

February 2, 2015

Dr. Esther Jordan
CETL

Dear Dr. Jordan:

With this letter I am nominating Dr. John Matthew Smith, an Assistant Professor in the School of History, Technology, and Society, for the CETL/BP Junior Faculty Teaching Award. I am the school chair, and this letter will serve the dual purpose of a nomination letter and the required letter from the chair.

Dr. Smith, known to his colleagues as "Johnny," began teaching at Georgia Tech in Fall Semester 2012, when he assumed a postdoctoral fellow position in our newly launched program in Sports, Society, and Technology. Later that year, we converted his position to Assistant Professor, following a national search. He is now in his sixth semester of teaching in our unit, and his performance has been nothing less than stellar.

At the outset, I want to stress that we have asked a lot of Johnny. He joined our unit even before we had hired any faculty in the field of sports studies or put formal courses on the books. We immediately asked him to develop two core undergraduate courses in the field: Foundations of Sports Studies and History of Sports in America. The former, limited to 35 students, was intended to provide a gateway into our new interdisciplinary minor. It required Johnny to develop materials covering the entire field of sports studies and present this material in a manner that would captivate a diverse group of undergraduate students. He went beyond the call of duty, recruiting numerous guest speakers from around campus and from the community, including Braves General Manager Frank Wren. The course was a complete success.

The second course, History of Sports in America, was a large lecture course that filled immediately with 100 students. This course has become Johnny's bread-and-butter undergraduate offering. Available once or twice per year, it routinely fills and receives rave reviews. As with nearly all of his courses, CIOS reports rate both the course and the instructor at 4.9 overall, with scores for "enthusiasm" of 5.0 and strongly favorable ratings on essential attributes such as "amount learned."

As an assistant professor, we have asked Dr. Smith to assume additional instructional responsibilities. He has taught one of Georgia Tech's core general education courses, HIST 2112, History of the United States since 1877. This course meets the U.S. institutions requirement and attracts nearly two hundred students, including many international students. Dr. Smith has risen to the challenge, with 130 respondents (out of a possible 162) rating him and the course at 4.8/4.9 overall and awarding him strong marks across the board. A smaller summer section, tailored expressly for newly admitted freshmen, garnered similar returns.

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In addition to assuming responsibility for two large survey courses, Dr. Smith has also taught an upper level elective on the history of boxing and a capstone seminar course for HTS majors on Sport in Modern America. The latter course involved intensive mentoring of fourteen advanced undergraduates and deep involvement with their research and writing projects. Dr. Smith proved himself equally adept in this small group format, earning his customary 4.9 scores.


When I take a look at the teaching statement Dr. Smith provided and the several letters from students submitted as part of this nomination packet, my admiration for his accomplishments grows even stronger. Clearly, Johnny Smith is someone who thinks very hard about how to make his knowledge available to a wide array of students and give it meaning in their lives. He achieves this not by skirting difficult and often divisive issues involving class, race, ethnicity, and religion, but by approaching those issues in novel ways. He gets his students reading, listening, and thinking, and they respond with tremendous enthusiasm. Interestingly, several of the students writing on his behalf note that they had no special interest in sports when they enrolled in his class. They took the course in order to learn more about the subject.

Dr. Smith has also demonstrated a willingness to enhance the student experience through innovation. He has already participated in the Class of 1969 Teaching Fellows program, which he used to develop new lesson plans that made his own research strategies for his book on Muhammad Ali visible to students in the seminar. Dr. Carla Gerona, who has also participated in the fellows program and prides herself on her own teaching innovations, has provided a highly positive report based upon her peer evaluation of his lecturing style.

While I am understandably impressed by this outstanding performance in the classroom, I take even more pride in what Professor Smith has done as a mentor to many students and as a shaper of a novel curriculum. He has demonstrated a willingness to work with students on independent projects, and he has personally recruited a dozen or more students to the new minor in Sports, Society, and Technology. As noted by his colleague Dr. Mary McDonald, Homer Rice Professor of Sport and Society, this effort has involved numerous meetings, public forums, and other recruitment events, to which Johnny Smith has contributed both his subject-matter expertise and his personal charm. Few assistant professors are asked to assume such leadership responsibilities beyond the classroom. .

In addition to this letter of nomination, this packet includes Dr. Smith's teaching statement, letters from professors McDonald and Gerona, testimonials from four students (Audrey Owens, Hannah Joy Gebresilassie, Alexis Brankel, and Anna Arnau), and CIOS reports from sections of the U.S. History survey, the History of Sports lecture course, and the undergraduate capstone seminar.

