

Application Details

Manage Application: Geoffrey G. Eichholz Faculty Teaching Award - 2018

Award Cycle: 2018

**Internal Submission
Deadline:** Friday, February 2, 2018

Application Title: Snow

Application ID: 002186

Nominator's First Name: Christie

Nominator's Last Name: Stewart

Nominator's Title: Academic Professional

**Nominator's Primary
Organization:** School of Biological Sciences

**Nominator's Email
Address:** christie.stewart@ap.gatech.edu

**Nominator's Phone
Number:** 404-385-4711

Nominee's First Name: Teresa

Nominee's Last Name: Snow

Nominee's Title: Sr. Academic Professional

Primary Organization(s): Biological Sciences

Nominee's Email Address: teresa.snow@ap.gatech.edu

Submission Date: Wednesday, January 31, 2018

January 25, 2018

Dear Joyce and the CETL Awards Committee,

It is with great pleasure that I write this letter nominating Dr. Teresa Snow for the Eichholz Faculty Teaching Award. Teresa is a Senior Academic Professional in the School of Biological Sciences, where she teaches in and oversees the Institute Wellness requirement APPH 1040 and APPH 1050, teaches graduate-level statistics, and serves on numerous curriculum-related committees. Teresa continues to demonstrate innovation in her classes, shows compassion and concern for her students, and is intentional in the approach used for health and well-being education to empower the students to prioritize self-care and become critical health consumers.

Teresa brings innovative pedagogical approaches to the large classroom setting.

As the Institute Wellness requirement (APPH 1040 and APPH 1050) features large sections (150-300 students per class) of content not directly related to the student's major, students often begin the semester unengaged in the course and proposed material. Teresa takes this as a challenge to find a way to produce meaningful, practical content to expose the students to all dimensions of health and well-being as it relates to their academic success and self-care. Teresa's creative pedagogical approaches provide the students a platform to assess health and well-being within the campus community and at a national level as it relates to their own health status. Teresa, along with several students from the Student Government Association (SGA) and the Campus Recreation Center (CRC), successfully gained approval for the APPH 1050 course which provides physical activity instruction for the students. This course has been hugely popular since its inception in 2013 reaching maximum capacity each semester and has gained interest and partnership from the Honor's Program.

Teresa challenges her students to think beyond the scientific principles of health and apply the knowledge to contribute to the campus and surrounding communities. For example, one of her course projects requires students to form groups, connect with a health-based organization of their choice, and complete a community service project. Another project provides a platform for students to choose opposing sides of a current health topic and conduct a debate during class. Such assignments expose the students to relevant health events and issues within our country. Most recently, Teresa has partnered with the Serve-Learn-Sustain (SLS): Public Service Pathway initiative to receive funding to pilot a project-based effort in her course. This effort will create an opportunity for students to satisfy an institute requirement, develop practical well-being strategies, and contribute to the greater good of the community via the SLS program. The amazing part of Teresa's efforts is she has been successful with the implementation of these projects in a large classroom setting.

In addition to her on-campus coursework, Teresa has been instrumental in the development and implementation of the course during the Pacific Program in New Zealand, adding culturally relevant events as well as health information native to the region. Teresa taught the first study abroad experience for APPH 1040 and has since been a consultant for other instructors who travel abroad to teach APPH 1040 and 1050.

Teresa provides a safe and caring learning environment for sensitive issues addressed in the course.

Throughout the semester, the wellness curriculum can bring up sensitive issues surrounding the student. Teresa and her team spend a great deal of time with students listening and recommending campus resources. Teresa maintains a very close relationship with the Dean of Students and Counseling Center, referring students to the campus resources needed for issues including stress associated with academic

progress and/or personal issues, eating disorders, history of sexual assault, and mental health concerns. While we all encounter students in distress, the sensitive nature of content in APPH 1040/1050 and volume of students who take the course each semester (1000+) causes Teresa to dedicate a large amount of time meeting with students and following up to ensure they are pursuing the correct support resources and checking in on their welfare. She genuinely cares about each and every student and offers herself as a long-term resource and support system.

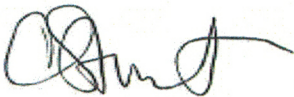
Teresa's dedication to several organizations in and around campus exhibit her citizenship to Georgia Tech.

As previously stated, Teresa has partnered with the Serve-Learn-Sustain (SLS): Public Service Pathway initiative to broaden her project in the APPH 1040 class, exposing students to the idea of creating sustainable communities through identifying community challenges and proposed solutions to these challenges. Teresa has also contributed to CETL's Faculty Learning Community, by serving as a co-chair of the Stronger Together: Linking On-Campus Instruction to Global Goals and Initiatives work group. In addition, as a health and well-being advocate, she helped develop Georgia Tech's first health and well-being coalition, Go T.E.C.H. (Teams Encouraging Campus Health). Teresa served on the executive committee from 2007-2016, helping to drive research and programming for health initiatives throughout campus. Teresa continues to serve on the committee (now the Health and Well-being Committee), helping guide the direction of health and well-being for students, faculty, and staff at Georgia Tech.

