

Faculty Excellence Award Application Form



Name: Matt Roessing

Rank: Assistant Professor

Department: Accounting

Award applying for:

(Check one)

X	Excellence in Teaching Award*
	Excellence in Scholarship & Creative Endeavors Award*
	Excellence in University Service*
	Excellence in Scholarship of Teaching & Learning Award*
	Department/Program Excellence Award^
	Irene Rose Community Service Award^
	Laurie Hendrickson McMillian Faculty Award^

*college selection required before being forwarded to university

^university awards

College nominations are due by November 23, 2015 to the college Dean.

University nominations are due March 13, 2016 to the Director, Center for Faculty Development, Dr. Steve Jones

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 Academic Affairs Intranet Forms Page – section titled “Awards”

<https://intranet.gcsu.edu/academic-affairs/policies-procedures-and-practices-manual-forms>

It is requested that all application materials be inserted into one document, saved, and submitted electronically for consideration.



J. Whitney Bunting College of Business
Campus Box 15
Milledgeville, GA 31061-0490
Phone (478) 445-4023
Fax (478) 445-3199

March 4, 2016

RE: Excellence in Teaching Award – Mr. Matt Roessing

Dear Awards Selection Committee,

It is with great pleasure that I submit this letter in support of Matt Roessing's nomination for the 2016 Excellence in Teaching Award. I am writing this letter not only in my capacity as Matt's department chair, but also as his nominator for this award.

My first impressions of Matt's teaching was formed when he provided a teaching demonstration as part of the interview process for his current position. As we all know, this can be a stressful part of the interview as we attempt to engage students who we have never met before and who often don't even understand why we are there. It was immediately obvious that Matt was meticulously prepared for his presentation and achieved a surprisingly high level of student interaction. This was a sign of things to come!

Mr. Roessing is a shining example of what an educator should be.

- Student comment from SRIS

In just his second year of teaching, Matt received the CoB Students' Choice Award as the college's most influential teacher during the 2013-14 academic year. This was a remarkable achievement given that he does not come from a traditional academic background and only started teaching in the fall of 2012. Here are some of the comments from students who nominated him for the award:

- *He engages students outside of the classroom in conversation and he shows enthusiasm and dedication in his teaching.*
- *He is a phenomenal teacher that really motivates his students to do well and he is constantly involved inside and outside of the classroom.*
- *He has taken the QEP theme to heart by bringing in lawyers from the local community. This type of engaged learning has allowed us to have a better understanding of law concepts.*

During the time Matt has been teaching at Georgia College, he has continued to build a reputation as an engaging and innovative educator. He has embraced the traditions of a liberal arts education through his emphasis on research, analytical, and writing skills. His strong commitment to student-centered learning is evident in his actions in the classroom and his involvement across campus.

The use of open educational resources in lieu of a textbook requires an incredible amount of additional time and effort on behalf of the instructor. Obviously, the educational benefits were

the primary motivation for this approach but Matt should be commended for his willingness to take on the additional work necessary to help his students save some money. By providing students the opportunity to develop their research and analytical skills in a core course, Matt is helping these students prepare for the demands of the upper-level courses in their majors.

I have received very positive feedback from students about Matt's use of the "Frolick & DeTour LLP" role-play activities in his classes. This experiential learning method enables students to relate their course material to real-world situations and understand its relevance in the workplace. By demonstrating a practical process for solving business law issues, Matt provides his students with skills to support life-long learning. Matt has presented a case study examining the use of role-playing at numerous conferences and has recently submitted an article for publication.

Matt's passion for teaching and student support extends beyond the classroom. In addition to advising the Georgia College chapter of Phi Delta Phi, he provides mentoring for students who are considering law school. Furthermore, his engagement within the community allows him to provide networking opportunities for his students.

Shortly after arriving on campus, Matt took charge of Constitution Week, which is one of Georgia College's obligations as an institution that receives federal funding. Matt brought in speakers, organized panels, and instituted a Supreme Court Review that is now in its third year. Matt also brought a focus on diversity and inclusion to our Constitution Week programming.

Matt regularly hosts Times Talks at the Ina Dillard Russell Library, and has presented on topics such as: LGBT rights and religious freedom in business law; immigration law and national origin discrimination in business, and the role of libraries in modern academia. Matt also regularly discusses business law topic on WRGC 88.3, our local GPB affiliate.

Student reaction to Matt's innovative approach to teaching is evident in the comments provided on the Student Rating of Instruction Surveys. The following is a small sample of the feedback he has received.

- *It is obvious the Mr. Roessing has put time and consideration into every lecture and every assignment, and that is truly admirable.*
- *He provided a learning environment geared toward class involvement and engaged learning.*
- *Mr. Roessing is truly an amazing professor and I believe that every student should have the privilege of being in his class.*

I can think of no-one more deserving than Mr. Matt Roessing to receive this year's Excellence in Teaching Award. He undoubtedly embodies the ethos of a liberal arts educator.

Sincerely,



Catherine Whelan, PhD
Chair, Department of Accounting

**Reflective Statement of Matt Roessing
2015-16 Excellence in Teaching Award Nominee**

As a tenure-track professor of business law and ethics, I create an experiential learning environment where students solve realistic workplace problems. I help students develop research and analytical skills and I prepare them to navigate a legal environment that is constantly changing. In addition to studying basic legal principles and ancient judicial precedents, we review current events to see how these principles and precedents apply to business today. My techniques inspire students to engage with our evolving global legal environment and think critically about the issues they will face upon graduation.

Teaching Philosophy: Liberal Learning, Applied Knowledge, and Transferable Skills

My teaching philosophy reflects my own positive experiences with a preeminent liberal arts education and immersive professional training. I attended Williams College, which encourages students to learn a variety of disciplines and make connections across the curriculum. While earning a B.A. in English, I studied such disparate fields as geology, quantum physics, Japanese architecture, and Tibetan Buddhism. I studied abroad in Rome, practicing Italian in the local farmers' markets, and when I returned to school I designed a winter study internship, cooking at a local Italian restaurant. I played club sports and acted in college theater productions. Most importantly, I learned how to apply the skills learned in one discipline to help me with another, and I learned respect for different cultures and perspectives. I later went to law school at William & Mary, another institution with a long tradition of "big picture" education and an emphasis on civic identity. Law school taught me to think critically and analytically, to see both sides of an issue, and to apply legal theory to an ever-changing set of factual circumstances. I then spent five years at a large Washington law firm. There, I was required to learn on the job in a high-stakes environment, providing critical advice to CEOs, government officials and, in our pro bono work, clients who literally fought for their lives or the lives of others.