Yours sincerely,



Steven W. Usselman
Professor and Chair

Philosophy of Teaching
John Matthew Smith

My teaching philosophy is built on the idea that a good teacher models an enthusiasm for learning and inspires intellectual curiosity. As a history teacher, I strive to cultivate an open classroom environment where students interact with each other and learn from diverse viewpoints. In all of my classes, I challenge students to think critically about the past and its importance in their lives.

In my three years at Georgia Tech, I have developed four new courses that explore the relationship between sports and society: an introductory survey on the history of American sports; an upper-level course on the history of boxing; an undergraduate seminar on modern American sports; and an interdisciplinary course that introduces students to the various ways scholars study athletics and physical culture.

I have constructed each of these classes around the broader themes in modern American history, including race, religion, gender, ethnicity, class, politics, technology, urbanization, and globalization. Using this framework, students learn to think about the complex meanings of sports. I am especially pleased that my history of sports in America course, which fulfills students' social science requirement, has consistently attracted a diverse group of students, most of whom are not liberal arts majors. The result is that many students outside of the Ivan Allen College take this class and gain a greater appreciation for history and the liberal arts.

In all of my courses, I teach students how to become active readers and the importance of historical context. For example, in my undergraduate seminar on modern sports history, students learn how to investigate the past rather than passively memorize facts and accounts written by others. In the seminar, students discover that writing serious sports history requires using the tools of a historian, studying athletes, teams, and events in their proper cultural context. In the process of writing a substantial research paper, students collect a variety of secondary and primary sources, "decode" documents, and make connections between their own research and historical scholarship. This past semester, while I taught the seminar, I participated in the Class of 1969 Teaching Fellows program. Working with the CETL seminar leaders, I developed lesson plans using my own research on the life and times of boxing icon Muhammad Ali. Discussing my own research process, from reading background material to using electronic databases, helped students see how they too could conduct historical research. Afterwards, students told me that this research modeling helped them develop their own research and writing strategies.

Whether I am teaching a seminar or a large lecture class, I want my students to know that I am available to help them. I truly value relationships with students and see myself as a mentor. One reason I have had success connecting with them is that they know that I genuinely enjoy teaching. One student observed, "He loves what he does and cares about his students." Another student commented, "Dr. Smith took the time to get to know his students more than most professors do." These kinds of connections have helped me earn multiple "Thank A Teacher Awards," the "Class of 1940 Course Survey Teaching Effectiveness Award," and the Ivan Allen College "Teacher of the Year Award," a recognition voted on by students.

Carla Gerona
Associate Professor of History
cgerona@hts.gatech.edu

February 1, 2015

Dear Prize Committee,

I am writing with my strongest recommendation to support the nomination of Dr. Johnny Smith of the School of History, Technology, and Society for the CETL/BP Junior Teaching Excellence Award. Dr. Smith, who does research on race, sports, and popular culture, has been an outstanding teacher at Georgia Tech since 2012. From the moment Dr. Smith joined our program, he proved himself to be an excellent mentor who connects his original research to his teaching and who cares deeply about all of our students.

My first teaching encounter with Dr. Smith came as the faculty sponsor of Phi Alpha Theta, the history honors society. When I asked Dr. Smith to come speak to our group during our annual initiation ceremony, he eagerly agreed and gave an outstanding talk about his book, *The Sons of Westwood: John Wooden, UCLA, and the Dynasty That Changed College Basketball*. I also asked Dr. Smith to talk about his journey as a professional historian. He responded to my request by interweaving many personal examples about how to do history, and he spoke enthusiastically about doing archival research and oral interviews. When a student expressed interest in doing a project on a well-known sports figure, Smith assured him that he should go through with the research, and that he would help him to uncover materials and even to contact the famous figure. In that interaction, as with so many others, I was impressed with Dr. Smith's willingness to go above and beyond the call of duty. It is clear to me that Dr. Smith takes a great deal of pride in teaching such advanced undergraduates. Every year I ask all my colleagues for names of students who might present their papers at the Annual Georgia Phi Alpha Theta Conference, and Dr. Smith invariably sends me several names of students who are doing high quality work in his seminars.