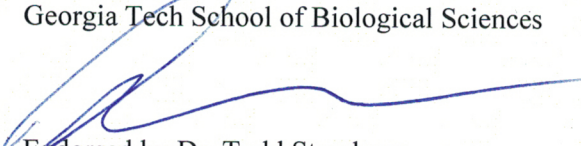
For the past three years, Teresa has served as the advisor to the student organization, Relay for Life. Through this experience, she has mentored undergraduate students, helping them devise and implement programs and events to reach their annual fundraising goals. This is an organization close to Teresa's heart, and as such she has bonded closely with the members of this organization and attends the weekly meetings to provide her support and help the organization progress throughout each year.

Teresa is a highly valued member of the School of Biological Sciences and the Georgia Tech community. Her commitment to teaching and service is evident to all faculty, staff, and students with whom she works. Teresa remains committed to the constant improvement of the curriculum within her courses and the development of opportunities to increase engagement of students in the classroom. She and I are working together to continue to increase the diversity of wellness course opportunities available to the undergraduate students at Georgia Tech. Teresa's dedication to Georgia Tech, the field of health and well-being, student-centered teaching and learning, and professional development is inspiring to all that have the opportunity to work with her. For all of these reasons, I believe Teresa is an outstanding choice for the Eichholz Faculty Teaching Award.

Sincerely,



Christie Stewart, PhD
Academic Professional
Georgia Tech School of Biological Sciences



Endorsed by Dr. Todd Streehman
Chair, School of Biological Sciences

Reflective Statement on Teaching

When I began my journey at Georgia Tech over two decades ago, I had no idea where the path would lead. In all truthfulness, any plans I had then, have been greatly transformed over the years in ways I could not have imagined. Today, I am a Senior Academic Professional who coordinates the Board of Regents required undergraduate class offerings in Health & Wellness. Our courses service approximately 2,700 students annually and I am responsible for not only the growth and development of my own teaching, but also acting as a resource and providing guidance for the faculty that are a part of my team.

The requirement I oversee is unique. It touches every student at GT. Our intent is not only to improve personal health, but impact community, environmental and societal levels of wellness. It is essential that our students fully understand the implications of their health choices and realize they can contribute in positive ways and be a part of the solution to the challenges we face.

Learning is a constantly evolving process for me. I want it to be for my students. I want them to be eager to explore and associate the relevance and interconnectedness of their behavior with social change. I want them to be good examples of peer leaders and use their talents to work towards improving the health of the GT community and beyond.

Our students possess a strong level of motivation, unique resourcefulness and desire to prove themselves. They want opportunities to do so and they can have a tremendous impact on the learning process. My role as a teacher and facilitator is incredibly satisfying when I find a way to tap their enthusiasm and passion to learn. The challenge is that there is no single way to accomplish this and a variety of approaches is necessary, especially with classes of 200+ students.

Over the last decade, I, along with my other colleagues, have made many changes in this requirement to improve course design, delivery and create opportunities for learning that accommodates multiple learning styles. We have been intentional in our design to provide incentives for participation in events outside of the classroom so that students can customize learning to align with their interests. Though content is important, our main objective is to touch upon the multidimensional nature of wellness and ease the life transition into college and adulthood. This is vital to students' physical and emotional well-being, as well as their academic success and productivity at Georgia Tech.

Working with Campus Entities to Improve Learning-- Center for Teaching and Learning (CTL) and the Center for Assistive Technology and Environmental Access (CATEA)

To address some of impediments to learning in large classes, I have worked with both CTL and CATEA to modify the classroom environment, implementing activities to foster interaction, increase accommodations and resources and provide opportunities for students to develop skills that will benefit them throughout their time at GT.

As a 2009 Class of 1969 Teaching Scholar, I explored the use of a semester-long group note-taking project to help entering freshman learn content and develop skills that they often lack which are crucial to their intellectual and emotional health. By actively engaging the students in the learning process, the project allowed them to share ideas through small group discussion and serve as additional resources for one another. Reviewing other teams' notes to provide feedback also helped them form independent judgements of both other students work and their own.

The data collected from this study was presented at a Board of Regents Workshop on Improving STEM education. However, the most convincing data from my perspective was acquired at GT during

Celebrating Teaching Day when Buzz stopped by my poster and handed me a note. It said, “The note-taking project helped me earn an A in your class!!”

As a participant in the *SciTranU project*, I worked with individuals from both CATEA and CTL to implement Universal Design for Learning (UDL) principles in the classroom to create a more flexible and accommodating learning environment for all students, especially those with disabilities. As part of this project, I added forums for online discussion/debate, question/answer and had the class collaborate to create their own study guide and sample exam questions.

Curriculum Redesign: Working Together to Foster Learning

My experience with working with campus entities has made me aware of how important it is to use a variety of methods to enable learning and to be sensitive and flexible to the needs of students in a changing environment. I have taken many ideas from faculty development workshops and other sources, adapted and implemented them, with the intent of engaging students in relevant, purposeful ways.

Group Debates: Initially, I worked with a graduate teaching assistant to develop an “online debate”. Student groups chose a health topic (from a set of questions designed to have polar responses such as “Results from genetic tests performed for the purposes of preventative healthcare should / should not be released to insurance companies.”) Groups discussed the topic, arrived at a consensus and wrote a position stand that was posted online. The top five were then presented in class.

More recently, I have had student groups make a video “position stand” and compete with other teams. To add to the challenge, students can only choose the topic they are interested in. They do not know which side of the debate they will be assigned. They must submit with the video a script citing reputable sources used to lend support to their claims and refute opposing viewpoints. The intent is to create a stretch to make them look carefully at issues from multiple perspectives and understand the complexity. Peer evaluation, using a predefined rubric, provides an opportunity for students to identify both areas of mastery and weakness.

