

February 4, 2022

Ref: Letter of Support for Jacqueline Garner's application for CTL Undergraduate Educator Award

Dear Members of the Award Committee,

I am writing this letter to strongly support Jacqueline Garner's nomination for the 2022 "CTL Undergraduate Educator Award." Jacqueline joined Georgia Tech's Scheller College of Business in August 2016 as a full-time non-tenure track faculty. Jacqueline is an amazing teacher who has developed and taught a variety of classes at Georgia Tech. She has taught five different courses - Financial Modeling, Financial Markets: Trading and Structure, Financial Institutions, International Finance, and Financial Management, the introductory finance class.

### **Undergraduate Teaching**

Jacqueline regularly teaches six to eight undergraduate classes per year. She has primarily taught MGT 3062 (the introductory finance course, required of all business majors), MGT 4067 Financial Markets, Trading and Structure, and MGT 4073, Financial Modeling. She has also taught Financial Institutions (MGT 3079, required) and International Finance (MGT 4070).

Jacqueline's teaching ratings are excellent. She consistently gets 5.0/5.0 on her CIOS ratings. This is true for required classes as well as electives. In fact, while the required classes are often over 60 students per section, Jacqueline regularly attracts over 45 students to her elective classes. The written feedback from the students in their comments section is outstanding. It showcases the positive impact she had on the student learning experiences. Many students praised her energy and passion for the subject. Countless others thanked her for making the subject of finance engaging and fun. Our undergraduate students respond to her enthusiasm for finance. That's why her area coordinator (similar to department chair role) asked her to teach a majority of the required introductory finance classes in the undergraduate program at Scheller. Since Jacqueline began teaching these classes, the number of students who have selected finance as their concentration area has steadily increased.

### **Impact on students' lives, both in and beyond the classroom**

Jacqueline also impacts her students by mentoring them both formally and informally. She regularly meets with students to discuss graduate school, career paths, and she gives interview tips regularly. She launched the Financial Management Student Association club in the Fall of 2019. She travelled with about 10 students to attend the national Financial Management Association (FMA) meeting in New York in Spring of 2020. She is currently planning on traveling with 8 students to this year's FMA meeting (2022) in New York. Students regularly comment that she makes herself available after class and outside of office hours. These types of mentoring interactions are highly impactful for our students. She began hosting "Joy Hour" for her students because of COVID-19's impact on in-person restrictions. Jacqueline meets with the students to build community. Even though classes are face-

to-face again, Jacqueline designates certain Fridays in the semester as “Joy Hour”. These meetings are intended to encourage students to joyfully connect.

### **Educational innovations**

Jacqueline’s start of class is memorable. Her love for music creates an opportunity for community. During the “set-up” time as students are entering the room, Jacqueline plays music, typically joyful R&B or hip-hop songs. The casual atmosphere creates a fun way to get to know the students!

During class, Jacqueline practices “active learning.” Jacqueline has created hundreds of “templates” for each class. Students complete exercises in Excel during class which reinforce what has been taught in lectures. She also uses tools like “Kahoot” during class to reward students for their learning. Jacqueline developed a new class upon her arrival to Tech: MGT 4073 Financial Modeling, now a popular finance elective. Jacqueline developed her own content, ensuring the students have “real-world” modeling knowledge. In addition to Financial Modeling, she has also taught Financial Markets, Trading and Structure as well as Financial Institutions. In this class, Jacqueline teaches the students to build “algos,” algorithms that allow traders (and students) to quickly execute trade orders.

Jacqueline has been selected twice to collaborate with CTL in their “Teaching with Technology” initiative. One project was to have the students create videos where they taught a topic. The second project (currently underway) entails giving a group of students an Excel file with mistakes in the formulas/functions. Students will find and correct the errors and make an explanatory video.

### **Educational outreach beyond the classroom and laboratory.**

Jacqueline teaches finance to approximately forty to forty-five high school students as a part of “Wall Street on West Peachtree,” a week- long class offered in the summer. She is currently planning this year’s offering. She also serves as the VP-Financial Education for the Financial Management International Association. She helps plan and organize sessions that focus on teaching and pedagogy.