I am fortunate to have these experiences and to recognize their impact on my self-confidence, civic awareness, and ability to help others. And I am fortunate to teach a subject where I can pass on the learning techniques that I found most valuable. Business law is incredibly broad. It requires knowledge of the U.S. and foreign justice systems, economic theory, philosophy, international relations, interpersonal dynamics, and technology. Then a student must learn to apply this knowledge to their chosen profession (which for many students, is an unknown). Add to that the fact that many of the laws and regulations we study will have changed by the time they graduate. In this environment, I must teach more than subject matter proficiency. I seek to provide my students with a broad, diverse knowledge base, but also impart the research and other essential skills they need to be successful in any profession. Finally, I want to give them a taste of the "real world," so they understand the pressures and expectations they face upon graduation. As they become leaders of the business and political world, I want them to synthesize what they have learned in my class with all their other studies so they can solve problems with confidence, competence, and compassion. My pedagogical techniques, and the assessments I use to measure student success, reflect this philosophy.

Innovative Pedagogies: Open Educational Resources, Role-Playing Techniques, and Creative Assessment

I've developed a number of creative and innovative pedagogical techniques, two of which I will discuss in detail. The first technique is my replacement of the course textbook with open educational resources. Rather than learning about the law from books that are expensive and frequently fall out-of-date, my students develop basic legal research skills and use internet resources as their "textbook." The advantage of this approach, aside from the cost, is that students can supplement in-class lessons by finding law cases and articles that relate to their personal and business interests. The second technique is a role-playing exercise, integrated throughout the semester, where students play the role of lawyers assisting a "client" with a real-world business problem. I recruit the "clients" from our faculty, staff, and local community, and their problems, while often amusingly over-the-top, relate to real-world issues faced by actual business professionals. Students find these role-play exercises entertaining and effective in reinforcing our classroom lessons. I require a substantial amount of written work, so students practice their communication skills as they demonstrate achievement of learning outcomes.

My first technique, the use of open educational resources, began as part of Affordable Learning Georgia's Textbook Transformation Project. The project's primary goal is to develop and promote free or low-cost course materials to reduce student educational costs. Not only does this project collectively save my students tens of thousands of dollars per semester, I've found it to be a much closer approximation to the way actual business leaders and their legal advisors approach business law issues. After one year of teaching from one of the leading business law textbooks, I was dissatisfied with its limitations. It was expensive (\$200-300 new), contained more material than could possibly be used in a semester-long course, and even with a two or three year update cycle, it could not possibly keep up with changes in the law, which occur on a daily basis. I reviewed many other textbooks and found they also had these limitations. I then thought about how I, as a business law professional, would address legal issues. No lawyer I know would ever consult a textbook! Modern lawyers use internet resources, which are largely free and constantly updated. I realized that, to prepare students to navigate business law issues upon graduation, I should be teaching them to use the same resources as established professionals.

The internet contains much that is useful and much that is not. To help students learn the difference between the two, we hold the first week of class in the library's instructional room, where research librarian Jeff Dowdy and I teach basic online research skills. In addition to helping students with my class, this makes them more familiar and comfortable with our library resources, which will assist them in their studies across the curriculum. I provide the students with an outline of all the topics and subtopics we will cover that semester. I tell them that I will lecture on these topics during class time, but it is their responsibility to prepare for each lesson by doing prior research on the topics we will cover that day. Because students are researching the topics in real-time, they often come up with very recent cases that illustrate, and perhaps reinterpret, the basic legal principles I am teaching in class. For example, when I discuss a principle of contract law, a student may have found a recent court case involving that very issue. Because a student found the case, it is more likely to relate to a topic that will interest other students in the class. In this way, I get the students talking about how the law applies in the

modern business context and I keep their knowledge (and mine!) up to date. I assess student learning by reviewing the sources they have found and how they summarize the sources and defend their reliability. I provide feedback so their research skills can improve over time.

This Textbook Transformation Project provides benefits beyond the immediate class. I teach over one hundred students per semester – their collective research power is immense. Their work product could be helpful to other students in business law classes, or even to business professionals in our community. Near the end of the semester, I split the students into small groups. These groups comb through the research collected by their peers and choose the very best resources. Those resources are then posted on a LibGuide, a special public access page maintained by our college library. Jeff and I have offered presentations on this pedagogy at various conferences. We organized a student focus group to assess learning outcomes and we recently submitted an article for publication.

I developed my second technique, role-play, to help students develop analytical problem-solving skills and apply their knowledge to real-world scenarios. The role-play begins at the start of the semester and is integrated throughout the course. The students assume the role of lawyers in the business law firm of “Frolick & DeTour LLP.” They receive assignments, consult with clients, and write legal memoranda. The assignments build on each other throughout the semester so that students learn and practice both their substantive legal knowledge and the essential skills of analysis and client communication.

After students learn a legal topic through lectures and research, a “client” arrives in our class with a business problem that relates to that topic. The scenarios, while similar to actual cases, are often humorous, and professors and staff play the clients. Scenarios have involved an out-of-control reality TV show, a ruined wedding, a sexist shoeshine shop, and mad scientists inventing everything from new chemical elements to modified human genes. In this way, the students have fun while engaging in experiential learning.

I give the students a brief preview of the client’s problem so they can prepare. I then interview the client in front of the class, so students can see a typical interaction between a client and a lawyer. As the client explains their situation, I ask for volunteers to explain to the client the legal issues that apply. I then have all the students write, as homework, a memorandum to the client that analyzes the legal issues in detail. Through these exercises, students have three experiences that will prepare them for the business world. First, they must prepare for a meeting with a client. Second, they must participate in a face-to-face interview / strategy session and record the salient points. Finally, they must create a professional piece of written work that explains legal concepts in language a non-lawyer can understand. The written work also gives me the opportunity to assess their learning and provide feedback. I have been running these scenarios for six semesters now, and over six hundred students have participated in “Frolick & DeTour.” Student reaction has been overwhelmingly positive – students say that they enjoyed the role-playing aspect of the class and it helped them recall and apply the course content. Many call my class their favorite course due to the “hands-on” nature of the assignments. I believe these role-playing exercises are a valuable pedagogical tool and I recently published an article discussing their purpose and method.