Group Labs: Prior to the age of phone apps that estimate energy expenditure, I secured GT technology fee funds, purchased equipment (accelerometers, automated blood pressure cuffs) and developed two group labs that could be used in large classes. The first lab measured students’ typical walking routes on campus and determined energy expenditure. The second measured heart rate and blood pressure response based on body position and during activity/recovery. Combined data were used for analysis/discussion.

Group Projects for Team Building Skills: Most recently, I have been using group projects to allow students the opportunity to play a role in influencing the Georgia Tech campus and surrounding community while developing leadership, organizational and communication skills in the process. These have been concentrated in three main areas: intervention, education, and service.

Intervention: I initially worked with Dave Soleil (former Chair of the Leadership Education group for the International Leadership Association), to challenge students to think about the social aspects of behavior and incorporate leadership principles to lead positive health behavior change. After classroom discussion, Dave and I allowed individuals who were interested to receive more training (2 hour weekend session) and work in groups with mentorship to design and implement a project to improve the health of Georgia Tech students. These students apprised the larger class on their progress, solicited participation, and presented their results at the end of the semester.

Though only a select group agreed to devote the significant amount of time required, the results were incredible!! One group started a healthy cooking night in three dorms, focusing on the fun, social aspects

of eating together to get students to “buy in”. This allowed them to share recipes, food expenses, cooking responsibilities and overcome some of the barriers to eating healthier. The group even applied for, and received funding, to offset some of the costs.

Education: Over time, I have worked to make group projects manageable and organized in such a way that the entire class can participate as a formal project. I have had 20+ teams in a semester develop public service announcements about health issues. Groups completed independent topic research and developed educational public service tools to inform the campus and gather feedback on the effectiveness of their tool. Overall the results have been impressive. In fact, one team video on caffeine was used by a student last year as the focus of a segment of *Ramblin’ Research* on the GT cable network.

Service: Outreach in the local community has an incredible impact on improving the health and wellbeing of both the volunteer and those they touch. It is a learning experience that cannot be taught in the classroom. As one of two options for their project in my class, I allow students to research a non-profit organization of their choice, explore community service opportunities, participate and then reflect on the experience.

Currently, I have a funded project through Serve-Learn-Sustain which will help me begin to develop long-term community partnerships that can potentially allow students to contribute in more meaningful ways and provide continuity across semesters. At present, an informal partnership with the American Lung Association already exists due the impression my students have made on that non-profit.

New Course Development: APPH 1050, Science of Physical Activity and Health

At the time I assumed the role of coordinator in the mid-2000s, there was only one lecture based course option (APPH 1040) to satisfy the undergraduate requirement. I believe it is paramount for the physical *and* mental health of Georgia Tech students to offer opportunities and encouragement for participation in structured exercise, especially in light of the widely known benefits of moving from sedentary to physically active behavior. The Student Government Association (SGA) agreed and wanted to work together to find a creative solution, given the limited resources in our School.

After several years working with both SGA and the Campus Recreation Center (CRC) to develop a plan and gain support, APPH 1050, *Science of Physical Activity and Health*, came to fruition. With the backing of the CRC administration, Registrar, Provost and other key individuals, we received approval for the course, which uses a student fee to cover costs for certified instructors at the CRC to lead the activity labs in small groups (~25 students). The supervising instructor from our School leads lecture/discussion for all activity sections combined.

With the help of my GTA, I developed the course content and held the first class in the Fall of 2013. (<http://www.news.gatech.edu/2013/03/27/new-wellness-course-incorporates-physical-fitness>)

Since that time, the course has been very successful. As a result, the Honors Program requested a special section for their students, which Dr. Stewart and I co-taught in the fall of 2016.

Since the Honor’s class is smaller (~60 students), we have been able to make it much more interactive with small group presentations and discussions. For a broader impact, teams conduct a campus assessment, identify a need and develop a proposed solution (using the social-ecological model as a framework) with budget for an intervention targeting campus health. Students then lead a poster session at the end of the semester at the Campus Recreation Center to educate others on their ideas. Dr. Stewart is working diligently on further developing this assessment project and getting key stakeholders on campus to attend the session in the hopes that some ideas can be carried forward in the future.

Incorporating Meaningful Cultural Experiences within the Pacific Program

In the spring of 2013, the wellness requirement was added to the list of courses offered in the Pacific Study Abroad program. In addition, my colleague, Linda Rosskopf, and I developed a one-hour offering, *Special Topics in Health*, specifically for the program. The course provides an opportunity for more in-depth discussion of health issues and explores cultural differences that impact meaningful solutions.

For the 1040/1050 course offerings, we began considering ways to incorporate fun activities that would teach our students about the Māori culture in New Zealand. As a result, our 1040/1050 classes in the program include an activity where students learn about the Waka (Māori canoe), its traditional uses, and are trained to paddle in the Wellington Harbor with Māori guides. It has been one of the highlights of the program for our students and provides a great upper body workout!