Recently, Jacqueline has been collaborating with BlackRock, the world’s largest asset management firm, to provide training to Georgia Tech students on their world-renowned portfolio management software. In the spring and fall of 2021, Jacqueline and many students attended a six-week training class to learn about portfolio management and specifically to learn about BlackRock’s Aladdin software which manages over \$11 trillion in assets worldwide. In fact, Jacqueline’s commitment to this program resulted in BlackRock asking Jacqueline to help plan BlackRock’s effort to help HBCUs develop Student Managed Investment Funds.

### **Good Georgia Tech citizenship**

In addition to the numerous classes Jacqueline teaches, she is also engaged in a lot of service activities at Georgia Tech. She served on President Cabrera’s Strategic Planning Committee and regularly assists Athletics in recruiting. She spends countless hours meeting with prospective student athletes, watches their films prior to meeting with the students, and often spends her weekends meeting with the students and their families. She also serves on the Scheller Undergraduate Curriculum Committee. For three years, Jacqueline served as the Scheller representative on the Institute Mandatory Student Fee Advisory Committee.

## Summary

The student response to Jacqueline's courses has been exceptional. Jacqueline has won numerous teaching awards in her brief time at Georgia Tech. In the spring of 2017, Jacqueline was named "Favorite Lecturer" by Scheller undergraduate students. At the Institute level, Jacqueline was named one of six "Transcendent Teachers" in 2018. Jacqueline was also named as a Top 50 Business Professor by Poets and Quants. In 2020, she was awarded the Linda and Lloyd L. Byars Award for Excellent Teaching. As one student said of Jacqueline, "Dr. Garner loves her students tremendously, and she loves her job. She's charismatic and kind, and she never belittles anyone." Hopefully, this letter is able to do justice in providing evidence of Jacqueline's strong passion for driving excellence in teaching. I would like to strongly support Jacqueline for the CTL Undergraduate Educator Award this year.

Please let me know if I can be of any further assistance in this regard.

Sincerely,

A handwritten signature in cursive script that reads "Soumen Ghosh".

Soumen Ghosh  
Nancy J. and Lawrence P. Huang Professor  
Senior Associate Dean of Faculty and Research

## Nomination of Dr. Jacqueline Garner for the 2022 Undergraduate Educator Award

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#### **I. Reflective Statement**

“Teaching is an instinctual art, mindful of potential, craving of realizations, a pausing, seamless process.” — **A. Bartlett Giamatti**

From a very early age, I have enjoyed teaching. My grandmother was a teacher, and I loved the way she gently taught me. As she showed me, teaching is a unique opportunity to help others. Teaching not only allows one to impart knowledge, but also allows one to influence students. I believe that one of my roles as a faculty member is to encourage students to think and to gain the confidence and love for a topic that will ultimately be the basis for their careers. Also, since I was one of the few women in the field of finance when I began my career in the 1980s, I try to encourage all students to break barriers. “Dare to be different” is my motto, and I try to encourage students to do the same!

#### **Teaching Core Courses, Required Courses, Large Courses, and Electives**

My desire is of course, to teach knowledge and concepts about finance, but to also encourage kindness, the ability to work with others, the ability to think clearly and carefully about an issue, and to be prepared.

The topic of finance is ever changing, and it is crucial to update notes and teaching materials. It is also critical to know current events and be able to relate specific events to theories taught in class. The ability to grasp the interplay between theory and practice is important in a student’s understanding of the material. I teach the Introductory Finance Course (MGT 3062, Financial Management) which is mandatory for all Scheller students. Two other courses which are required for all finance students are International Finance (MGT 4070) and Management of Financial Institutions (MGT 3079), both of which are required courses for the finance concentration. Financial Modeling (MGT 4073/4803) and Financial Markets: Trading and Structure (MGT 4067), both of which are electives, are classes which I regularly teach. In fact, given I was the only non-tenure track faculty in the finance area until fall of 2020, I have been asked to teach a wide variety

of classes, depending on needs. For example, due to retirements and other issues such as COVID-19, From Spring 2020 through Fall 2020, I taught **510** undergraduate students. From Spring 2021 through Fall 2021, I taught **391** undergraduate students, while also teaching **447** graduate students.