Transcending the Classroom: Advising, Mentoring, and Teaching by Example

Students often approach me with legal issues from their personal lives. While I do not represent students or give legal advice, I help them find resources to answer their questions, which include issues of property law, contract law, and even constitutional law. On two occasions, other professors approached me about students they felt were being treated unfairly in our college justice system. Each of these students faced potential penalties that would have required them to leave school. I helped them prepare their appeals and both students were able to stay and complete their studies.

I regularly mentor students who are considering law school. I've arranged internships with local attorneys. I've helped students prepare for the LSATs, wrote recommendation letters, and helped them decide among multiple offers. I've served as a judge for the college mock trial team and also for the mock trial team of a local community school. I am the faculty advisor for the Georgia College chapter of Phi Delta Phi, an international legal fraternity. I am the business school's faculty advisor for the Student Judicial Board, and I have volunteered my time for several emergency judicial panels convened by the Dean of Students. Our college president recently approached me about student requests to establish a Legal Aid clinic on campus. I met with a representative of the Student Government Association to share my own experience working in a student legal aid clinic and develop a potential implementation plan.

Aside from my extra-curricular work with students at the college, I try to teach by example through my work in the community. I am vice-president and an active member of our local bar association. I also am a practicing attorney, and have been involved in several high-profile cases in Milledgeville. Last year, a scandal gripped our community when our city manager was caught on tape proposing retaliation against a local bank manager. The bank manager had criticized city officials and so the city manager planned to withdraw city funds that were invested in his bank. A group of local citizens filed an ethics complaint and asked me to represent them in court. Although I knew opposing city officials could endanger my nascent law practice, I felt it was the right thing to do. After I presented my arguments at a public hearing, a judge found that the city manager violated the city ethics code and recommended his resignation.

I continue to work as a business law consultant and I have been able to help community members with a variety of issues, including business formation, contract disputes, and corporate management issues. I've also provided pro bono services to special needs clients, including local first responders and the homeless / precarious housed. Several of the matters I handled were covered in the local and college press. They serve as examples to my students of how legal issues can arise and be resolved.

Conclusion

Using innovative pedagogies and my professional experience, I've developed techniques to teach my students basic legal principles and the essential skills they need to apply these principles to solve business problems. Through periodic and creative assessments, I've witnessed the impact of these techniques on my students' achievement of learning outcomes. I appreciate your review of my submitted materials and thank you for considering my application.

5-Mar-16

Dear Selection Committee,

It is my great honor to support Matt Roessing's nomination for the Georgia Excellence in Teaching Award. I have had the pleasure of working with Matt in my capacity as Director of ENGAGE, a community-based learning Initiative at Georgia College and as an active member of the Georgia College American Democracy Project. Matt Roessing embodies our public liberal arts mission through his high-quality teaching and as a citizen of our community. In my mind, the word that best describes Matt's contributions to teaching is "public". He strives to make his own work and that of his students of benefit to the local community.

I recently had the pleasure of attending a presentation on Equal Opportunity Law given by students in Matt's Business Ethics course to members of the Milledgeville-Baldwin County Chamber. This presentation not only provided an activity for students to apply their understanding of law to real cases, it also offered an opportunity for local business owners to ask questions about their own situations. This presentation was an excellent example of how Mr. Roessing brings his classroom teaching to the public. Matt also invites individuals from campus and the local community into his classroom to participate in role playing exercises about legal issues of relevance to students. Last semester, I participated as a scientist with a new discovery. This exercise was engaging for me and the students and illustrates the ways in which Matt brings innovative pedagogies that help students grasp concepts. This activity concluded with a report advising my character on best approaches for protecting my intellectual property that responded directly to the questions I raised as an authentic assessment¹ of his students' learning. The application of authentic assessment in that context shows the insight Matt brings to his teaching.

Matt has contributed to student learning outside the classroom through his work with the American Democracy Project (ADP) and other civic organizations. He organizes an annual "round-up" of supreme court decisions in which a panel of judges and lawyers discuss the implications of controversial decisions and field questions from community members and students. He acts as an informal advisor to the (ADP) student group when planning forums on local elections and ballot initiatives.

¹ Gulikers, Judith TM, Theo J Bastiaens, and Paul A Kirschner. "A Five-Dimensional Framework for Authentic Assessment." *Educational technology research and development* 52.3 (2004): 67-86.

Another notable co-curricular project comes his work with student organizations on River Day at the Oconee River Greenway in which students coordinate with local civic groups to plan and execute a community event. Under Matt's guidance, the students take responsibility for designing interactive activities for community members of all ages to learn about natural resource conservation. This project is also unique in that it was the first co-curricular Community-based Engaged Learning experience implemented through the QEP. In addition to developing measurable student-learning outcomes, Matt conducted a successful focus group to used the ENGAGE Critical Reflection Rubric to evaluate the student growth as a result of their experience. On a post-survey administered by ENGAGE, one student commented that they "have realized the impacts small organizations can have on a community when they come together" and will "now attend more community events and take advantage of more volunteer opportunities". Another noted that having talks about religion "opened my eyes to different viewpoints". These student quotes are evidence of gains in developing their civic identity and understanding diverse perspectives.

In summary, I wholeheartedly support Mr. Matt Roessing's nomination to the e Excellence in Teaching Award. Matt is an excellent educator, passionate about civic learning and an asset to Georgia College. Please do not hesitate to contact me if you require further information.

In good faith,

A handwritten signature in black ink that reads "Julia K Metzker". The signature is written in a cursive style with a large, stylized 'J' and 'M'.

Julia Metzker
Director, ENGAGE
Georgia College
Georgia's Public Liberal Arts University



February 15, 2016

Re: Georgia College Excellence in Teaching Award Letter of Recommendation

I am pleased to have the opportunity to enthusiastically offer my support to Matt Roessing for the Georgia College Excellence in Teaching Award. I have known Matt for three years as a colleague at Georgia College & State University and in that time period he has continued to impress me as a gifted teacher who is generous with his time, provides interactive pedagogical opportunities, and always has a goal of improving student learning.

My academic interactions with Matt have primarily centered around three scenarios. I have been a guest "client" in several of his Business Law classes, we have collaborated in a virtual setting called "Second Life" for both his Business Law class and my Entrepreneurship class, and Matt has provided guest appearances in a number of my Entrepreneurship classes.