If Dr. Smith is a wonderful mentor for our majors, he is just as engaged with the many non-history majors who take his classes, and he contributes a great deal to Georgia Tech's general education core programming. Smith regularly teaches a 2000 level class, "The History of Sports in America," that tends to attract over a hundred students as well as a more specialized 3000 level class, "Boxing, Race, and American Culture." What is clear for all of his classes is that they are not about sports trivia. Dr. Smith is a serious historian who shows the ways in which sports can act as a "magnifying glass" for race, class, gender, ethnicity, and religion, among other topics. The 2000 level class, for example, takes a chronological approach that begins with colonial America and helps students to see the ways in which organized sports, professional sports, and the sports industry began to grow in the late-nineteenth century due to changing social and economic conditions. Dr. Smith's upper-level class explores complex themes, such as

the analysis of violence in American culture and sports in a more global context. I also have to highlight Dr. Smith's immense contribution to teaching the U.S. History Surveys, our largest core class. Smith consistently teaches US 2112 in an original and innovative way that engages his students. For example, instead of assigning a simple survey, Dr. Smith has his students read books such as, Kevin Boyle's, *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age*, Glenn Altschuler's, *All Shook Up: How Rock 'n' Roll Changed America*, and Kevin Kruse's, *White Flight: Atlanta and the Making of Modern Conservatism*. Smith's willingness to challenge students to undertake these more complex readings speaks to the high quality of his classes, even at the general education level.

I was fortunate to witness Dr. Smith's excellent classroom skills first hand when he gave a guest lecture to my "Introduction to Museum Studies" class, a studio class in which the students curate an exhibit as they learn about museums and history. For this year's exhibition topic I chose "Sports in the Nineteenth Century" because the Georgia Tech Archives has some great material that we can use for the exhibit and because this topic allowed me the opportunity to work with the Sports, Society, and Technology Program, which has expressed a great interest in public history. I asked Dr. Smith if he would give a talk on any aspect of nineteenth-century sports, and he chose to lecture on, "The Boston Strong Boy: The Rise of John L. Sullivan." I couldn't have asked for a better presentation for that class. In the course of an hour, Smith addressed the larger context of nineteenth-century sports including: massive immigration; a changing labor force; new modes of transportation and communication; the codification of Jim Crow laws; and the rise of a masculine culture that challenged Victorian ideals. Smith's lecture provided a detailed picture of boxing and bare-knuckle fighting, since boxers did not wear gloves until the rules became more codified at the end of the century. In addition, Smith told the story of a most colorful first-generation boxer who would become one of America's earliest celebrities. Finally, Smith provided a wealth of visual images for the students to consider as they move forward on the exhibit. Throughout his talk, Smith asked the students great questions to gauge their understanding, and the students showed their interest by asking Smith excellent questions at the conclusion of the talk. In sum, this classroom presentation -- like all of my interactions with Smith -- point to Smith's ability to connect research and teaching in a way that is meaningful to our students.

Dr. Smith is an outstanding citizen in our department on every level, and a particularly effective teacher. His teaching evaluations and previous awards speak for themselves, but instead of resting on his previous accomplishments, Smith continues to raise the bar. In the short time that he has been here, Dr. Smith has contributed a great deal to our program, and I strongly recommend him for the CETL/BP Junior Teaching Excellence Award.

Sincerely,

Dr. Carla Gerona

Associate Professor of History

January 30, 2015

Dr. Esther Joyce

CETL

Subject: Nomination of Dr. John "Johnny" Matthew Smith for BP Junior Faculty Teaching Award

Dear Dr. Joyce:

It is with extreme pleasure that I am writing to recommend Dr. John "Johnny" Matthew Smith for the BP Junior Faculty Teaching Award at the Georgia Institute of Technology. Professor Smith and I both teach in the School of History, Technology, and Society where we are developing a new academic program, Sports, Society, and Technology (SST). As director of this initiative, I greatly appreciate Dr. Smith's contributions in the areas of teaching, research, and service. These contributions include his exceptional abilities as a classroom teacher, his ability to engage students with his award-winning scholarship as well as his care and concern for students outside of the classroom. In short, both during his one year tenure as a SST postdoctoral fellow and as a current member of the HTS faculty, Dr. Smith has been invaluable in helping to establish a high quality SST program at Georgia Tech.

Dr. Smith currently teaches several classes for HTS included those with sport-related content such as the History of Sports in America and a special topics course, Boxing, Race, and American Culture. Both courses ask students to think beyond the commonsense understandings of sport as mere play and instead investigate sport as a significant cultural and historical institution. Student feedback about these courses is overwhelmingly positive. That students praise his teaching is especially impressive when you consider the History of Sports in America class consistently enrolls around 100 students. In only his third year at Georgia Tech, Dr. Smith has already developed a following of students, as many enrollees take his classes based upon the advice of students who have previously taken one of Dr. Smith's courses.