In 2016, I researched opportunities for our class to also learn a traditional Māori haka dance. I decided this would be an active learning experience that would serve a cultural purpose of educating students on the meaning of the dance and allow them to learn a bit of the Māori language. With the help of a contact at Weir House in Wellington, I coordinated an arrangement with Ben Ngaia from the Te Ati Awa tribe, to tutor the 2017 class for our professor. It seems the students had a wonderful time!! In fact, they gave their instructor a book containing handwritten notes which included the Māori and English translation of the haka. I am told the haka instruction will now be added as an event for all Pacific program students!

Partnering with Students: Making Health Issues Real

I believe that the most significant way we can make health information relevant to our young, apparently healthy college population is to allow and encourage students to share their personal experiences. I now invite students to do so and have had three students in the last two years accept my offer. Together, we work on content, messaging and resources to be presented. Then, these students tell their stories and offer support for those who may be suffering in silence and encourage them to ask for help.

To date, two have spoken about eating disorders and one (who has volunteered to continue to speak to my classes) of her personal battle with obsessive compulsive disorder, anxiety and depression. The latter also talks about her work as a volunteer with the National Alliance on Mental Illness.

Telling these stories is difficult, but for those who choose to do so, it can be therapeutic. For the listener, it brings the realization that anyone can be affected by the health issues we discuss and that there is help available.

Future Directions:

Over the course of my career, I have worked with a variety of entities at Georgia Tech to improve the undergraduate experience and wellbeing of our students. I continue to do so. In 2016, I attended a faculty development seminar in Madrid, “Learning while Leading: Supporting Intercultural Development through Study Away”. In 2017, I co-lead the FLC, *Stronger Together: Linking On-Campus Instruction to Global Goals and Initiative*, with Joe Bankoff. Both experiences made me mindful of the need for increased cultural experiences that can prepare all GT students to be global leaders. It is my intent to incorporate some of these ideas into my SLS project goals.

As financial wellness relates to overall wellbeing, I’m considering ways to add customized, meaningful (and affordable) content to our classes. I am researching and considering funding opportunities Through

Affordable Learn Georgia, the Case Centre and other organizations. This February, Dr. Stewart and I are attending an information session with C21U to potentially participate in an open educational resource pilot (OER) at GT with Intellus.

However, one of the biggest concerns I have with respect to improving undergraduate education and the wellbeing of our students is reducing class size in order to have more meaningful discussion of sensitive topics. Over time, increased student enrollments have greatly outpaced our faculty resources. Currently, a dedicated group of three academic professionals and one lecturer are tasked with teaching the undergraduate wellness requirement. I have worked with Dr. Mindy Millard-Stafford and Dr. Stewart to develop a proposal that has been shared recently with both the Provost and the Mental Health Action Team. This plan calls for the design and implementation of a peer health leadership course that could partner with our large 1040 classes to create smaller “lab” sessions (comparable to current 1050 model). In addition, we are proposing the addition of a position with mental health expertise as well as offering internships for graduate students with content proficiency in foundational health.

Final Comments

As I move forward, I realize that teaching, like life, is ever changing. I evolve as both instructor and learner, often finding myself on unfamiliar paths. There are new discoveries, some successes and other efforts that don't quite work out as intended. Still, I always find the effort rewarding and move a little closer to my ultimate goal: To provide my students with the strongest opportunity to excel at GT and lead a healthy, happy life.

Evidence of Teaching Excellence

Dropbox link containing videos from 1040/1050 Pacific Program and examples from earlier work referenced in the teaching reflection.

<https://www.dropbox.com/sh/blmic7ikho95svl/AADRfHlvwoPKAmzEGtQ3Qx5Fa?dl=0>

1040 Project Files Available to Access on the Internet

Recent Public Service Announcements

Spring 2017 Suicide Awareness-- Please follow the links below to a SoundCloud upload of Podcast.
Note: WREK Radio agreed to air this team's PSA.

<https://soundcloud.com/ahmed-gedi-381718290/suicide-awareness-psa>

<https://soundcloud.com/ahmed-gedi-381718290/psa-health-1>

Video Position Stands on Youtube

Meat Intake, Good or Bad? <https://www.youtube.com/watch?v=siCd88KtBrE&feature=youtu.be>

Should Physical Ed. Be Mandatory in Primary/Secondary Schools?