My undergraduate courses are based in “real world” situations. For most class periods period, I prepare an outline of what will be covered and a template (typically in Excel) which steps us through the class activity.

**Collegiality, inclusion, and collaboration**

I make a special effort to learn student names, even in the large lecture of introductory finance. On the first day of class, I ask each student to identify a “preferred name,” and I then make name cards for each one of them. I believe it is important for a student to know she/he/they is a significant individual. For most problems in class, I have the students work in groups of at least two. I encourage “checking with your neighbor” and making sure the neighbor has understood the problem. This facilitates active learning as well as active teaching. It also includes everyone!

*As one student comment in MGT 3062: Lecture was engaging. I also loved that she would always actively include the student athletes, as they are oftentimes neglected by professors!*

Beginning in the fall of 2020, I began holding hold “Joy Hour.” This is a time where I meet with the students to encourage them. We play games, share joyful events in our lives, and otherwise smile!

**II. Illustrations of Teaching Excellence/Educational Innovations**

A. Course development/teaching innovations

1. Organization

At the end of Spring 2020 semester, I conducted a short survey of students requesting what “worked” and what their frustrations were because of having to switch all learning to completely online. The most common complaint was how different professors organized differently which created confusion on due dates of deliverables. I spent the summer of 2020 re-organizing all of my courses to have each week’s deliverables be exactly the same. This resulted in a systematic assessment policy:

<b>Timing</b>	<b>Assessment</b>	<b>Purpose</b>
Beginning of week	Video Quiz	Introduction of topic
Middle of week	Complete “Class Work” in the pre-prepared template	Practice the material
End of week	Complete Homework in Connect (McGraw-Hill product)	Master the material

While we are now in a mostly face-to-face teaching mode, I have kept these initiatives in place. In addition, I reorganized all the Canvas modules by “week.” Videos and lectures are at the top of the module, and any assignments due that week (the video quiz, the class work, and the homework) are at the bottom. *Students know the expectations.* I also use the feature in Canvas that creates “radio buttons” which are “checked off” once a video is watched or an assignment is submitted.

## Sample of Organization:

[Example of Canvas Cover Page with Buttons](#)

[Module Organization: Videos \(with length of video\) and Excel templates/solutions to follow along](#)

[Module Organization: Assignments for each topic: Video quiz, class work, homework](#)

*One student from fall 2020 (CIOS comment) said, “Dr G should show other teachers how her Canvas is organized because her format is perfect!”*

### 2. Teaching Innovations:

**MGT 3062: Financial Management:** This is the introductory finance class, required by any student who is majoring in business. Therefore, the students are not all interested in finance; in fact, some are afraid of it due to the quantitative nature of the subject. Therefore, keeping content interesting and relative, while requiring high standards and expectations are critical elements to the success of this class. I try to make this class “fun” while also achieving the learning objectives. We use a variety of Excel Templates (which I create each week) during class, KAHOOT! For extra credit, and fun videos. For example, when we learn mortgage payments, I have my dog Miles (in a short video) tell the students he is about to buy a new fancy doghouse and needs help computing his mortgage payment. Examples of course assessments appear below:

**Video Quiz** (This is the one with Miles (the dog) needed help with a mortgage payment):

**Miles, the cute dog, needing help with his mortgage payment**

*As one student said (CIOS comment): I loved all of the analogies used (especially the ones with Miles (Dr G’s dog) and with sports) that really connected what we were learning to the real world*

**Class work Activity (We work on an excel file all week):**

**Class Work Activity Example (Screenshot of Incomplete Spreadsheet that students work on during class)**

*As one student said (CIOS Comment): My favorite part of this class was the in-class assignments we completed each week. These were extremely helpful.*

**Class Work activity Solution (Posted after the due date, usually end of week):**

**Class Work Activity Example (Screenshot of Solution of Classwork, posted at end of week)**

**Kahoot!:** I also use KAHOOT examples and quizzes; I usually use these toward the end of class to reinforce what we did in Class Work. I typically reward some extra credit for correct answers!

