research, analyze, and present results on a real-world corporate dataset. Multiple graded individual assignments (pass/not-pass) involve SPSS analysis and core research concepts.

## Aspects of Assessment

SRIS qualitative and quantitative feedback indicate positive student impact. My department assesses skill mastery rather than employment tracking. Oral presentation is measured through a campus-wide "*Elevator Pitch*" competition. Marketing students are consistently a majority of the finalists and of the top five winners. I've coached students to victories in competition at the AMA International Collegiate Conference, further evidence of our students' skills. The elevator pitch is a required aspect of my Principles classes to provide this experience early in the marketing course-work. I also have groups, and presentations, as a class foundation. The department consistently meets or exceeds the presentation assessment goal, as it does for assessments of ethical practices and understanding material in an international context, all of which are core concepts in my classes. *In addition to my classes,* I also supervise numerous internships. I have personally supervised more than 180 internships since 2011. The National Association of Colleges and Employers (NACE, 2015) found that paid internships substantially impact student employability and likelihood of job offers at graduation.

## Student Letters of Support

*Note: while similar themes run throughout the student responses, they were not prompted. The only request of students was, under no obligation, if they would be willing to write some comments to support my award nomination.*

### Former Students – Craig Conyers

It is with great pleasure that I write this recommendation for the Excellence in Teaching Award. When I reflect on my time at GCSU, I think about the accomplishments that I was able to achieve and opportunities that were presented to me. I was a transfer student, and in the span of two years I was able to do things that students who were at the university for four years didn't think of doing. That was made possible by Dr. Joanna Schwartz.

I have never had a professor care about my future, and me as an individual, so much. I had the pleasure of meeting Dr. Schwartz as my Consumer Behavior professor and immediately was intrigued with her teaching style. She really didn't teach from the textbook. She taught from her life experience. She made sure we truly understood how to analyze ourselves as buyers and use that to understand consumers in the process. The class was so fun-spirited and engaging that I, to this very day, still retain the information and can use it in my current role now as a Territory Manager at a Fortune 500 company.

I started out so shy and she made it possible for me to make friends through classroom engagement and by inviting me to marketing club meetings. When I expressed that I was interested in internships and ways in which I can stand apart from my peers going into senior year, she took time out of her day to help me go over companies in the area that offered internships. She did not just stop there with helping me land an internship, but served as my mentor while I interned for GEICO and walked me through the steps of getting course credit for the internship.

I was so in awe of Dr. Schwartz's teaching and impact on students that I signed up for another course with her: LGBTQ+ Marketing. For Dr. Schwartz to even get this course approved at the university and design the entire curriculum, left me into total awe. This was a course that I did not expect to ever see on a course schedule. Many students of different backgrounds enrolled in the course and to see the different perspectives in the classroom be shared while also being respectful of one another was so amazing. I am proud of Dr. Schwartz and so happy that to this day, the course remains on a course schedule and has high enrollment semester after semester. It shows how passionate she is about inclusivity and diversity, but also the ways in which she is a true embodiment of GCSU's mission statement.

Through her real-world experiences and examples tied into lectures, she provides an expansive educational experience that is highly intentional when it comes to engagement, while also preparing students to be leaders in a world that pushes for diversity and inclusive excellence.

*Craig Conyers*

Territory Manager, TTI, Class of 2020

### Former Students – Danni Dunagan

I want to start by saying I am thrilled, better yet honored to write this letter in support of Dr. Joanna Schwartz's consideration for the Excellence in Teaching Award. She is an extraordinary professor, who lit an academic fire in me when I had none. She is truly brilliant. Her intelligence, outgoing personality and outlook, humor, exceptional teaching abilities, and kind heart are only a few of the characteristics that set Joanna apart from other professors. She cares about her students academically and personally, and I say that with full confidence.

It should be noted that I would not be the person I am today, or have the accomplishments that I have achieved, if it were not for Joanna. The first class I had with Joanna was Consumer Behavior. To preface my story as a student before taking this class, I was lost. I had recently transferred and had even considered taking a semester off.

Serendipitously, I enrolled in Consumer Behavior and little did I know my life would be changed. The first day with Joanna in lecture, I was immediately intrigued, which was rare for me. As time progressed, Joanna's teaching abilities and design for the structure of the course made me want to keep coming back for more. The way she conducted herself, her confidence in the information she was teaching, her passion, and the way she truly cared for the success of her students was something I had never seen before. It was truly inspiring. Not only was she helpful and willing to answer in questions in class, but she also encouraged students to visit office hours if they were struggling. It was like a rotating door for me, because every time I went to see her for extra help, she went above and beyond to make sure I felt confident in the information. I probably asked Joanna a million questions, but she was always excited and willing to answer.