The first scenario involved me as a hypothetical "client" appearing in Matt's Business Law class as the students represented the lawyers of the firm "Frolick & DeTour LLP." Matt always had well scripted, eccentric personalities for me to play with extensive notes prepared ahead of time. Even though these guest appearances were somewhat scripted, I was always free to ad lib, and of course this made the class more interesting since even Matt did not know what I might say. Yet no matter the topic from torts to intellectual property rights or personal injury, Matt's students always seemed well prepared to handle my eccentricities. I attribute this preparation to Matt's teaching style and his experiential exercises that can take what might be considered boring by some students into an interactive learning experience in which they were excited to be immersed.

The second scenario involves a virtual setting called "Second Life" sponsored by the IDEA office on campus. The IDEA office sponsors a domain within "Second Life" called Bobcat Den. My Entrepreneurship classes have established many small businesses there and Matt's Business Law class had a virtual office there for "Frolick & DeTour, LLP." Second Life provides us an environment where students can exercise their creative and innovative talents in a business sense without incurring the risks of a real world setting. Through Matt's initiative we combined our classes where my entrepreneurship students could seek business law advice by having their avatars (i.e. virtual representations of themselves) interact on Bobcat Den. As a result, my entrepreneurship students received actual advice on the legal forms of a business and Matt's business law students were able to experience the lawyer/client interaction in a virtual setting. Both our students had praise for all the collaborations that were available in this novel pedagogical initiative.

The third scenario was Matt volunteering to be a guest speaker in my Entrepreneurship classes. As a teacher, I realize students will have a greater attention span for a guest speaker and especially a speaker who has real world experience in the subject matter. As I expressed this to Matt he selflessly

volunteered his time to speak to my classes for the last three semesters. His knowledge of the legal forms of a business from sole proprietorships, partnerships, and corporations are spelled out through multiple colors covering multiple boards and even somehow manage to incorporate music into the lesson. It is no surprise that Matt's presentations have been the highlight of my classes and have earned him superior scores and comments when I conduct independent assessments of the semester's guest speakers. In fact, his scores have ranged from 4.53 to 4.82 on a scale of 1-5 over three semesters and he has been the most highly acclaimed guest speaker in a field of anywhere from five to ten subject matter experts who have contributed to my classes. Without a doubt Matt's excellence in my classrooms has made him an indispensable addition to my course.

I strongly support Matt Roessing for the Georgia College Excellence in Teaching Award and would be happy to answer any other questions you may have regarding him. My email address is bob.duesing@gcsu.edu.

Sincerely,

Robert J. Duesing

Robert J. Duesing, Ph.D.
Associate Professor of Management
J. Whitney Bunting College of Business
Georgia College and State University
Milledgeville, Georgia 31061



J. Whitney Bunting College of Business
Campus Box 15
Milledgeville, GA 31061-0490
Phone (478) 445-4023
Fax (478) 445-3199

March 4, 2016

RE: Excellence in Teaching Award – Mr. Matt Roessing

Dear Awards Selection Committee,

It is with great pleasure that I submit this letter in support of Matt Roessing's nomination for the 2016 Excellence in Teaching Award. I am writing this letter not only in my capacity as Matt's department chair, but also as his nominator for this award.

My first impressions of Matt's teaching was formed when he provided a teaching demonstration as part of the interview process for his current position. As we all know, this can be a stressful part of the interview as we attempt to engage students who we have never met before and who often don't even understand why we are there. It was immediately obvious that Matt was meticulously prepared for his presentation and achieved a surprisingly high level of student interaction. This was a sign of things to come!

Mr. Roessing is a shining example of what an educator should be.

- Student comment from SRIS

In just his second year of teaching, Matt received the CoB Students' Choice Award as the college's most influential teacher during the 2013-14 academic year. This was a remarkable achievement given that he does not come from a traditional academic background and only started teaching in the fall of 2012. Here are some of the comments from students who nominated him for the award:

- *He engages students outside of the classroom in conversation and he shows enthusiasm and dedication in his teaching.*
- *He is a phenomenal teacher that really motivates his students to do well and he is constantly involved inside and outside of the classroom.*
- *He has taken the QEP theme to heart by bringing in lawyers from the local community. This type of engaged learning has allowed us to have a better understanding of law concepts.*

During the time Matt has been teaching at Georgia College, he has continued to build a reputation as an engaging and innovative educator. He has embraced the traditions of a liberal arts education through his emphasis on research, analytical, and writing skills. His strong commitment to student-centered learning is evident in his actions in the classroom and his involvement across campus.

The use of open educational resources in lieu of a textbook requires an incredible amount of additional time and effort on behalf of the instructor. Obviously, the educational benefits were

the primary motivation for this approach but Matt should be commended for his willingness to take on the additional work necessary to help his students save some money. By providing students the opportunity to develop their research and analytical skills in a core course, Matt is helping these students prepare for the demands of the upper-level courses in their majors.

I have received very positive feedback from students about Matt's use of the "Frolick & DeTour LLP" role-play activities in his classes. This experiential learning method enables students to relate their course material to real-world situations and understand its relevance in the workplace. By demonstrating a practical process for solving business law issues, Matt provides his students with skills to support life-long learning. Matt has presented a case study examining the use of role-playing at numerous conferences and has recently submitted an article for publication.

Matt's passion for teaching and student support extends beyond the classroom. In addition to advising the Georgia College chapter of Phi Delta Phi, he provides mentoring for students who are considering law school. Furthermore, his engagement within the community allows him to provide networking opportunities for his students.

Shortly after arriving on campus, Matt took charge of Constitution Week, which is one of Georgia College's obligations as an institution that receives federal funding. Matt brought in speakers, organized panels, and instituted a Supreme Court Review that is now in its third year. Matt also brought a focus on diversity and inclusion to our Constitution Week programming.

Matt regularly hosts Times Talks at the Ina Dillard Russell Library, and has presented on topics such as: LGBT rights and religious freedom in business law; immigration law and national origin discrimination in business, and the role of libraries in modern academia. Matt also regularly discusses business law topic on WRGC 88.3, our local GPB affiliate.

Student reaction to Matt's innovative approach to teaching is evident in the comments provided on the Student Rating of Instruction Surveys. The following is a small sample of the feedback he has received.

- *It is obvious the Mr. Roessing has put time and consideration into every lecture and every assignment, and that is truly admirable.*
- *He provided a learning environment geared toward class involvement and engaged learning.*
- *Mr. Roessing is truly an amazing professor and I believe that every student should have the privilege of being in his class.*

I can think of no-one more deserving than Mr. Matt Roessing to receive this year's Excellence in Teaching Award. He undoubtedly embodies the ethos of a liberal arts educator.