*As one student said (CIOS Comment): The best feature of this course was the Kahoots that we did from time to time. These were not only fun, but also re-enforced the materials that we learned in the course.*

**Kahoot! Example**

**MGT 4073 (previously 4803): Financial Modeling:** I designed Financial Modeling from scratch. Many Business Schools and Finance Areas offer this class. I have developed this class from studying various texts as well as talking with industry experts and academics to find out which skills should a new hire have already acquired prior to the start date. This class has become my pride and joy. I have labored countless hours to develop fresh, innovative content.

The reception has been overwhelmingly positive! While this is an elective, each semester a long wait list of students is present. The unique nature of this class is that it has two learning objectives: 1) Understanding the finance theory and 2) Building a model, which will help a manager make good financial decisions for a company.

The first assignment in this class is to build an amortization model in a template by writing advanced formulas/functions that will allow for extra principal payments. Then a user of the model can see how many years they will save if they pay extra \$s per month. The model also calculates the exact age of the borrower at the time of payoff. This requires a series of IF statements, INDEX/MATCH functions and a variety of other advanced Excel tools to complete. Examples of mortgage **template and instructions** for this assignment are here:

[Example of Detailed Homework Instructions](#)

[Example of HW Template \(Excel\) to complete above homework](#)

**Solution for assignment:** The borrower is 30-years old and pays \$200/month extra on a 30-year mortgage. They reduce their mortgage maturity by 7.16 years. Instead of being 60 years old at payoff they are 52.83 years old! Every person who has a mortgage benefits from this assignment!

[Example of Homework "Numbers Only" file to help check work](#)

**MGT 4607: Financial Markets, Trading & Structure:** I have redesigned this class each time I've taught it, trying to make it relevant and instructive. I have noticed that some students are weak in calculating some traditional finance metrics. Therefore, in 2019, I began a fundamentals primer. I created three exercises, intended to teach some fundamental metrics used in finance, but also to drive home the need to understand "What do you have?" Students should compute metrics each time, but fewer instructions/tips are given each time. The goal is to be able to know what is needed and to obtain it prior to the computations. Students have responded favorably. In this class we use real-time data and trade using a software, "Trading Technologies" (created by a Georgia Tech CS major). In 2020, just after the stock market slid due to the impact of COVID-19, we examined futures contracts on the S&P 500, which reflected that the market was not confident of a recovery any time soon. We also build "algos," programs which can trade high frequency data to quickly execute a trading rule. Example of ALGO completed by a group of students: [Algorithmic Trading Example](#)

**Technology Initiatives:** I have been selected by CTL as a member of their "Teaching with Technology Partnership" twice. The most recent selection was jointly done with Stephanie Reikes (Mathematics). "Video Explaining Mistakes." We are giving students problems with errors. In MGT 3062, they are given an Excel file with incorrect formulas/functions. They must find and correct the errors and make a video/podcast to explain their solutions. The other selection was "Student Created Videos" which is based on the idea that when one teaches something, they understand it. The students create a six to ten-minute video (in groups of three to four). The video is graded on content and creativity. Student videos were incredibly creative, while having relevant content/pedagogy.