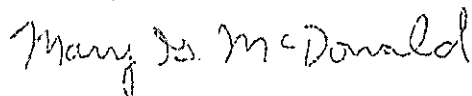
In this short time, Professor Smith also has received public recognition for his teaching. For example, he has received the Ivan Allen College Teacher of the Year Award as well as the Georgia Tech Class of 1940 Course Survey Teaching Effectiveness Award. This is not surprising that Dr. Smith has earned such recognition as he is not only passionate about student learning, but his teaching is grounded in broader social issues that also enliven his scholarly interests. He is currently working on a book (with historian Randy Roberts) about Muhammad Ali, a subject that investigates questions of masculinity, race, and civil rights struggles—topics that are also explored in the classes he teaches. More recently, Professor Smith's first book, *The Sons of Westwood: John Wooden, UCLA and the Dynasty that Changed College Basketball* (University

of Illinois) was named a 2014 "Outstanding Title" by *Choice: Current Reviews for Academic Libraries*. This book explores the changing terrain of college sport by connecting these developments to the broader social and economic changes, which animated the 1960s and 1970s in the United States.

During his time as a postdoctoral fellow during the 2012-2013 academic year, Professor Smith spent a considerable amount of time meeting with faculty across the campus who were interested in developing an interdisciplinary minor in Sports, Technology, and Society. This academic minor was subsequently approved and we enrolled our first official cohort of students this past fall. As the SST undergraduate advisor Professor Smith continues to seek ways to gain greater visibility for this initiative including working with interested student "ambassadors," who are available to other students to answer questions and share their experiences with SST courses. I have witnessed firsthand the incredible rapport that Professor Smith has with Georgia Tech students outside the classroom in helping them to understand the SST minor as well as the potential internship and career opportunities available to them. For example, he recently helped a student gain an internship in sport analytics at ESPN. While sport analytics is not an area he was familiar with given his training as a historian, Professor Smith still encouraged the student's interests and guided her by offering suggestions about networking. This student successfully secured this internship and she is now considering job offers in that field. Again, I attribute Professor Smith's excellent rapport with students such as this one to his keen interest in their learning both within and beyond the classroom.

In closing let me emphasize that Professor Johnny Smith is an engaging teacher-scholar who takes considerable care to enhance students' intellectual and professional development. I am pleased to recommend him for this prestigious award. Please feel free to contact me if you have additional questions.

Sincerely,



Mary G. McDonald, PhD
Professor and Homer C. Rice Chair in Sports and Society
mary.mcdonald@hts.gatech.edu

February 1, 2015

Dr. John Smith
Assistant Professor
History, Technology, and Society

Dear Junior Faculty Teaching Excellence Award Committee,

I know Dr. Smith as I am a History, Technology, and Society major and have taken two of his courses, History of Sports in America lecture and Sports in Modern America seminar. Through those courses and my personal interactions with Dr. Smith, my understanding and passion for the historical and sociological importance of sports has flourished. I write to share how Dr. Smith is an ideal candidate for the CETL/BP Junior Faculty Teaching Excellence Award. He is extremely passionate about his work, well-rounded as a professor, and a positive Georgia Tech citizen.

Any student that takes a course with Dr. Smith can testify to his passion about sports history. Dr. Smith starts to glow when he begins to talk about the significance and influences of sports. It exudes through his smile as he lectures or facilitates a discussion. He is one of the most passionate teachers I have ever had. Because of this enthusiasm, he draws students in, which better facilitates and encourages learning. Since Dr. Smith is so passionate about his field of study, he is always making connections between history, sports, and society. In my two classes with Dr. Smith, he made connections between his research and teaching. His newest research has been with Muhammad Ali, and Dr. Smith highlighted Cassius Clay in both of the courses I took. Even upon my last visit to his office to discuss my thesis from last semester, he shared with me that he has even started thinking and diving into a new potential research topic. His work is not a career or profession; it really is his passion.

Dr. Smith is a well-rounded professor as he innovates and strives to be an excellent teacher. He is able to lead and instruct a large lecture hall and small seminar discussions. Even with his comfortability with those settings, he is constantly looking for ways to improve. This was evident when a faculty member from another department sat in on our seminar class and later asked us questions about our experience in the course. That faculty member later took our feedback to Dr. Smith so he can hear and evaluate our input. All the while, Dr. Smith cares for us as students. He does not just wish for us to excel in our academics but also in our personal and professional lives. Students are aware of this as he engages with us in more relaxed conversations before and after class. For example, last spring in the History of Sports in America lecture he would remember students' names even though there were over a hundred of us in that course.

As he is a passionate and well-rounded professor, Dr. Smith is a positive influence to the Georgia Tech community. He is accessible to all students, which is highlighted in how he scheduled and appointment with me last week to discuss the thesis I wrote last semester. I am no longer in any of his classes but his desire to encourage learning surpasses convictions. No matter a student's major Dr. Smith wishes for every student at Georgia Tech to be able to learn and engage with the SST discourse. He is an excellent mentor for the SST minor as he has sought to promote the program through out campus.