Sincerely,



Catherine Whelan, PhD
Chair, Department of Accounting

Responses for "Overall, I rate this instructor an excellent teacher"							
	1	2	3	4	5	Omit	Average
Fall 2013							
80692	0	0	0	0	15	0	5
80694	0	0	0	0	9	0	5
80698	0	0	0	1	13	1	4.9
Spring 2014							
20966	0	0	0	0	15	1	5
20969	0	0	2	1	16	0	4.7
20973	0	0	0	1	19	1	5.0
Fall 2014							
81000	0	0	1	2	11	1	4.7
81003	0	0	1	1	8	0	4.7
Spring 2015							
20663	0	0	0	1	6	0	4.9
20670	0	0	0	0	8	0	5
Fall 2015							
81353	0	0	1	1	15	0	4.8
81364	0	0	0	1	8	0	4.9
TOTAL	0	0	5	9	143	4	4.9

Responses for "Related course material to real life situations"							
	1	2	3	4	5	Omit	Average
Fall 2013							
80692	0	0	0	1	14	0	4.9
80694	0	0	0	0	9	0	5
80698	0	0	0	0	14	1	5
Spring 2014							
20966	0	0	0	0	15	1	5
20969	0	0	2	0	17	0	4.8
20973	0	0	0	2	18	1	4.9
Fall 2014							
81000	0	0	0	2	13	0	4.9
81003	0	0	0	2	8	0	4.8
Spring 2015							
20663	0	0	0	1	6	0	4.9
20670	0	0	0	0	8	0	5
Fall 2015							
81353	0	0	0	4	13	0	4.8
81364	0	0	0	2	7	0	4.8
TOTAL	0	0	2	14	142	3	4.9

Responses for "Introduced stimulating ideas about the subject"							
	1	2	3	4	5	Omit	Average
Fall 2013							
80692	0	0	0	2	13	0	4.9
80694	0	0	0	1	8	0	4.9
80698	0	0	0	2	12	1	4.9
Spring 2014							
20966	0	0	0	2	13	1	4.9
20969	0	0	2	0	17	0	4.8
20973	0	0	0	2	18	1	4.9
Fall 2014							
81000	0	0	0	2	13	0	4.9
81003	0	0	0	2	8	0	4.8
Spring 2015							
20663	0	0	0	3	4	0	4.6
20670	0	0	0	1	7	0	4.9
Fall 2015							
81353	0	0	1	4	12	0	4.6
81364	0	0	0	1	8	0	4.9
TOTAL	0	0	3	22	133	3	4.8

Responses for "Demonstrated the importance and significance of the subject matter"							
	1	2	3	4	5	Omit	Average
Fall 2013							
80692	0	0	0	0	15	0	5
80694	0	0	0	1	8	0	4.9
80698	0	0	0	1	13	1	4.9
Spring 2014							
20966	0	0	0	3	12	1	4.8
20969	0	0	1	0	18	0	4.9
20973	0	0	0	2	18	1	4.9
Fall 2014							
81000	0	1	0	1	13	0	4.7
81003	0	0	0	2	8	0	4.8
Spring 2015							
20663	0	0	0	2	5	0	4.7
20670	0	0	0	0	8	0	5
Fall 2015							
81353	0	0	0	6	11	0	4.6
81364	0	0	0	4	5	0	4.6
TOTAL	0	1	1	22	134	3	4.8

Summary of Student Response Data and its Use

On the preceding two pages, I provide data from my 2013-2015 IDEA Student Ratings of Instruction Surveys (SRIS). In addition to the data for “Overall, I rate this instructor an excellent teacher,” I chose the categories “Related course material to real-life situations,” “Introduced stimulating ideas about the subject,” and “Demonstrated the importance and significance of the subject matter.” I chose these categories because they closely relate to my teaching goals of developing creative and engaging pedagogies that help students recognize the importance of business law knowledge and its application in real-world situations.

Students rate instructors on a five-point Likert-type scale, with a 0 as the lowest and 5 as the highest possible score. For each question, here is a summary of the number of students answering the question and my average score from 0-5:

Category	# of Responses	Average Score (0-5)
Overall, I rate this instructor an excellent teacher.	157	4.9
Related course material to real-life situations	158	4.9
Introduced stimulating ideas about the subject	158	4.8
Demonstrated the importance and significance of the subject matter	158	4.8

After each semester, I eagerly await student feedback and use it to plan for the future. I carefully review the data as well as the comments students provide. I recently attended training at Georgia College’s Center for Faculty Development to learn more about the SRIS survey tool and how I might adapt it to my course and teaching style. As you can see, the student response to my instruction so far has been very positive. The positive ratings and student comments encouraged me in my early attempts to develop innovative pedagogies. Now I try to come up with novel approaches to the course content each semester. Without access to these assessment data, I might have doubted the value of my pedagogies (many of which take a significant amount of time to prep and assess). Instead, I was encouraged to continue and enhance my techniques.

Knowing that students appreciate my pedagogies and find them applicable to real-life situations also encouraged me to share my techniques beyond the classroom. I presented discussions about my role-playing exercises and use of open educational resources at business law conferences and received a lot of interest from fellow faculty members. This led me to prepare research on these pedagogies for publication. I published an article on my role-playing exercises and recently submitted an article on my use of OER to several business law education journals. I continue to improve these pedagogies, and student feedback, both formal and informal, plays a critical role in that process.

Impact of Teaching Narrative

To illustrate the impact of my teaching philosophy and innovative pedagogies on student success, I am providing, as Exhibits, a range of materials that assess and document student learning in my courses. The following is a summary of the attached materials and how I've used them to inform and improve my teaching practices.

Exhibit A – A letter from my former student and current law student Rob Evans. Rob explains how my teaching style, role-play exercises, and extracurricular mentoring helped him pursue his goal of practicing law. Rob is one of several former students who informed me that the content and style of my business law courses helped them through the critical first year of law school. This type of feedback encouraged me to make the role-play a permanent and integral part of my course, and to develop new role-play scenarios that address a broader range of real-life situations.

Exhibit B – A “script” from a Frolick & DeTour LLP role-play exercise. This script, one of many that I developed for my courses, shows how I craft course materials to provide immersive, experiential learning exercises. This script is used for an in-class “client interview” and is not provided to the students. I assess student learning based on their participation in the in-class interview and in a follow-up assignment where they must write a memorandum to the client analyzing the legal issues.