B. CIOS Score Averages (Fall 2016 – Fall 2021)

Jacqueline Garner CIOS SCORES for Undergrad Classes (Also teach grad classes most every semester)						
TERM	YEAR	COURSE			CLASS SIZE	INTER-POLATED
Fall	2021	MGT	3062	B	66	5.00
Fall	2021	MGT	3062	C	72	5.00
Summer	2021	MGT	3062	ES	21	5.00
Spring	2021	MGT	3062	ES	56	5.00
Spring	2021	MGT	3062	A	65	5.00
Spring	2021	MGT	3062	B	65	5.00
Spring	2021	MGT	4073	A	46	4.90
Fall	2020	MGT	3062	C	63	5.00
Fall	2020	MGT	4070	A	45	4.90
Fall	2020	MGT	3079	A	46	5.00
Fall	2020	MGT	3079	B	46	5.00
Summer	2020	MGT	3062	ES	56	5.00
Fall	2019	MGT	4067	A	46	4.20
Fall	2019	MGT	4067	B	46	5.00
Fall	2019	MGT	3062	A	37	5.00
Fall	2019	MGT	3062	B	63	4.90
Fall	2019	MGT	3062	C	65	5.00
Summer	2019	MGT	3062	ES	35	5.00
Spring	2019	MGT	4803**	K	40	5.00
Spring	2019	MGT	3062	A	59	5.00
Spring	2019	MGT	3026	B	56	5.00
Summer	2018	MGT	3062	ES	28	5.00
Spring	2018	MGT	3062	A	52	4.90
Spring	2018	MGT	3062	B	65	5.00
Fall	2018	MGT	3062	A	48	5.00
Fall	2018	MGT	3062	B	73	5.00
Fall	2018	MGT	3062	C	62	5
Fall	2018	MGT	4067	B	46	4.60
Summer	2017	MGT	3062	ES	32	5.00
Spring	2017	MGT	4067	A	17	5.00
Spring	2017	MGT	4067	B	34	5.00
Spring	2017	MGT	3079	C	14	5.00
Fall	2017	MGT	3062	A	47	4.80
Fall	2017	MGT	3062	B	70	4.90
Fall	2017	MGT	3062	C	64	4.90
Fall	2017	MGT	4803**	A	31	5.00
Fall	2016	MGT	4067	A	29	4.90
Fall	2016	MGT	4067	B	29	4.90
Fall	2016	MGT	4803*	C	32	4.80



**Spring 2020: Classes taught (No CIOS scores):**

TERM	YEAR	COURSE			CLASS SIZE	INTER-POLATED
Spring	2020	MGT	3062	A	54	n/a*
Spring	2020	MGT	3062	B	54	n/a*
Spring	2020	MGT	4803**	F	42	n/a*
Spring	2020	MGT	4067	A	40	n/a*

**C. Awards and Honors**

- Spring 2020: I received the Linda and Lloyd Byars Award for Teaching Excellence
- Spring 2018: I received the “Lecturer of the Year Award” (Scheller)
- Summer 2018: I was featured as one of the “Transcendent Teachers” at Georgia Institute of Technology. This was featured in the Georgia Tech Alumni Magazine (Summer 2018, pages 58-59)
- Recipient of The Class of 1940 Course Survey Teaching Effectiveness Award
- Fall 2018: I was named a Top 50 Business Professor by the publication “Poets and Quants”
- Spring 2018: Named “Georgia Power Professor of Excellence Award” which recognizes one selected professor from each of the six Colleges at Georgia Tech, and is a perfect bridge between academics and athletics.
- Spring 2017: Named Favorite Lecturer, Scheller College of Business
- Received numerous “Thank a Teacher” certificates

**III. Outreach Activities/Beyond the Classroom**

I began serving students at Georgia Institute of Technology even prior to my official start date! I accompanied a group of students from Scheller on a “Trek to Wall Street.” The trip was amazing; the students met with many managers at Wall Street firms and learned more about careers in finance. Since I have arrived, I help Dr. Jonathan Clarke with “Wall Street on West Peachtree,” a weeklong boot camp for high school students. Approximately 40 students attend each summer. The classes cover a combination of personal finance and investment activities. Participants overwhelmingly love it! I also serve as the Faculty Advisor to the Women in Business Club within Scheller. The role of women in the field of business (and finance) has changed drastically since my undergraduate years. These experiences as well as my experience in industry give me a platform to share beyond the classroom. We are currently working on having an etiquette expert share her knowledge. We have also had some sessions on personal finance and budgeting (2021-2022).

**BlackRock** is the largest asset management firm in the world. After discussions with employees at BlackRock in the fall of 2020, they offered to teach our students how to use their portfolio management software: Aladdin. As of February 2022, I have attended (along with numerous Georgia Tech students) two six-week classes with BlackRock (held in the evenings). We are planning the third “class” which should start in late February 2022. Due to the relationship, I have built with BlackRock, they asked me to help their firm develop initiatives to build Student Investment Committees (Student Managed Funds) at HBCUs.

**Sports Business Club:** While not the faculty advisor, I am involved with this student club. I have served as a judge in two recent case competitions with InnovATL (2020 and 2021). I attend their

weekly meetings and spoke at their first Annual Conference in April of 2021. In the fall of 2021, I spoke at their meeting. Topic was “Football 201” ---an advanced talk on football coverages, routes, formations, etc.