<https://www.youtube.com/watch?v=njaLUUNkssA>

Online Blogs/ Websites

Importance of Sleep: <http://sleeplikeablog.weebly.com/>

Homeless Ministry: <http://peanutbutterfaith.blogspot.com/>

Green Teens: <http://pwp.gatech.edu/greenteens/>

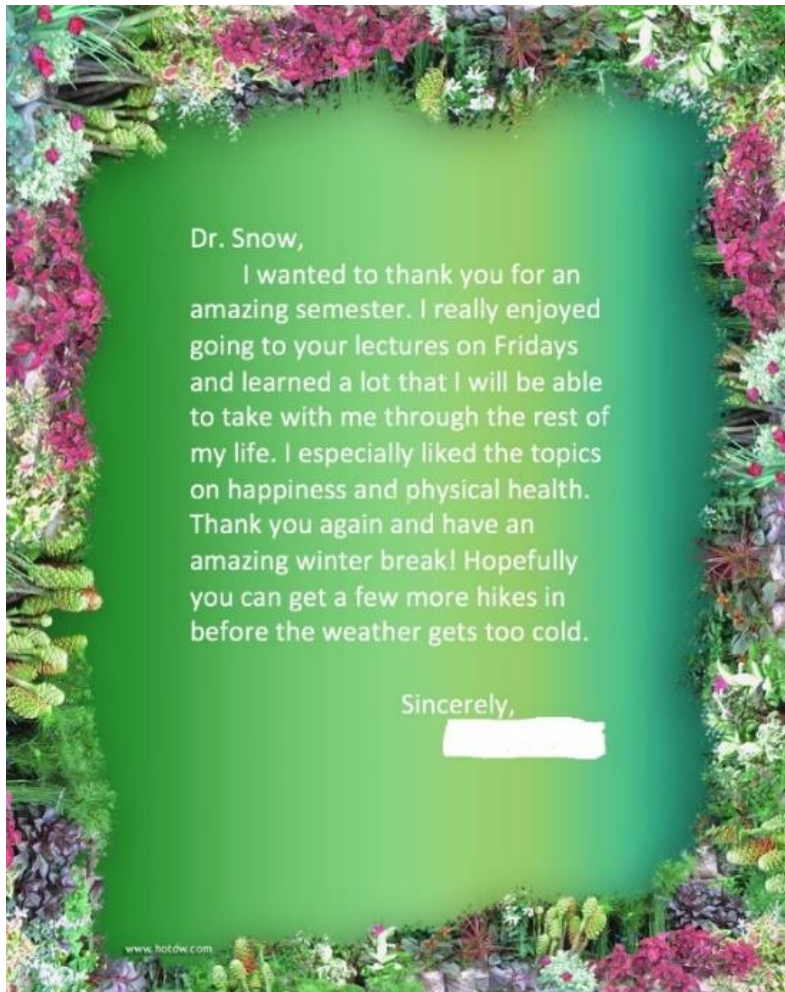
Anonymized Personal Student Thank You Notes:

“Thank you for everything! Your class was my favorite of this semester! ❤️ You are such an inspiration!!”

“Dear Dr. Snow, Thank you so much for being an awesome professor that really cares about what you teach and the well-being of your students. Thank you!”

“Dr. Snow, Thank you so much for everything you have taught me in Health this past semester. As a result, I feel like I know more about myself and how to set attainable expectations for myself. I've even set a goal to run a 5K before spring semester ends. (I've never run before).”

“Thank you for being a great Health teacher! I enjoyed your class—it was challenging, but still useful for daily life. Have a wonderful day!”



“I just wanted to update you about the remaining pending issues:
Thanks for all the flexibility and arrangements you’ve figured out to help me. I appreciate it a lot.
I feel lucky to be a student in this institute that considers a lot students’ wellness and well-being.”

“I would like to thank you for being an excellent instructor for health. The class was wonderful and it has taught me a great deal and have even allowed to improve my personal physical state. The lectures were wonderful and you made them very engaging to listen to. I greatly appreciate you giving us a wonderful and enjoyable class. Thank you for a wonderful semester and happy holidays”

“Hello Dr. Snow, I just wanted to say thank you again very much for teaching this class this semester. I have enjoyed coming to class and learning something new every time I attend lecture. In fact I came to today's class, Friday December 4, 2015 and enjoyed getting to talk with other classmates about the projects.”

From a student group who needed help with BMED 1300 project (A group member was also taking my 1040 class)-- “Thank you so much for helping me and **** in figuring out the sample size for our

experiment and for looking over the data analysis with us. The whole group really appreciated your help!!”

Projects: Evidence of Sustainability:

American Lung Association (partnership that could be expanded for more meaningful contributions)

“Dr. Snow, My name is Brooke Cowen and I am the Development Manager for the American Lung Association. For the last couple of years we have had an amazing group of volunteers from your class This year’s event is on Saturday, November 4th at John Howell Park in Virginia Highland and we would love to have another group from your class. . . .”

“Hi Professor Snow, I was in your health class last semester and did a project on the effects of caffeine. We filmed and produced a video as part of our final project.

The interesting thing is that I work at the Georgia Tech Cable Network and we actually turned my video into an episode for our show called 'Ramblin Research.' We just need a couple shots of you getting interviewed explaining the project and everything. If you'd be willing, I would love to meet with you tomorrow or at your earliest convenience to shoot the interview. It should take no more than 20 minutes.

Please let me know if that's possible. Thank you so much for your time!”

“Professor Snow, I hope you have a great beginning of 2018! I was in your class for the last semester and I would like to say thank you for all the work. I've learned a lot from this course and it helped me so much. Almost at the end of the lecture, I remember we had some students who volunteered at around the school area. I would like to get more information about the opportunity to volunteer. . . .”

Evidence of Long term Success.

AG

Approximately 6 months after AG was a student in my class, she requested a meeting. AG had been an excellent student and was the team leader for her group’s project. They had developed a PSA on childhood cancer which included both a website and embedded video (<https://drive.google.com/file/d/0BxaAEyGDrxbVeDFIdFZnWTBhcGM/view>) which was very powerful.

At the meeting, AG informed me she had been chosen as the student president for GT Relay for Life and asked me to work with her as the 2016-2017 faculty advisor. After some discussion, sharing of ideas and stories about our connections to cancer, I agreed.