I thought Joanna's teaching abilities could not get any better, but I was wrong. I took Marketing Research with her and was truly blown away. This was her calling. She knows any and everything when it comes to marketing research. This was the class that made me fall in love with research and using analytics to solve problems. By excelling in this class, and learning from Dr. Schwartz, I was able to secure my job as a Junior Investment Analyst for *the State of Georgia's Division of Investment Services*.

Every class that I took with Dr. Schwartz was stimulating, pushing students to challenge their thinking and analytical skills. They required students to break down social barriers and introduced social inclusion by assigning group work and presentations. They allowed me to mature and grow in ways I did not know were possible. I fell in love with marketing research and got the job of my dreams, all thanks to Joanna's teaching and her true love and passion for the material. I even grew to love public speaking and to have confidence in myself by watching the way Dr. Schwartz carries herself. Dr. Schwartz constantly interacted with the class by asking questions relative to course topics, and even got a few laughs with her funny jokes. Needless to say, Dr. Joanna Schwartz is an *extraordinary professor*.

Dr. Joanna Schwartz has my complete and unreserved support for the Excellence in Teaching Award. There is truly no one more deserving. Her teaching abilities are singular, and she is one of the most kind, selfless, inspiring people I have ever met. I can wholeheartedly say, I would not be where I am today if it were not for Dr. Schwartz. If it were up to me, I would require all students to have Dr. Schwartz for at least one class, because it could be life changing.

*Danni Dunagan*

Jr. Investment Analyst - State of Georgia

### Former Students – Juni Guthrie

*(after term email excerpt)* It's hard to sum up in an email just how much your class and you as a professor mean to me, both as a student and as a person. Georgia College is beyond blessed to have you as a professor, and I'm so grateful to you for continuing to do the hard work of educating students who might not even know what all the letters in LGBT stand for. As a student, I learned so much from your class (even though it was cut short). *[note: the in-person aspect of the course was cut short. The course moved online at onset of the pandemic]* The marketing information alone made the class well worth taking, but the personal aspect of the course made it simply incredible. Even on the first day

of class filling out your information sheet, I felt comfortable enough to put more than one set of pronouns down (something I've never shared with a professor). Being able to see a fellow trans person succeed, be out and proud, and tirelessly fight and educate in an academic environment means more than I can possibly say. You made me feel confident that I could be myself, in a much more real way than ever before, in a professional setting. I try to bring my activist spirit to all my classes, but I felt so much more comfortable and accepted in your class. I'll miss looking forward to the next ad that'll make me cry every week, but I'll be sure to come say hi during your office hours! I still have so much to learn from you, and I hope to keep that education going at GCSU and beyond.

## Student Letters of Support

### Current Students – Hannah Draper

I am more than delighted to be writing this recommendation for Dr. Schwartz. She is the definition of Excellence in Teaching. I have had the privilege of having Dr. Schwartz as my professor in three classes: Consumer Behavior, Marketing Research, and in my current class, LGBTQ+ Marketing. Out of my four years at Georgia College & State University, no professor has ever made such an impact on me as much as she has. She always makes time to guide and listen to her students.

There are countless instances that I could mention in which I was extremely thankful for Dr. Schwartz. The first that comes to mind is last semester when she took over my Marketing Research class. Many students were distraught and frustrated. Within a couple of weeks, Dr. Schwartz turned lost students into ones that were skillful in SPSS Statistics (a statistical software program) and knowledgeable about real-world business relations.

I am in my last semester in college, and Dr. Schwartz's class is my favorite by far. It is rare for students to look forward to every single class, but for Dr. Schwartz, it is not. Students genuinely enjoy her perspectives and teachings. Everyone has a favorite teacher that they remember no matter how much time has passed, and for me, that person is Dr. Schwartz.

There is something incredible one can quickly sense in Dr. Schwartz. She has a presence in her that keeps students compelled during class discussions. Dr. Schwartz deserves this award, and I am proud to be a part of the process of recommending her.

### Current Students – Mystikal Lewis

There is no other professor more deserving of the Excellence in Teaching Award than Dr. Schwartz. She is kind, intelligent, engaging, admirable, and much more. She is a leader, a listener, and a teacher. More than all of that, she exudes excellence, innovation, and effectiveness in her classes.