#### **Financial Management Association Student Chapter (Georgia Tech):**

In 2019 I helped launch the Student Chapter of FMA (Financial Management Association). I now serve as the faculty advisor to this club. In March 2020, I accompanied ten members as they attended the Student Leaders’ Conference. Such activities serve our students by introducing them to faculty and students from other universities as well as industry leaders.



**Above Financial Management Association Student Leaders Conference, March 2020.**

In March of 2022, I am accompanying eight (8) students who will be in New York for the 2022 Student Leaders’ Conference. We were able to secure funding from Dr. Sudheer Chava for these students to fly to New York and attend the conference.

#### **IV. Scholarship for Teaching and Learning**

Conferences/Service/Professional Development (Since appointment at Georgia Tech)

- VP Financial Education, Financial Management Association—organized pedagogy sessions at annual meeting. Initiated and manage a teaching award given at meeting
- CTL Georgia Tech: 2021-2022 Teaching with Technology Partnership, Idea selected “Finding and Explaining Mistakes in Formulas/Functions ”
- CTL Georgia Tech: 2019-2020 Teaching with Technology Partnership, Idea selected “Student Created Videos”
- Southern Finance Association, Orlando, FL, 2019  
Panelist, “Using Video in the Classroom: Enhanced, Flipped, and Online”
- Financial Management Association, New Orleans, LA, 2019  
Moderator and Organizer, “Innovation in Teaching Award Presentations”
- Fall 2021 Invited Speaker at St. John’s University for “Financial Modeling,”
- Fall 2021 Financial Management Association Annual Meeting October 2021 (Denver, CO): Presented “Teaching with Excel: In the Classroom and in Student Investment Funds”

- Fall 2021 Financial Management Association Annual Meeting October 2021 (Denver, CO): Presented “Human Capital in Teaching: What we have learned during COVID and How to use it Going Forward:
- Fall 2021 Financial Management Association Annual Meeting October 2021 (Denver, CO): Moderated the “Innovation in Teaching Award Presentation”
- Author Caspian Sea Drinks: The Story of Corporate Finance, Publisher: CSE Publications (in progress)

## **V. Good Georgia Tech Citizenship (also see Section III)**

- President Cabrera’s Strategic Planning Committee (2019-2020),
- Faculty advisor to 2 clubs: Scheller Women in Business and Student Financial Management Association (FMA)
- Undergraduate Curriculum Committee (Scheller, 2018 to present)
- Regular attendee/speaker for Georgia Tech Sports Business Club
- Teach and plan “Wall Street on West Peachtree” (High School student summer program)
- Judge for Sports Business Club competitions
- Mandatory Student Fee Advisory Committee (2018-2020)
- Football recruiting/speaking to athletes on their official visits: I visit with football recruits who are interested in majoring business. I get their names ahead of time and watch their HUDL film (recruiting promotional film). Since I also teach football bootcamps and classes on football I can easily talk X’s and O’s with the student. This is another way to teach everyone to “Dare to be Different” as many of the players do not expect a female to break down film. Of course, I also discuss to the player and their families the benefits of having a Georgia Tech degree! Typically, I watch the film on Friday nights, and meet with the students and their families for several hours on Saturdays.
- Other student athlete visits (Tennis, Women’s basketball, etc.): Give tours of Scheller, speak to families. Often these visits are on weekends or late in the afternoons/early evenings of weekdays.

## **Letters and Comments of Support**

### **A. Letter from Colleague (next page)**

To whom it may concern,

I am writing to recommend **Jacqueline Garner** for the **Undergraduate Educator Award**. I have known Jacqueline since she arrived at the Scheller College where we are full-time lecturers. I have worked with many teachers during last 20 years, but *none* has been more passionate, energetic, and persistent in the cause of improving the undergrad educational experience as Jacqueline Garner has been. Her good works begin before the first day of courses and extend for years after a student last sat in her classroom. The honors of our research faculty and their PhD students notwithstanding, undergraduate education is the heart and soul of Georgia Tech and Jacqueline is doing as much as anybody I've seen, from the "trenches", to make it special in the best way for our students.