Georgia Tech is blessed to have Dr. Smith as a professor. He would be an excellent candidate to receive the CETL/BP Junior Faculty Teaching Excellence Award.

Sincerely,
Audrey Owens
History, Technology, and Society Major
Leadership Studies Minor
aowens09@gatech.edu

Dear Dr. Usselman,

I have had the pleasure of not only knowing Professor "Johnny" Smith for the last 3 years, but also establishing a lifelong mentorship. In 2012, I met Professor Smith at a panel discussion regarding the introduction of a brand new program: Sports, Society and Technology. Unfortunately, I could not fit the classes into my business administration schedule or budget; however, I decided to still attend the panel discussion to gain perspective. At the end of the event, Professor Smith took the stage and passionately expressed his love for sports, history and educating students. Something urged me to approach him at the conclusion and take a long shot at asking a professor I had never met to do an independent study with me on sports journalism. He said YES and the next semester I was working one on one with him in a class that became my all-time favorite and most rewarding while being at Georgia Tech. He challenged me in ways like never before. He provided me with honest and helpful feedback on all my writing samples and interviews. I wrote my first 20-page research paper in this course and truly developed a new perspective on the sports industry. This class served me well as I went on to work for the Atlanta Falcons, Georgia Tech Athletics, IMG and other sports organizations. As an aspiring sports broadcaster, I gained invaluable lessons and knowledge, which I will continue to integrate in my journey.

Professor Smith shows excellence day in and day out in his teaching and leadership on the campus of Georgia Tech. He is dedicated to seeing his students develop and thrive in whatever career path they follow. He generously invests his time in those around him. He was in the process of publishing a new book when we did our independent study and still found time to take his classes on unrequired educational fieldtrips and meet for voluntary informational lunches with students. He constantly brings a new sense of innovation to his teaching style and I experienced it first hand as I was fortunate to complete a never-been-done independent study course at Georgia Tech. As a student, I found reporting to him weekly more enjoyable than obligatory. He is tough when he needs to be yet manages to find a great balance in educating while entertaining.

Beyond getting to know Professor Smith as an enthusiastic educator in the 5 months of our independent study, I had the privilege in gaining a special mentor-mentee relationship with him. During my senior year at Georgia Tech, I faced several challenging moments in which I needed encouragement and support. Professor Smith welcomed me to his office with open arms and I could always count on him to give me a shoulder to lean on or words to lift my spirit. I found that every time I visited his office when I was struggling, I left with reignited fire and hunger to succeed. He constantly reminded me of who I am and why I should always believe in myself. At graduation, he sent me a message of how proud he was and gave me one of the best gifts I have ever received, a book titled "The Last Lecture." I have read it twice since graduating in May 2014 and plan to read it several more times. We connect over breakfast or lunch every few months and I constantly keep him updated on what's going on in my world. I will forever cherish his genuine support and the great books he continues to send me.

Professor Smith sets a great example of how a professor can be an educator, mentor and friend. I strongly recommend him for the CETL/BP Junior Faculty Teaching Excellence Award, as I know he will continue to impact his students in the way he has inspired me.

Hannah Joy Gebresilassie

I have never been truly interested in sports. In fact, I have only been to one Georgia Tech football game in my three years here (I know, the horror), so, when I signed up for John Smith's Sports and Modern America seminar, I feared spending a semester bored and slightly confused. In reality, the experience was completely opposite my expectations.

From the first day of class to the last, Dr. Smith was full of enthusiasm for the subject that kept everyone in the class actively engaged and participating. He did not assume prior knowledge, but also welcomed it during class discussions, which enabled the students to learn, not only from him, but from each other as well. I looked forward to each week's seminar and can honestly say that I came away from each class with an ever-heightened sense of respect for sports history and its importance in the historical narrative of the United States.

Though Dr. Smith's main area of research is in the history of boxing, he made it a priority to be knowledgeable about each student's seminar topic and to truly assist us during each step of the writing process. The writing of the extensive seminar research paper was truly challenging, but Dr. Smith's assistance and attention to detail aided many of my classmates and myself in producing some of the best writing of our college careers.

Each week, Dr. Smith brought together a group of students of diverse backgrounds and levels of sports knowledge into one classroom for three hours of engaged discussion and active learning. He supported each of us in our various academic interests and he truly inspired me to keep my mind open to areas of academia that I may not have considered pursuing before his class. John Smith is a fantastic professor who is revolutionizing his classrooms and the HTS department as a whole, and he is more than worthy of the Junior Faculty Teaching Excellence Award.