Though only a sophomore, AG was an excellent President!! The executive committee and team volunteers, under her direction, did a fantastic job with the campaign!! The event on Aril 8th, marked an exhausting year of fundraising and preparation. That day AG, along with her executive committee [and advisor], worked over 12 hours setting up, hosting, and cleaning up after a very successful Relay! During the event, faculty and student attendees had a lot of fun, but also were educated about the importance of Relay for Life, what it means to survivors and how participants had become part of a much larger national effort to end cancer. As a result of their efforts, the organization raised an estimated \$25K for the American Cancer Society.

This year AG is leading the outreach committee for GT Relay and is working with Hope Lodge to create meaningful experiences for committee members and the children at the facility. To date, our students have had a paint night with the kids and, most recently, served the children and their families' dinner.

AG is passionate about making a difference. Most recently, she has been a Co-Founder of the GT "CS + Social Good" Chapter. Last semester, she applied for an Accelerate Fellowship with Teach for America.

It brought me great pleasure to write AG's recommendation. As she has shared with me, her goal is to revolutionize education through both policy and technology. She wants to change the world by having a positive impact on the next generation, particularly those who need it the most. I believe AG can do just that.

Honestly, AG has had a positive influence on the older generation too, for I continue to be the faculty advisor for GT Relay. This year, I am once again amazed at the dedication and passion of such an incredible group of GT students. Individuals who are deeply committed to doing all that they can to support cancer survivors and help find a cure. Some might think that a full class load is all that they should be held accountable for, but not me. I know they can, and will, do so much more.

BJ

BJ is one of the students I have known the longest . . . It was over a decade ago that he took my class as a graduating senior. A few conversations and years later, I recommended him for the Health Law and Policy program at Loyola University. Below are excerpts of conversations over the years.

A few years after graduating GT:

“. . . I think you would be happy to know that I too want to develop a career in the health field! What I have decided I want to pursue with all my energy is a career in the health law field. I'm sure you have seen how many opportunities and issues there are involving health law, it is truly amazing. You might remember when I graduated in 2001 a few emails from me, and you were very helpful in trying to find me a few paths to get started in something health related. Well, here is what ended up happening with me . . . for the last year I've been running a \$27 million territory for GP in New Orleans, and just recently I was promoted again. This time they are moving me up to Chicago, to do technical sales . . . reason I am excited is b/c I will be minutes away from the best health law school in the country (Loyola Chicago). . . “

Law School update:

“Professor Snow, Hey! Hope the semester is going well for you, just wanted to give you an update on the move to Chicago...I'm finally pretty settled . . . since I last emailed with you I got engaged. My fiancée is a medical student up here at Loyola. . .

You'd be proud of me, I've been doing the situps from class, and have found a nice way to stay in shape while staying warm up here----running up the stairs to my room, wow I can barely move my legs!! Anyways, I know you are busy, but I wanted to say hey . . .”

~4 years later, I receive a picture of a Naval Officer

“Hey Prof. Snow!! It has been awhile - my apologies. Yes, I am now a JAG officer (specifically, a Naval prosecutor) & found out I passed the Florida bar exam just 2 wks ago (literally swore into the bar yesterday). Now, here's the 2-minute story to catch you up to date.....My goal is to be a staff attorney for one of the Naval hospitals in Japan in two years! . . . “

2017

“I have great news! After 13-14 years from getting a letter of recommendation from you for law school, I have launched my own law firm!”

At times in my career when things don't go quite right, I think of BJ, AG and a number of others whom I have had the pleasure of knowing and working with during my career. I think about all that they have gone on to do . . . and I find inspiration again.



January 25, 2018

To the Selection Committee,

I am delighted to support the nomination of my colleague, Teresa Snow, for the Eichholz Faculty Teaching Award. Teresa has been instrumental in the transformation of the required wellness course at Georgia Tech. She is a highly regarded mentor to our school's faculty and teaching assistants as well as our student body. She also provides service to the institute as an advisor for the Relay for Life student organization and has been involved with various campus health initiatives such as the Go T.E.C.H. (Teams Encouraging Campus Health) Coalition. Her contributions to the institute are invaluable.

Teresa is a strong health advocate for Georgia Tech students. She has transformed the wellness requirement into a practical, informative course which provides students' with the knowledge and support needed to maintain a balanced, healthy lifestyle. Teresa has excelled as the academic coordinator of 1040/1050 classes. She makes sure her lecturers and academic professionals have all the support they need to succeed in both teaching and supporting the course objectives as well as supporting the students based on their various needs. I cannot think of anyone that could be a better fit than Teresa to manage these health courses. Teresa is both an advocate and a mentor for her fellow faculty and staff and is highly respectful and honoring of all individuals. I feel that this is a very rare and unique characteristic and should be both celebrated and rewarded.

Teresa genuinely cares about her students and takes all the time necessary to meet and talk with them over an array of issues that student's struggle with and ensures that they get the support they need. Not only is she providing students with the highest academic knowledge on various health topics but she encourages students to utilize her as a resource for any academic, health or other needs that the student requires. Teresa goes the extra mile for her students and takes the time necessary to make sure they are taken care of. This is an astounding feat with teaching classes of up to 300 students. She takes on a highly respected and regarded academic educator role but also a motherly role in cases that demand that type of attention. She knows when to be tough and when to be soft based on the situation at hand. She has had over 27 years of experience and it is certainly evident. Georgia Tech is lucky to have her and I, for one, cannot think of anyone more deserving of this award.