As the primary instructor of MGT 3062, Financial Management, Jacqueline interacts with most students in Scheller and many non-business students. Since joining our faculty, she has been on the forefront of bringing this course to a level that excels comparable courses at other institutions, while offering a course that is considered relevant and interesting by students. She does this in all her courses by carefully planning lessons to relate them explicitly to other lessons past and future, to material from prerequisite courses to situations the students find in their own lives, and to her extensive practical experience. She adds value to reference material by comparing theory and practice, including important tips, for example, how common tools such as calculators and Excel treat some financial calculations differently.

In lecture, Jacqueline demands attention by being energetic, interactive, and interesting. Her interest in the success of her students comes through to them in her friendliness but also in her matter of fact "blunt" manner. Jacqueline uses the entire room, including all boards, every way to approach students, and every piece of equipment to engage students in a constant exchange of questions, answers, and comments. She livens up the material by bringing in unusual examples that they can relate to such as her famous examples linking finance and football. It's nearly impossible to be passive in her classroom. She has high conduct expectations and doesn't hesitate to call students out for woolgathering or passing guff—but they don't seem to resent it. I think they sense the caring and, for some students, I think she provides the first clear set of expectations regarding polite adult conduct that they have ever had.

Jacqueline facilitates "active learning" and one of the distinctive features of her classes is "the template" whereby students download an Excel file that she prepared herself. They complete exercises in Excel during class which reinforce what has been taught in lectures. The templates for her classes have taken Jacqueline years to develop. The students in her Financial Markets, Trading and Structure class build algorithms that allow traders (and students) quickly execute trade orders.

As well as dealing with the general Scheller population and students from other majors, Jacqueline teaches advanced courses that help our finance concentration students stand out among the numerous graduates of larger institutions. There is no person who contributes more to keeping our finance curriculum competitive and exciting. She brings the same practical experience and technical skill to her Financial Markets Trading and Structure (MGT 4067) course and to the advanced theory and techniques class on Financial Modeling that she developed as she has brought to the common finance course in Scheller. Jacqueline developed a new class, MGT 4073 Financial Modeling, now a popular finance elective and a graduate version if it, MGT 8813, in the OMSA program. In this class, Jacqueline has the students build "real-world" valuation models. She was also instrumental in the founding of Georgia Tech's chapter of the FMA (Financial Management Association) and currently serves as the club's advisor.

Learning is supported by fast, individualized feedback. Jacqueline and I share a desire to find scalable solutions for providing it to students. Lacking a corps of teaching assistants to help us, we have experimented with using Excel to grade Excel and we are exploring all the features of Canvas and its

various add-ons. No one tasked her with this. Jacqueline, who teaches so many students in so many sections, is still finding time to help blaze a trail for all faculty. I wonder what kind of Institute this might be if all faculty were so dedicated to developing and trying new things to improve the quality of undergraduate education.

Jacqueline teaches finance to high school students as a part of “Wall Street Week”, a week-long class offered in the summer initiated by Dr. Jonathan Clarke. The camp introduces students to the fundamentals of personal finance. She has also been collaborating with BlackRock, the world’s largest asset management firm, to provide training to Georgia Tech students on their world-renowned portfolio management software. Starting in February 2021, BlackRock has offered a six-week training for Tech students. Jacqueline has been instrumental in having the student members of FMA (finance club) participate.

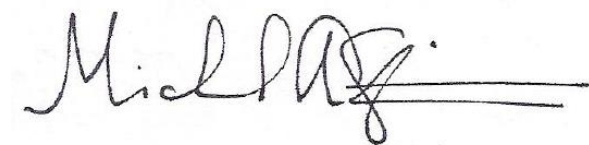
Jacqueline’s caring for her students is evident not only in the effort she puts into classroom performance. Outside the classroom, Jacqueline can often be seen in the hallways surrounded by students--sometimes laughing, sometimes serious--talking with her about their coursework, their job hopes, and their lives. Her office hours are times not only for finance but also for talking about challenges and opportunities. And she can often be seen at Georgia Tech athletic events cheering for her students about performances that will likely be brought up later in conversation.

With respect to student-athletes, Jacqueline’s ability to teach material and relate to her students has led to a notable increase in interest in Finance among those students. She also meets potential student-athletes and communicates the importance of commitment to academics and what opportunities a Georgia Tech degree can do for young professionals. Her personal engagement with young men and their family members directly assisted in the signing of one of the highest ranked recruiting classes in GT Football history.