Alexis Brankel
B.S., HTS, '15

February 1, 2015

To Whom It May Concern:

It is my immense pleasure to recommend the best teacher I have had in my academic experience for the CETL/BP Junior Faculty Teaching Excellence Award. As a student in three of Dr. Smith's classes, including a special topics course, a survey of history course, and a seminar in American Sports History, I have had the privilege of experiencing his teaching abilities at every level in the undergraduate curriculum. He has gone above and beyond any other professor I have had in his capacity to not only enrich my knowledge of American history, but also to improve my skills in researching, analyzing and writing.

For my seminar in American Sports History, I chose to research Lee Elder and the integration of the Master's golf tournament. I had no prior knowledge of golf, and I had never done research on such a large scale, culminating in a 25-page paper. Dr. Smith educated our class on how to use the library resources to find sources at Georgia Tech and other libraries across the country. Numerous times throughout the semester he would send me e-mails with additional sources I could use for my paper that he had come across or thought of, which was extremely helpful in leading me to even more outlets for information. He was always available for consults on finding more sources, and was constantly sharing information on how to access information that may not be available at our library, like historic African American newspapers. I was able to utilize several of these newspapers for my paper, and I would have never known they had existed if Dr. Smith had not taken extra time to continuously help us improve our researching skills. Having finished my first seminar and started my second for the HTS degree, it is apparent I have skills in research the other students lack, and this is due in large part to the care Dr. Smith took in teaching us research skills that would last us well beyond his semester course.

Being able to research a topic and then analyze it and establish your own opinions as a student are very different skills. I was hesitant to exert my own opinion on a topic that I had just been studying for a few short months, but Dr. Smith gave me the confidence to do so. He assigned readings throughout the semester that gave us both a greater knowledge in American history in sports and excellent examples on how to write about it. He encouraged us each week to consider our thoughts on our topics and their historical context and importance, and boldly add our opinions to the story. Armed with these examples and encouragement, I was able to confidently make a statement about Lee Elder and integration.

Having read examples of great sports historians, naturally my entire class was anxious to improve our writing skills and be able to write about history in a similar way. Dr. Smith took every opportunity to help us improve our writing skills in the short time we had together as a class. From transitioning between paragraphs to organizing a lengthy paper,

Dr. Smith walked us through the steps of being excellent writers. Every week he offered to set up meetings with any students who wished to look over their outlines or drafts and offer feedback to further improve it. I have found in my time at Tech that many professors prefer to offer one hour out of their entire week for questions outside of class, but Dr. Smith was able and willing to meet as many times as necessary in order for us to be successful. He made his expectations of excellence clear at the beginning of the course, but it was out of respect and excitement for the class rather than fear of failure that we all rose to the occasion and became excellent scholars. If not for Dr. Smith, this growth may have never taken place for the undergraduate students in my class.

Luckily, my first writing experience under Dr. Smith's guidance came one year prior to writing about Lee Elder. For my special topics course, I wrote a paper about Muhammad Ali, Floyd Patterson and the racial implications of their championship fight. Dr. Smith recognized how much I cared about the paper, and he encouraged me to submit it to the Phi Alpha Theta conference in 2014. This required him to set aside extra time to help me prepare to present and edit my paper per the conference requirements, and this was two months after the course ended. His kindness and passion for helping students extends beyond one semester, and drives students to be great for their entire academic career.

Dr. Smith's teaching abilities are not limited by class size. In my survey of American History course, he kept students engaged and excited about learning. It is rare that a large lecture has high attendance throughout an entire semester, but Dr. Smith was able to make history fascinating for students of all majors. He connected with individual students even when there were 200 of us in one room. It was not an option to miss Dr. Smith's class, not because of an attendance requirement, but because it would be a disservice to your education and your new friend, Dr. John Smith.

I have had the opportunity to learn from Dr. Smith in three different courses at Georgia Tech, and those classes have ranked among my favorites. The material for each was extremely interesting and engaging, but ultimately it was Dr. Smith that pushed me to do my best work and learn every bit that I could while in his class. Because of Dr. Smith, I will graduate from the Institute with skills in researching, analyzing and writing that I could not have gained such a grasp on from any other professor on campus. It is my hope that he will be recognized for his passion for educating young scholars and pushing them to excellence by receiving the CETL/BP Junior Faculty Teaching Excellence Award.

Sincerely,

Anna Arnau
Georgia Tech Class of 2015
BSBA/BSHTS
Email: hattiearnau@gmail.com

Dear Dr. Usselman,

While Dr. Smith fits all of the criteria for the proposed teaching award, three things particularly stood out to me.