Teresa is one of those very "hand-on" individuals that is always willing to jump in and support both faculty and staff to accomplish program objectives. Additionally, she will do anything to support her students. She has worked with many students in crisis and made sure they got immediate attention at the counseling center as well as keeping in close contact with Dean Stein to keep him abreast of all situations with students in need. She has a very clear picture of the needs of the department and has been a tremendous advocate to not only students but to faculty

and staff as well. I, personally know that I can always count on Teresa to be there and support me in any way she can. With the current climate, she is an asset to the department's success and morale.

In addition, Teresa has also been involved in the APPH 1040/1050 study abroad experience in New Zealand and Australia. She has worked to improve the curriculum to include health education/healthcare information specific to the study abroad location as well as incorporating cultural activities to enhance student experiences. For instance, in New Zealand, she initiated the "haka" experience for the students which ended up being one of the most memorable culturally-based student experiences for the students in the pacific program.

Teresa's creative pedagogical approaches provide the students a platform to assess health and wellness within the campus community and at a national level as it relates to their own health and wellbeing. She challenges her students to live a healthy lifestyle through opportunities such as community service, exercise groups to provide support and motivation, and group projects which include healthy public service announcements. All of these strategies entice the students to think about their current health status, consequences of their health behaviors, and the long-term effects of their health decisions.

Most importantly, Teresa is seen by the students as a caring, approachable instructor. Teresa often hears from students that have graduated thanking her for her contribution and about the impact she has made on them. Let me share a specific example from a student Teresa recently heard from. This student was a cross-country runner who took her class almost 2 decades ago. After a degree in business at GT, he worked for Coke, but decided he wanted to move in a different direction and wanted health to be a part of both his personal and professional journey. In his email he shared his great news with Teresa, I will share a portion of his email "I have great news! After 13-14 years from getting a letter of recommendation from you for law school, I have launched my own law firm! Specifically, a health law firm! Definitely excited to "hang my own shingle." It's been great helping physicians & being my own boss. The best part has been the ability to set my own family-work balance, which is particularly important with 3 kids aged 5 and under :) I hope things are equally fantastic in your world!" This email is a testament to Teresa's ability to not only connect with students but to make a profound and positive impact on their lives.

I feel if we had more individuals with the strength of character like Teresa walking around and involved in the GT campus community, we would be much richer as a community and the health of the campus could exponentially improve. In my humble opinion, Teresa's heart is in the right place and the service she provides to the GT community is invaluable and I cannot think of anyone more deserving of this reward than Dr. Teresa Snow.

Sincerely,

Michele Lee Rosbruck, Lecturer
School of Biological Sciences

To Whom It May Concern,

It is an honor to be writing a letter of support for a professor as kind, dedicated, and hardworking as Dr. Snow. I have had the pleasure of knowing and working with Dr. Snow for the last three years, first as my health professor, and then as the Faculty Advisor to Relay for Life. Throughout this time, I have had the opportunity to see Professor Snow instruct and guide both within the classroom and outside of it.

Within the classroom, Professor Snow is incredibly knowledgeable, both in her grasp over the material she teaches and in the methods that she uses to cater to each student. She has a full understanding of the fact that each student learns differently, which is why she uses a number of different learning approaches (i.e. reading the book, assessments, a variety of projects, application-based learning) to keep students interested and help them learn in the ways that suit them best. Though I took my health class with Dr. Snow a little over two years ago, the information that she gave me regarding my personal health and the health of my family and friends has motivated me to be conscious of my own overall health during the past few years in college, a task that many college students tend to slip up on in the rush of everyday life.

Additionally, Dr. Snow has consistently gone above and beyond within the classroom to encourage her students to participate in events across campus and in the Atlanta area that promote overall wellness. These events, usually 5K runs or other events that get her students physically active, also often support larger health issues that plague our communities. Very few professors in the classes I have taken have encouraged me to participate in extracurriculars or activities outside of the classroom that can help me get a better understanding of what I am learning within the classroom in a novel way, and I really appreciated that Dr. Snow motivated me to do so.

Outside of the classroom, Dr. Snow has been an absolutely incredible asset to Relay for Life as our Faculty Advisor. She has provided us with a faculty network and campus connections, a better understanding of what our mission is on campus and how we can achieve that mission, and a sense of passion and constant support for a cause that is extremely close to many of our hearts. She has given our organization a significant amount of time and energy in addition to the time she spends teaching, and we would be nowhere near where we are today without her.

Dr. Snow has made it her mission to serve students in the classroom by teaching them core skills about how to achieve wellness in their lives, skills that will prove to be far more important than what they may learn in other classrooms. She has further served her students by taking on roles in organizations such as Relay for Life, so that she can support us in our fight for a world without cancer (and therefore, a world with better health overall!). Her involvement in Relay has demonstrated her desire not only to encourage her students to work toward their own well-being in a classroom setting, but also to serve her students by helping them promote the well-being of individuals across the nation.

I would like to wrap up with a quote by William Arthur Ward: “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” Dr. Snow has consistently served as an inspiration for me and for many of the students that take her class. She has inspired me to change how I approach my own health in my life, to reinforce my learning within the classroom by practicing and participating in activities outside of the classroom, and to reevaluate all the different ways that I can have an impact in an area that I am passionate about (as she has done while promoting student health on campus). By Ward’s definitions, Dr. Snow is, without a doubt, a great teacher.