Dr. Schwartz strives for every class meeting to be better than the last. She makes sure that every assignment and slide on a presentation is going to benefit us as her students. She is innovative by the way she goes beyond what is expected of her. She doesn't stick to the textbook when giving examples. Dr. Schwartz reaches into her own personal experiences to give us the most effective real-life scenarios, aligning them with our lessons. Lastly, she is effective. When Dr. Schwartz wants us to understand something, she will not let up until every last one of us comprehends the subject matter—even if that means explaining it 23 different ways, she happily does so.

Dr. Schwartz has this innate ability to make her audience feel and become passionate about what she is teaching. This is something most professors struggle with. However, the key element to her teaching approach that makes her stand out is the love she has for people. She is understanding and instills a sense of confidence in all of her students. She makes us feel heard while letting us know we

are accepted for who we are. She has built a safe environment for her students within the four walls of Atkinson Room 308. [note: reference to the Marketing Research computer lab]

She is unapologetically herself—Dr. Joanna K. Schwartz. Georgia College & State University should feel honored to have such a gem. To all who may read this, Dr. Schwartz is truly a one-of-a-kind professor. The lessons and takeaways she provides for her students go well beyond the basis of our degree. This award was made for professors like Dr. Schwartz; better yet, this award was made for Dr. Schwartz.

### Current Students – Spring 2022 CTL Thank – a – Teacher Feedback

**CTL – Thank-a-Teacher Comment (one of three received in February 2022)** - Dr. Schwartz is the most passionate and understanding professor I have ever had contact with. Her enthusiasm towards the material is unmatched. Not only is she a fantastic professor, she’s a wonderful person. You can see she truly cares about her students—even in a month-long summer course. She is open-minded, considerate, and hardworking. The detail and thought she put into her lectures for us to succeed in a summer course was refreshing. Most professors don’t put a lot of effort into summer classes, but Dr. Schwartz did. She would take the course material and relate it to herself, the business world, and her students. As a senior, I don’t think I’ve ever had a professor impact me more than she did. In one month—technically less than a month—she encouraged and taught me more than any other professor I’ve had for a whole semester. She’s not afraid to give constructive feedback to help us grow, but she also never let our hard work go unnoticed. For every criticism she gave on course work, she also gave a positive too. She had a very keen eye for finding everyone’s strengths and truly understood that every student is different. Without a shadow of a doubt, I can say that GCSU is lucky to have her on their team. Her lessons during the term extended far beyond what was in that textbook. She is a true inspiration of professionalism and just being a good person.

## Supporting Documentation

### Three-year SRIS Student Evaluation Ratings

Table 1: Three-year "Excellent Teacher" Student SRIS Evaluations - Ratings by Course Spring 2019 - Fall 2021		
Semester	Course	Rating
Fall 2021	Marketing Research	4.5
	Marketing Research	4.9
Spring 2021	Consumer Behavior	4.6
	Consumer Behavior	4.8
Fall 2020	Principles of Marketing	4.7
	LGBTQ+ Marketing	4.4
Spring 2020	Consumer Behavior	4.8
	LGBTQ+ Marketing	4.7
Fall 2019	Advertising and Promotion (IMC)*	4.1
	Principles of Marketing	3.8
Spring 2019	Consumer Behavior	4.1
	LGBTQ+ Marketing	4.7
"Excellent Teacher" mean rating 2019-2021		4.5

\*Note: The IMC course isn't in my rotation. I covered it by request due to departmental need.



## Complete/Unedited SRIS Qualitative Responses Spring 2021 Consumer Behavior 01

(100% response rate, includes several students who were aware they were not passing –

Similar commentary also available for other terms, but Spring 2021 was my most recent full semester of teaching. Loosely color-coded by general comment type, color added, obviously)