Exhibit C – Quantitative and qualitative data from my Textbook Transformation project. I've attached an excerpt from a journal article I recently submitted for publication. This excerpt contains qualitative and quantitative assessment data on how replacing a traditional textbook with open educational resources impacted student satisfaction and learning outcomes. This excerpt also describes the lessons I learned from the assessment data and how I plan to use it to inform my teaching in the future.

Finally, I would like you to consider the following data from the *ETS*[®] Major Field Test for the GC Bachelor's Degree in Business. The *ETS*[®] Major Field Test is a standardized national instrument designed to measure students' subject knowledge and the ability to apply facts, concepts, theories and analytical methods. There are nine discipline areas within the test and one of them is “Legal and Social Environment.” All graduating business students are required to take this test. Below are the recent performance percentiles for “Legal and Social Environment”:

2011-12	52 nd
2012-13	72 nd
2013-14	76 th
2014-15	74 th

I began teaching business law at Georgia College in Fall 2012 and since then have taught a majority of the “Legal Environment” courses offered by the College of Business.

EXHIBIT A

Robert K Evans
Warner Robins, Ga 31088

20 February 2016

Recommendation Letter for Matt Roessing.

To Whom It may Concern,

Mr. Roessing has made a very positive impact on my legal education. I first met Mr. Roessing when I took his *Legal Environment of Business* class, during my sophomore year of college. I believe this was Mr. Roessing's second semester at the college, so I was in an early version of his class. I took this class because I was considering attending law school and wanted to learn more about the legal profession. I am currently attending law school and have seen that this class and Mr. Roessing were instrumental in preparing me for law school.

Mr. Roessing's class taught me the fundamentals of legal research and writing. Many assignments for this class required extensive legal writing. In the beginning we were assigned to brief cases. This assignment taught me to read cases critically and then summarize them. Because of this experience I can read and analyze cases better than many in my law school class. Knowing how to brief cases from day one of law school greatly helped me to cope with the heavy workloads. Mr. Roessing's class also helped prepare me for law school by teaching me to write legal memos. The first writing assignment taught in law school was a memo. I was prepared for this assignment and did well because of the experience I gained from Mr. Roessing's class.

Beyond writing assignments Mr. Roessing's class also began to prepare me for law school exams. The exams in his class though not as difficult were modeled after law school exams. Law school exams test heavily on the concept of Issue spotting; Mr. Roessing's exams taught me to spot the legal issues in the given facts and to analyze them within the time allowed. This was very beneficial preparation for taking law school exams. I was very successful on my first semester exams in part because I was prepared through this class.

Mr. Roessing's class was advantageous in helping me prepare for law school but the most valuable thing I gained from this class was meeting Mr. Roessing. Mr. Roessing has been one of the most helpful professors with which I have worked. He always had time to speak with me in his office, which I did often, and he provided helpful insight to the legal profession.

After I completed his class Mr. Roessing often assisted me in preparing to attend law school. He advised me of strategies to prepare for the Law School Admissions Test (LSAT). Beyond this Mr. Roessing looked over my practice LSAT scores and suggested ways to improve my performance. These suggestions helped improve my score which was higher than 75% of those who took the LSAT with me.

After I received my LSAT score I often spoke with Mr. Roessing about selecting a law school. My test scores made acceptance likely to many of the law schools in the country. Mr. Roessing helped me to determine what was important in a school, and what I wanted from law

school. Mr. Roessing also encouraged me to balance the quality of education with the school's cost. This was invaluable advice because it changed how I looked at potential law schools. I now looked for a school with strong academics that I could attend at a low cost. Based on advice from Mr. Roessing and others, I chose to attend Mercer University Law School with a generous scholarship.

Mr. Roessing was very valuable in acquiring my acceptance and scholarship. One of my law school recommendation letters was written by Mr. Roessing. In addition to this letter he contacted Mercer Law graduates he knew and gave me the opportunity to talk with them. After speaking with me one of these attorneys provided a recommendation of me to the dean. I believe this recommendation was influential in getting both admittance and the scholarship. This contact would have been impossible without Mr. Roessing putting me into contact with this attorney.

Mr. Roessing also provided connections with local lawyers so I could learn about different areas of the legal practice. He also brought me as his guest to the local attorney bar association meetings. At these meetings I was able to learn about how lawyers relate to each other and how important it is to maintain good professional relationships

Mr. Roessing provided assistance to more students than just me, his assistance extended to many other students as well. I often saw him talking with his students on campus walkways or local coffee shops to see how they were doing and get to know them better. My friends often said they wished they had more professors like Mr. Roessing.

One of the student groups he helped was the Georgia College Mock Trial Team. While I was in college I competed on these team. Mock trial competitions require using a given set of facts to make legal arguments and presenting these arguments before judges. Mr. Roessing often discussed these arguments with me and discussed how my team and I could make improve our arguments. In addition to advising the team Mr. Roessing gave of his time to act as a judge at some practices to help us prepare for judges at competitions.

Mr. Roessing has provided much assistance over the course of my education while at GCSU and beyond. He is one of the few professors with which I am still in contact. He and the class he taught has helped me and many other students prepare for our next career steps. Mr. Roessing is an excellent professor and mentor both in and out of the classroom.

Sincerely,

A handwritten signature in cursive script that reads "Robert Evans". The signature is written in dark ink and is positioned above a thin horizontal line.

Robert K Evans

Info Sheet for Frolick & DeTour LLP Torts Consultation

Essential Facts: You are Cliff Hanger, owner of the film production company Twisted Productions. You are planning a new reality TV show called “Sequestered!” The premise is that a group of twelve people will be told that they have been selected as jurors in a high-profile criminal trial against an organized crime figure. For their own protection, they will be sequestered in one floor of a hotel for the duration of the trial. The hotel is outfitted with video cameras, and Cliff hopes that this high-pressure environment will create interesting drama for the viewers of the show. Also:

1. Security guards will be stationed on the hotel room floor and told to restrain, forcefully if needed, any jurors who try to leave the hotel.
2. One of the “jurors” was planted by Cliff and knows the true nature of the show. This juror has been asked to spread false rumors about the other jurors, for example, that two of the jurors, who are married to people not on the show, are having an affair during the sequestration.
3. At one point in the show, Cliff plans to let it “leak” to the jurors that the defendant may be aware of their identities and their families may be in danger.
4. One of the jurors is a famous actress. She is not being told that she will be on TV, but Cliff is hoping that her fame will attract viewers to the show.