First and foremost, he has impacted my life both in and outside of the classroom. I took Dr. Smith's special topics course focused on The Foundation of Sports Studies, which has served as one of the most enjoyable and valuable classes I have taken at Georgia Tech. The demanding research, writing, and intense revision process led me to improve my skills as a writer and get one-on-one attention that allowed me to grow as a student. Outside of the classroom, Dr. Smith has undoubtedly impacted my life as he has gone above and beyond to help me in my job search process. He devotes time to meet with me monthly and email me regularly to catch up on my career search process and has provided valuable advice and motivation on job searching, career paths, and has even set up interviews for me with some of my dream potential employers.

Secondly, Dr. Smith has a passion for teaching and for his subject matter that is unrivaled by any other professor I've had at this Institute. Hearing the excitement in his voice during his lectures is enough to prove this, as are his extra efforts to impart his wisdom upon students through extracurricular activities (such as visiting the College Football Hall of Fame) and through devotion to the promotion of the Sports Studies minor program.

Finally, as mentioned above, Dr. Smith's educational outreach extends beyond the walls of the classroom. He was always available to talk and help students with research, reading, and writing assignments, as well as willing to connect students with other outside professionals and faculty that he thought would be beneficial for the student's personal and professional development.

I have been unbelievably lucky to have Dr. Smith as both a teacher and a subsequent mentor throughout my time in college. He deserves this award more than anyone.

Thank you for your consideration.

Sincerely,
Jillian Broaddus

There were: 162 possible respondents.

	Question Text	N	RR	Interpol. Median	0-3	3-6	6-9	9-12	12-15	15-18	18+	N/A
1	Student: Hours per week	127	78%		36	64	23	3	1	0	0	0
					5 Exceptional	4	3	2	1 Very Poor	N/A		
1	Instructor: Clarity (Smith)	129	80%	4.9	116	11	0	1	1	0		
					0-30	30-50	50-70	70-80	80-90	90-100	N/A	
2	Student: Percent attendance	126	78%		0	0	1	4	12	109	0	
					5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
2	Instructor: Communicated how to succeed (Smith)	127	78%	4.9	109	15	1	1	1	0		
					0-30	30-50	50-70	70-80	80-90	90-100	N/A	
3	Student: Percent homework completion	124	77%		0	0	1	1	1	58	63	
					5 Exceptional	4	3	2	1 Very Poor	N/A		
3	Instructor: Respect for students (Smith)	128	79%	4.9	110	14	3	0	1	0		
					5 Extremely Enthus	4	3	2	1 Detached	N/A		
4	Instructor: Enthusiasm (Smith)	128	79%	5	123	5	0	0	0	0		
					5 Extremely Well	4	3	2	1 Completely Unprep	N/A		
5	Course: How prepared to take subject	126	78%	4.3	55	43	22	4	2	0		
					5 Made Me Eager	4	3	2	1 Ruined Interest	N/A		
5	Instructor: Stimulates interest (Smith)	129	80%	4.9	102	20	6	1	0	0		
					5 Exceptional Amt	4	3	2	1 Almost Nothing	N/A		
6	Course: Amount learned	127	78%	4.7	77	34	15	1	0	0		
					5 Highly Accessible	4	3	2	1 Hard To Find	N/A		
6	Instructor: Availability (Smith)	128	79%	4.8	83	26	5	1	0	13		
					5 Exceptional	4	3	2	1 Very Poor	N/A		
7	Course: Assignments facilitated learning	127	78%	4.6	67	39	6	1	1	13		
					5 Extremely Helpful	4	3	2	1 Not Helpful	N/A		
7	Instructor: Feedback helpfulness (Smith)	104	64%	4.8	74	21	7	2	0	0		
					5 Exceptional	4	3	2	1 Very Poor	N/A		
8	Course: Assignments measured knowledge	124	77%	4.7	82	35	5	1	1	0		
					5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
8	Instructor: Overall effectiveness (Smith)	128	79%	4.9	113	12	1	2	0	0		
10	Course: Overall effectiveness	125	77%	4.8	91	28	6	0	0	0		

There were: 99 possible respondents.