- *Love love love Dr. Schwartz!* She has a magnificent way of teaching that has made me fall in love with my minor more than I ever thought I could. This is one of my first marketing courses, and she has been *a fabulous instructor*. She's a gem!
- *Joanna Schwartz is one of my favorite professors I've had at GCSU. I was excited to have her for a second time. She truly cares about her students and is always willing to help and provide relatable examples to better understand material*
- *she is so understanding and is incredibly educated in her field of study. she makes class exciting to attend*
- *Love your teaching style and your way of making the class your own.*
- *Professor Schwartz is a great teacher and person, and I've loved being in her class. She brings great perspective to the course and teaches with examples and anecdotes which is super helpful in actually learning the information instead of regurgitating it! Being in this class has truly made me want to further my education in Consumer Behavior of some sort.*
- *I think Dr. Schwartz is a great teacher, and I feel very lucky to have had her as my teacher. I learned a lot and will miss going to her class every week.*
- *I have had Dr. Schwartz for more than one class and she is an excellent teacher. She helps us understand material when we ask questions and is always willing to talk with us about the topics we are unsure about. She is one of the only teachers that I have had in college that gives us all the materials we need and more for success in her classes. Definitely one of the top three best professors I have ever had.*
- *Good teacher. She's cool & respectful of students*
- *Dr. Schwartz has been an amazing professor. She makes the class fun and interesting and the tests very fun to take. I do not go into the exams worrying about format because the way that she sets them up is perfect and helps explain what she is looking for. I love this class and I think she is exceeding in teaching it!*
- *I have really enjoyed having you as an instructor this semester. Most of my marketing courses have been a struggle for me to get through, but you made this class interesting and made it possible to get a A by putting in the work. I wish I could have had you for more classes before I graduate!*
- *I have a special admiration for Dr. Schwartz. When asked who to take for marketing classes by friends and lower classmen I will always recommend her not only because of her passion for the subject but also for her vast knowledge and funny anecdotes. I always hope to have Dr. Schwartz again and get excited each semester to be placed in her classes. She is one of the few teachers that I can say truly cares about her students and wants to give them all the knowledge she can possibly instill in the brief time she has with them.*
- *Great class and great teacher! I am applying this class in my real life very often without even realizing it!*
- *I loved this class, it was the most interesting class I have ever taken, but sadly did not do as well as I wanted to. It had nothing to do with Dr. Schwartz, it was just a hard class. I look forward to using this class and all the material in my work!*
- *I very much enjoyed this class. Even though the professor teaches it as a lecture only class, it was still very intriguing information given. Dr. Schwartz is the definition of a liberal arts teacher. She is constantly broadening my perception of the world. I can see her passion for the subject while she is teaching, she really knows her stuff. The only area of improvement I can give is to have a more structured semester timeline. Towards the end of the semester, there was a test in one class, following a presentation, following an intense homework assignment, then directly filling was the final. This could have been avoided if the course work was spread out through the semester. Overall the class was phenomenal and if I could take it again I would.*



## Respect and Help Throughout ALL Interactions

One of the aspects of my engagement is that it isn't just in class, but it is structurally about creating a genuinely collaborative environment. In this example, I reframe a mundane notice about missing class to create a positive experience for learning. It has created a new way for me to respond to requests for job interview absences. *This simple conversation isn't remarkable, but it's very indicative of how I try to create positive interactions and to learn from those experiences. I focused a student's apology for missing class into a learning experience that could help them better prepare for a job interview. From notes of encouragement to suggestions on how to speak in public, these opportunities are everywhere.* Jan. 2021, w/Katie Kirkland.

*From Katie (Sunday, 12:46PM):* I hope this email finds you well. I have an interview for a summer internship with TTI on Tuesday at 3pm. I'm in your 3:30-4:45 T/TR marketing research class. I don't think the interview will take very long, but I wanted to let you know in advance just in case I'm a few minutes late to class. I hope that's okay. Thank you for understanding and looking forward to seeing you in class this week. -Katie

*Response (Sunday, 10:25PM) significantly abbreviated indicated by multiple ellipses, paragraph breaks removed for the sake of brevity, the theme of response intact:* Katie, Hi. It certainly wouldn't be a problem regardless (and good luck with the interview!). If you're meeting with Abby Evans then please tell her that you're really looking forward to her possibly coming to our class to tell us about TTI's Marketing Research, and that Dr. Schwartz asked you to say "hello." It might help you break through the clutter to say you're in that class and looking forward to working on a TTI research project. *[class specific detail omitted]* I didn't get to have you in my Consumer Behavior class, so I'll just toss out a few quick pieces of interview advice that you can take or leave. My first is to decide, even if you don't like interviews, that there's NOWHERE else you'd rather be. It'll show. Be glad to be there and engage just like you're talking to a friend. If there's something you don't know be quick to say that, but stress that there's also nothing you can't learn. Stress your determination and enthusiasm (things they just can't train people to have). Sometimes, interviewers don't give reactive feedback. If that happens then it's just a technique to see how uncomfortable you'll be. If it happens then continue being yourself and act as if they were...if they ask a really weird, hard, abstract problem, like how many pennies would fit in an Olympic-sized swimming pool, keep in mind that they don't actually care about your answer. What they care about how you'll get there. It's whether you'd just toss up your hands and say you don't know, or whether you'd look at it as an interesting puzzle that you want to solve. ... It doesn't matter what the question is ... they just want you to show that you're willing to take it on, maybe that you'd also ask others to get ideas beyond your own (teamwork is important)...*[if you have time, here's a video that has] great tips on how you might be made uncomfortable in an interview and how to break past that. Here's the link: [https://youtu.be/Ks-\\_Mh1QhMc](https://youtu.be/Ks-_Mh1QhMc). Good luck Tuesday! I hope it goes well!* Joanna