Proposed Script - (feel free to change any of this as long as you stick to the essential facts.)

Roessing: Mr. Hanger, thank you for coming in today. I’ve invited some of my top associates to sit in on our consultation. Please tell us how we can help you.

Hanger: Well, as you know, I’m a TV and movie producer. My films and shows always push the edge, but they’ve been really popular. I have a great new idea for a TV show. But in the past few days I’ve started to wonder if I’m going too far with this one. I’ve had people threaten to sue me before, but it’s never actually happened. So I’d like to tell you about the show and maybe you could tell me whether someone could sue me, and if so, how much they might get.

Roessing: We’re glad to help. Maybe you could tell us a little about the show.

Hanger: It’s really exciting; I think it will be a huge hit. So I did some research and the top-grossing shows are in two categories – Courtroom dramas, and reality TV. So why not put them together? The show is called “Sequestered!” Here’s the tag line: “Twelve jurors, one hotel, no escape.”

Roessing: It sounds very interesting.

Hanger: You bet. So we get twelve people and tell them they have been selected as jurors in an organized crime trial. We go through the whole jury process so they think its real, set up a fake courtroom, etc. We tell them the defendant is a high-profile member of

an organized crime family and this case will get a lot of news coverage. So for their protection, and to keep them from being influenced, they need to be sequestered.

Roessing: So sequestered as in, they are kept in a hotel for the duration of trial, and out of contact with others?

Hanger: Exactly. No TV, no phone calls. It's the perfect situation for reality TV. Close quarters, lots of tension. I expect a lot of drama. Oh, and one juror will be a famous actress. I haven't decided who. But she'll think she's on jury duty too. We'll keep them all on one floor of a hotel except for when they go to the trial. Of course, there is no actual trial. It's all fake. And we will have video cameras planted all around the hotel.

Roessing: I see. And how will you keep them from leaving the hotel?

Hanger: Well, first we will threaten them, tell them they could be in contempt of court. But of course, if one of them gets away it ruins the whole thing. So I'll have security guards at the hotel, and if anyone tries to get away the guards will grab them.

Roessing: Ok. We will do a full analysis for you, but I do see a few potential liabilities here. Is there anything else we should know about?

Hanger: Well, in case things slow down, I have a few ideas to make it more exciting. For example, I thought one of the jurors could be working for us, and spread rumors about the other jurors. Like, they could spread rumors that two of the jurors are having an affair with each other. Oh, and one more thing. It's a little extreme, but I thought one of the security guards might tell the jurors that the defendant has found out some of their identities and their families are in danger. We'll say we are protecting their families, but we won't let them call them. Of course, they won't be in any real danger, because the whole thing is fake. I'll probably save that one in case I really need it. So what do you think?

Roessing: Ok. I'll want to discuss this with other members of my firm, but I think there are some concerns here. Do you know what a tort is?

Hanger: Nope.

Roessing: (Will ask the class for a definition and examples).

Hanger: I see. Is there a particular part of this that you think would be considered a tort?

Roessing: (Will ask the class for their preliminary opinions on liability and damages).

Hanger: Hmm. Ok, can you write this up for me so I can talk it over with my staff?

Roessing: We will put it all in a detailed memorandum.

TEXTBOOK TRANSFORMATION: ASSESSMENT AND LESSONS LEARNED

We assessed the efficacy of our project using two different techniques. We performed a qualitative assessment by conducting a focus group with students in the class and asking them to volunteer their input on the project's successes and challenges. We also performed a quantitative assessment by comparing class average grade point average (GPA) and drop / fail / withdrawal (DFW) rates between this semester and the prior semester (where different students took a textbook-based version of the course).

A. Qualitative Assessment

During the focus group, we read students a prompt and then asked them five questions (Attachment A) and recorded their responses. Some students provided additional feedback after the focus group concluded. Below is a summary and examples of the qualitative feedback students provided.

The project appeared to save students a significant amount of money. New books for this type of course easily cost over \$200, and the book we were using previously cost over \$300 new. Students were pleased with this outcome. Also, by replacing the textbook with student-initiated research, we helped students develop research skills and increase their familiarity with GALILEO. Students reported very positively on the experience, saying that it helped them learn about real-world applications of their classroom knowledge. The following are quotations and summaries of student feedback.

- “In a world where things change constantly, being able to locate legal information quickly is a valuable skill - particularly in a legal environment. I also appreciate that there were no texts to purchase, carry, or become outdated.”
- “Course material was more memorable” due to it coming from personal research rather than reading it out of a textbook.
- “I really enjoyed this type of learning experience because it helped me to become more familiar with the material. By doing my own research and finding examples related to the material, I feel that I was better able to understand the topics we learned about in class.”
- The students were allowed to direct their research on the course topics towards applications that interested them. One said the research allowed them to find “material I’m not bored by.”
- Another student found that they were “more engaged” in the classroom because of their outside research and lack of a textbook.
- “I thoroughly enjoyed this class and using no-cost learning materials to learn about different topics throughout the semester. I found the information online relevant and useful, and I could tailor my online research to my interests revolving around the topic covered in class.”
- “Definitely helped me learn about how it works in the real world.”

At the same time, some students found this new way of learning to be unfamiliar and challenging. One common negative response was that the open source nature of the class made it difficult for students to know exactly what they would be responsible for on tests. Many

students feared their sources may not have been credible. At the beginning of the semester, during research instruction, our library representative conducted a workshop on evaluating source reliability, but it appears not all students put these techniques into practice, or were not confident that the techniques were effective. Many students expressed concern about the lack of a common text to use while studying.

- “I thought that not using a textbook helped us think hard about what we were actually doing research on, which would ultimately help us recall the information better. But, at the same time, it was a great deal of information to search through, leaving us with the sky's limit of different definitions making it a little more difficult at times.”
- Another student felt that the format of the class had potential, but questioned whether they would know if they were finding “the right information.”
- “Sometimes there are thousands of different definitions, which ones do you want us to know?”
- “Challenging when you find websites that contradict themselves; not exactly sure what would be asked on test.”

While students appreciated the value of not having a textbook, many were not aware before they signed up for the class that a textbook was not required, and therefore it did not influence their decision to take the course. Students also noted that the savings were not as great as they might have been in the past, due to the availability of cheaper resources such as e-textbooks and the online availability of old textbook editions that contain much of the same information as a new edition.

- “Don’t save as much money as you used to.”
- “Yeah, you save money but... would have been more useful years ago.”