There is no one I can think of that is more qualified and deserving of the Geoffrey G. Eichholz Faculty Teaching Award than Dr. Snow. She is passionate about providing Georgia Tech students with the information and resources that they need to be healthier and happier throughout their lives, and I am constantly amazed by how involved she is in helping them do so. I hope that you see how large of an impact Professor Snow has on the lives of her students, including myself, and find her as deserving of this award as I do.

Best,
Ashima Gauba

Dear Selection Committee,

It is my great pleasure to enthusiastically support the nomination of Dr. Teresa Snow as a worthy recipient of the Geoffrey G. Eichholz Faculty Teaching Award. Dr. Snow has proven to be an exceptional educator as evidenced by my experience as her student and Graduate Teaching Assistant under her tutelage (APPH 1040/50 - general health requirement). Dr. Snow's dedication and interest in teaching undergraduates embodies the spirit of this award by providing an enriching learning environment within core classes at Georgia Tech.

Dr. Snow has a great passion and drive to provide an undergraduate course which is engaging, challenging, and supportive. Dr. Snow has worked diligently to create a core course which aims to challenge students by creating projects and assignments which require learning and content generation in an area of interest. Dr. Snow acknowledges the diverse student population in APPH 1040/1050 results in a vast array of backgrounds/interests, and, impressively, harnesses that dynamic to broaden the scope of her class. Dr. Snow has also uniquely developed her class project to teach students to be good stewards of their community, specifically at Georgia Tech. During one semester, Dr. Snow tasked students to develop something to improve health at Georgia Tech. I distinctly remember the passion of the students during their presentations which demonstrated their engagement and investment in Dr. Snow's class.

The final reason I believe Dr. Snow is a deserving recipient of this award is her investment in student student success. As a TA, I've had insight into working with troubled students who have substandard class performance. I've personally experienced Dr. Snow working patiently with these students. Her 'firm but fair' approach allows students to understand their mistakes but also encourages improvement. As APPH 1040/1050 has a high percentage of first and second year students, the approach Dr. Snow takes routinely facilitates a renewed academic investment with improved study habits which undoubtedly are beneficial for the rest of their career.

In conclusion, I enthusiastically support Dr. Snow's nomination for the Geoffrey G. Eichholz Faculty Teaching Award.

Sincerely,



Matthew Wittbrodt, M.S.
PhD Candidate, Applied Physiology
School of Biological Sciences

To Whom It May Concern:

This letter is written in full support of a nomination of Teresa Snow for the Geoffrey G. Eichholz Faculty Teaching Award. Professor Snow has been an advisor/mentor for an organization on campus that I have been involved with for many years, Relay for Life at Georgia Tech. We work directly with the American Cancer Society to host events at Georgia Tech throughout the year to raise money for cancer research and cancer care programs, educate students and peers about the prevalence of cancer, and celebrate and honor loved ones who have been affected by the disease.

Professor Snow goes out of her way to make herself available to us by attending all meetings and events we host. She donates her time and resources to make sure that our events are as successful as possible, even if we do not specifically ask for her help. Since she has been around Relay for Life longer than most of the students involved in the club, she is able to advise us on things we may have forgotten plan for or things we may need additional help with. Professor Snow is as committed to helping us learn and grow as leaders as she is to the cause of defeating cancer and it shows in her gentle and kind nature and the way she cultivates a culture of respect in the Georgia Tech Relay for Life community.

Professor Snow is able to advocate for Relay for Life and also promote general health awareness on campus. She allows us to speak to her health classes about Relay for Life events and encourages her students to attend our 5K events to get active and learn more about our cause. Professor Snow uses her faculty connections to aid us in raising more for our cause and getting the word out about our events. She is very well connected on campus and never hesitates to introduce us to faculty members or provide us contact information to help us put on an event.

Professor Snow is reliable, kind, and committed to Relay for Life. She is able to serve our Executive board, her health students, and fellow faculty in many different capacities to promote awareness for cancer research and learning more about cancer. Professor Snow deserves this award for her selflessness and willingness to help others at any time. Our organization would not be the same without her as our advisor.

Sincerely,



Sarika Ghangurde

Geoffrey Bond

407-617-7364
Geoffrey.Bond@Gatech.edu

January 30, 2018

To Whom It May Concern,

As a former student of Professor Teresa Snow, having taken the APPH 1040 General Health and Wellness course in Fall of 2017, I can report that Professor Snow is an excellent instructor. She uses a multitude of teaching styles to accommodate the many learning styles of students. She introduced many topics by power point slides illustrated with many diagrams and pictorial graphs as well as point by point organized topics. She displayed video content and assigned many hands-on assignments, surveys, and volunteer opportunities. Professor Snow utilized the Pearson website for online quizzes and assignments and reading a very reputable and user friendly service. She also brought in several guest speakers who introduced the class to many on-campus services. She organized the class work such that assignments were easy to find, expectations were clear, and channels for open communication between students, TA's and the Instructor were available for questions and feedback. I was able to review every test to see my mistakes and the correct answer. The semester ended with a debate style group project which encouraged the students to socialize and make new friends.

Professor Snow took on the very broad subject of General Health and Wellness and motivated an excellent topical breakdown with high and low level detailed subject content. At the semester end I felt as though much of the content I will remember and take with me as valuable life-long knowledge.

Any formal recognition of Dr. Snow would surely resonate from many satisfied students.

God Bless,

Geoff Bond