*Response from Katie (Tuesday, 5:15PM):* I wanted to update you about my interview today with TTI. It went amazingly well. ...He wants me to continue with the interview process and have a second interview with Abby Evans next week. When I see Abby I will mention you and the TTI project we are planning to do this semester in our market research class. I wanted to thank you for your encouragement and tips for my interview. I have never had a professor reassure me the way you did. It was very special to me, thank you.

## Classroom Respect and Diversity Syllabus Statement

I created and have used versions of this for about a decade. It positively frames the classroom experience, and helps create an atmosphere of respect and respectful discourse. It's an aspect of our inclusive syllabus workshops and has been requested for adoption by other Universities.

**Classroom Respect and Diversity** - Part of a liberal arts education, and of having an educated perspective in general, involves understanding and respecting individual differences. We tend to base our judgments on our own experiences. To understand the world beyond that requires being open to the experiences of others, particularly those who have a different perspective. Diversity of experience can include anything from being raised in another country or even in another part of the U.S., or it can relate to differences in age, ethnicity, race, religion, differing abilities, sexual orientation, gender identity or many of the other ways in which we are all unique. Respectful sharing of your perspective, and being open to hearing the perspectives of others, is encouraged and will make this class a richer experience. As such, you can expect respect from your professor and classmates. On a related note, anyone who uses personal pronouns or names other than indicated by the class list should inform the professor and know that will be respected.

### Selected Examples of After-Semester Engagement/Encouragement

*I frequently write detailed recommendation letters for graduate school, scholarships, grants, employment, Fulbright fellowships, the Ph.D project, and military officer candidate service. But I also, unprompted, email students (sometimes after the term) to offer unexpected support, either to acknowledge talent or provide encouragement when they're facing challenges (as often happened in the pandemic). Brief excerpts from those more detailed emails include:*

- *(to a student who had not been recognized as an academic standout, but clearly was)* Your work in this class was exceptional. But more than that, it was clear that you're an absolutely gifted writer. I don't mean that you write well. You write far better than well. You paint pictures that convey passion and feeling in a compelling and completely engaging way. You have a remarkably strong and clear voice. I have hundreds of students a year and don't recall any recent students who expressed themselves as well. If your professors up until now haven't told you that already then that's a shame. I looked forward to reaching your papers in the stack and was never disappointed. I don't know if it's even an option for you, but Dr. Neville in the English department teaches creative writing and while I don't know the pre-reqs for her courses, I feel like she may be able to contribute to your education through her insights in expression. [If you can't then I understand, but I did want to offer it as a suggestion].
- *(to a student who I later recommended for a Fulbright)* So, first, thank you for taking my course. You made that class SO much better by your presence. And by that I don't mean as a nonbinary person who gave personal examples to people who don't understand, even in that class, the importance of expression... [I'm] glad you were there as a person with such a strong voice. It WAS wonderful that you were so informed and spoke so passionately on that, but the reason I was glad you were there was you pushed the discussion further, no matter what the topic. You came in more prepared than anyone else and everyone else left with greater insight. You also created an environment where it was OK to call me out and where giving input was an expectation, whether it was what others thought or not. I feel like you challenged me to bring my A game, and you brought yours. Your questions and commentary were so consistently on-point that I can't imagine this term having been nearly as good without that contribution. It's exceptionally clear that you're going to make a difference in whatever way you decide is right for you, even if that's just living authentically, because the importance of that can't be overstated.  
I feel like it's easy to miss the opportunity to tell others the things about them that we see so clearly (we just take for granted that they already know or that they hear it all the time, but can you really hear this too much? I hope not). So I really didn't want to miss this opportunity. You. Are. Remarkable. Stay true to yourself and trust your strength and intelligence. It's been a privilege to get to know you.