B. *Quantitative Assessment*

We chose two quantitative metrics (Average Grade Point Average and Drop/Fail/Withdraw rate) and examined their change from a standard textbook-based course (Fall 2014) to the course implementing the project (Spring 2015). The sample size was approximately 110 students for each semester.

- Average GPA decreased from 3.12 (Fall 2014 classes) to 2.83 (Spring 2015 classes)
- DFW rate increased from 1% (Fall 2014 classes) to 9% (Spring 2015 classes)

Therefore, based on these two semesters of data, with all other factors being equal, students involved in this project had a lower average GPA and a higher DFW rate than students in the prior, textbook-based course.

VI. CONCLUSION AND NEXT STEPS

From a professor’s perspective, I found that students were much more engaged in the class discussion. Rather than parroting material from their book, material that they knew all their

fellow students had read (or should have read), they had the opportunity to bring up examples that they had discovered, knowing it would be new to their class (and often to their professor). The students also had the freedom to find examples in their field of interest, whether that be a professional field or a hobby. This kept the lessons fresh and kept me from having to anticipate what examples students might find interesting. The students' qualitative assessment of the class corroborates what I saw in the classroom. Students not only enjoyed the class more than a textbook-based class, but felt that they were learning more material with a real-world application. They believed the project strengthened their research skills, which may have beneficial effects across the curriculum.

At the same time, I recognize that the project created anxiety in students as to whether they would know "the right answer" come test time. This open-source method of learning clearly was unfamiliar to them, and many indicated that they would have been more comfortable having textbook definitions they could memorize and then recognize on a test. While I sympathize with their concerns, I question whether such "memorize and recognize" skills are what we want our students to develop. One of the reasons I implemented this project was to help students break away from memorizing definitions and instead to focus on legal concepts and the various ways they can apply in the business world.

One way I can address these student concerns and still achieve my objectives is by changing the way I test the material. Because I wanted to be able to compare this semester to the prior, textbook-based semester, I used similar tests, which primarily involved multiple-choice questions. I always have felt multiple-choice can be an artificial way to test legal concepts. When it comes to real-world legal problems, there is rarely a single "right answer" or even a single "correct definition" for a legal term. At the time I implemented this project, I considered moving to a more essay-based testing method, but I decided to keep the same testing method for at least the first semester of the new project so that I could develop some quantitative comparative data. However, in future semesters, I plan to implement more essay or presentation-based testing so that students can display their knowledge of legal concepts without anxiety over whether they have memorized the "right" answer.

Although the quantitative data indicated that students had a lower GPA, and higher DFW rates than the prior semester, I do not see this as necessarily a failure of the project. First, with only a semester's worth of data, and the potential for many outside influences (e.g., different groups of students, different times of year) these results may not give the full picture. Second, I think it is fair to say that this type of learning can be more challenging for students than a traditional textbook-based course. The project pushes students out of their comfort zone and requires them to take more responsibility for their education.

Based on the predominantly positive qualitative feedback from students, and the anticipation that, over time, this project will develop a helpful low-cost learning resource for the general public, I plan to continue this project in future semesters. I will reexamine the testing methods so that my assessments of student learning focus more on overall knowledge and application of that knowledge to real-world scenarios. I also have reached out to professors at other USG institutions to encourage them to implement a similar project in their LENB classes and help us build the knowledge database. I hope that, collaboratively, we can develop a new and effective educational model that also serves the public good.



Office of the Dean

J. Whitney Bunting College of Business
Campus Box 10
Milledgeville, Georgia 31061-0490
Phone 478-445-5497
Fax 478-445-5249
gcsu.edu/business

March 7, 2016

To Whom It May Concern:

It has come to my attention that Matt Roessing, Assistant Professor of Business Law, has been nominated for the university's Excellence in Teaching Award. I wholeheartedly support his nomination for this award.

Matt has exemplified excellence in the classroom and beyond by distinguishing himself as the College's premier teachers in delivering high quality, rigorous instruction to students and in his passion in developing the life-long learning skills of our students. Indeed, the College of Business is fortunate to have Matt as a faculty member given his legal experience working for a prominent law firm in Washington, DC and exceptional legal training.

Given his expertise and training, Matt embodies the attributes of a liberal arts education in beyond just providing a legal education to our students. He clearly understands the legal environment is one of constant motion, and as such, challenges students to think holistically on the myriad of forces influencing the evolution of the law. As a result, Matt imparts, in my opinion, the most critical component of a liberal arts education, the transferrable skills that enable students to identify issues, evaluate alternative solutions, and make effective decisions.

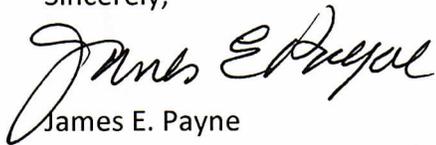
Matt's classes truly reflect engaged, interactive learning in the use of internet resources and legal research skills without reliance on teaching from a textbook. On this front, Matt has effectively used open education resources and has been an active participant in the Affordable Learning Georgia's Textbook Transformation Project. In addition to exposing students to the importance of undertaking research to appreciate the complexity of pressing legal issues, Matt also incorporates role-playing exercises whereby students act as attorneys consulting with real world business clients. Such a pedagogical innovation reiterates the importance of the transferable skills mentioned previously. Indeed, Matt's pedagogical approach exposes students to the realities of practicing attorneys, that much of their time is spent essentially doing research in discerning the relevance and validity of information to the legal matter at hand.

Matt has also shared his pedagogical approach to a wider audience in professional conference presentations and in publishing his pedagogical work as well. In addition, Matt has given of his time in serving as faculty advisor to Georgia College's chapter of Phi Delta Phi, an international legal fraternity, faculty advisor to the Student Judicial Board, and judicial panels convened by the Dean of Students, not to mention working with students in their preparation for the LSAT.

His service extends to the community as well in his leadership role with the local bar association, organizing Constitution Week with involvement of legal scholars and practitioners from the region and state, and as a practicing attorney providing legal consult to community members.

In summary, Matt Roessing has been a breath of fresh air in not only his innovative approach to teaching the business law curriculum, but in his enthusiasm towards student learning and preparing them as socially engaged, life-long learners. I wholeheartedly endorse his nomination for the Excellence in Teaching Award.

Sincerely,

A handwritten signature in black ink that reads "James E. Payne". The signature is written in a cursive, flowing style with a large initial "J".

James E. Payne
Dean, J. Whitney Bunting College of Business