	Question Text	N	RR	Interpol. Median	0-3	3-6	6-9	9-12	12-15	15-18	18 +	N/A
1	Student: Hours per week	81	82%		27	42	8	4	0	0	0	0
					5 Exceptional	4	3	2	1 Very Poor	N/A		
1	Instructor: Clarity (Smith)	81	82%	4.9	72	8	1	0	0	0		
					0-30	30-50	50-70	70-80	80-90	90-100	N/A	
2	Student: Percent attendance	81	82%		1	3	1	9	13	54	0	
					5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
2	Instructor: Communicated how to succeed (Smith)	81	82%	4.9	69	9	2	1	0	0		
					0-30	30-50	50-70	70-80	80-90	90-100	N/A	
3	Student: Percent homework completion	78	79%		0	0	1	1	1	41	34	
					5 Exceptional	4	3	2	1 Very Poor	N/A		
3	Instructor: Respect for students (Smith)	81	82%	4.9	71	8	2	0	0	0		
					5 Extremely Enthus	4	3	2	1 Detached	N/A		
4	Instructor: Enthusiasm (Smith)	81	82%	5	78	2	1	0	0	0		
					5 Extremely Well	4	3	2	1 Completely Unprep	N/A		
5	Course: How prepared to take subject	81	82%	4.6	43	23	9	3	2	1		
					5 Made Me Eager	4	3	2	1 Ruined Interest	N/A		
5	Instructor: Stimulates interest (Smith)	80	81%	4.9	63	15	1	1	0	0		
					5 Exceptional Amt	4	3	2	1 Almost Nothing	N/A		
6	Course: Amount learned	81	82%	4.8	57	21	1	2	0	0		
					5 Highly Accessible	4	3	2	1 Hard To Find	N/A		
6	Instructor: Availability (Smith)	81	82%	4.7	51	21	5	1	0	3		
					5 Exceptional	4	3	2	1 Very Poor	N/A		
7	Course: Assignments facilitated learning	81	82%	4.8	53	16	6	3	0	3		
					5 Extremely Helpful	4	3	2	1 Not Helpful	N/A		
7	Instructor: Feedback helpfulness (Smith)	76	77%	4.5	39	17	16	3	1	0		
					5 Exceptional	4	3	2	1 Very Poor	N/A		
8	Course: Assignments measured knowledge	78	79%	4.7	49	18	8	3	0	0		
					5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
8	Instructor: Overall effectiveness (Smith)	81	82%	4.9	69	9	2	1	0	0		
10	Course: Overall effectiveness	80	81%	4.9	64	11	4	1	0	0		

Georgia Institute of Technology

Fall 2014, HTS 4001 Seminar in US History Section A
 Instructor: Smith, John (Primary)



There were: 14 possible respondents.

	Question Text	N	RR	Interpol. Median	0-3	3-6	6-9	9-12	12-15	15-18	18 +	N/A
1	Student: Hours per week	12	86%		0	4	6	2	0	0	0	0
					0-30	30-50	50-70	70-80	80-90	90-100	N/A	
2	Student: Percent attendance	12	86%		0	0	0	0	1	11	0	
3	Student: Percent homework completion	12	86%		0	0	1	0	0	11	0	
					5 Extremely Well	4	3	2	1 Completely Unprep	N/A		
5	Course: How prepared to take subject	12	86%	4	2	7	2	0	0	1		
					5 Exceptional Amt	4	3	2	1 Almost Nothing	N/A		
6	Course: Amount learned	12	86%	4.6	7	5	0	0	0	0		
					5 Exceptional	4	3	2	1 Very Poor	N/A		
7	Course: Assignments facilitated learning	12	86%	4.5	6	3	3	0	0	0		
8	Course: Assignments measured knowledge	12	86%	4.6	5	3	1	0	0	3		
					5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
9	Course: Overall effectiveness	12	86%	4.8	8	4	0	0	0	0		
					5 Exceptional	4	3	2	1 Very Poor	N/A		
14	Instructor: Clarity (Smith)	12	86%	5	11	1	0	0	0	0		
					5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
15	Instructor: Communicated how to succeed (Smith)	12	86%	4.8	9	2	1	0	0	0		
					5 Exceptional	4	3	2	1 Very Poor	N/A		
16	Instructor: Respect for students (Smith)	12	86%	4.9	10	2	0	0	0	0		
					5 Extremely Enthus	4	3	2	1 Detached	N/A		
17	Instructor: Enthusiasm (Smith)	12	86%	5	11	1	0	0	0	0		
					5 Made Me Eager	4	3	2	1 Ruined Interest	N/A		
18	Instructor: Stimulates interest (Smith)	12	86%	4.9	10	2	0	0	0	0		
					5 Highly Accessible	4	3	2	1 Hard To Find	N/A		
19	Instructor: Availability (Smith)	12	86%	4.9	10	2	0	0	0	0		
					5 Extremely Helpful	4	3	2	1 Not Helpful	N/A		
20	Instructor: Feedback helpfulness (Smith)	12	86%	4.9	10	2	0	0	0	0		
					5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
21	Instructor: Overall effectiveness (Smith)	12	86%	4.9	10	2	0	0	0	0		