Finally, during the Scheller College’s adjustment to hybrid and remote education, Jacqueline stands second to none in helping her fellow faculty members design and deliver material and assessment in ways that are rigorous yet encouraging and reasonably accommodating to students. She has participated in numerous faculty best-practice panels, helped other faculty members practice with technology, including Canvas, Blue Jeans, and Kaltura video quizzes, worked extensively with vendors to resolve technology issues, and informed others of the solutions.

In conclusion, Jacqueline’s presence on our faculty is a real credit to the Institute. She works for our students in both curriculum planning and delivery. She is an engaging and accessible educator who goes out of her way to help students in her classes and outside. Her actions have had a significant direct positive impact on the qualifications of our students for the internships and full time positions they seek. It is a pleasure to recommend such an excellent colleague for this award. If you have questions about my recommendation of Jacqueline Garner for the Undergraduate Educator Award, please contact me at [mike.smith@scheller.gatech.edu](mailto:mike.smith@scheller.gatech.edu) or by phone at 404.894.3192.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael A. Smith". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Michael A. Smith, PhD, Senior Lecturer, Information Technology Management

## B. Letters from Students

Dear Committee,

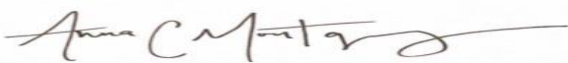
I am writing to celebrate the impact Dr. Jaqueline Garner has made on me and the Georgia Tech community. When she asked me to write a letter of recommendation on her behalf, I was honored because her impact on the Georgia Tech community runs deep. It is my joy to recommend Dr. Garner for the 2022 Undergraduate Educator Award.

I never intended to go into finance, but Dr. Garner helped change that. My first interaction with Dr. Garner was in my introductory finance course. I was nervous going into the class, but it didn't take long before Dr. Garner's passion for finance rubbed off on me. She makes finance accessible by taking complex theories and concepts and relating them to everyday life examples that her students can associate with. Through interactive examples, she involves and engages her students in the classroom. In addition, Dr. Garner brings a spirit of deep belief in each of her students. It was apparent from my first class with her, and it has become even clearer in talking with her one-on-one that she never counts students out. She champions them. Every one of them.

Dr. Garner's class inspired me to consider finance as a career, so I signed up for an upper-level core finance class she was teaching. Despite the class covering challenging concepts, Dr. Garner's willingness to invest extra time and energy equipped me to master content and grow in my finance confidence. Rarely do I pick up concepts on the first go around, so getting extra help, time, and investment has been crucial to my success. There has never been a doubt in my mind about whether Dr. Garner would be there to help me. She goes the extra mile to help her students succeed. I attended almost every one of her office hours sessions that semester. At first, I came for homework-related questions, but as the semester progressed, I would go to ask for advice and wisdom. I wanted to hear more about her experience, her upbringing, and what makes her who she is. She was always open and honest with me, and she gave me the space to voice my own passions and interests. Those office hour sessions will go down as some of the most impactful moments of my college career. I wish all students got to experience what that level of investment and care feels like. I am truly grateful to be a recipient of Dr. Garner's expertise and compassion.

Dr. Garner shattered the finance stereotype. She's a kind, strong-hearted woman who dresses vibrantly and cares deeply. I realized that if the field of finance has people like her in it, I want to be in it too. I feel as though she has paved the way for me to be in the field, and I think that's what I am most grateful for.

Sincerely and gratefully,



Anna C. Montgomery

February 3, 2022

Dear Faculty Awards Committee,

My name is Daniel King, and I am a recent graduate of Georgia Tech (Spring 2020). I am currently employed with the FDIC as a Financial Institution Specialist. I fully endorse Dr. Garner as an exceptional candidate for the Undergraduate Educator Award. Upon transferring to Georgia Tech, I had the privilege and made a distinct choice of being in Dr. Garner's class on three separate occasions: MGT 3062: Financial Management, MGT 4067: Financial Markets Trading & Structure, and MGT 4803: Financial Modeling. These classes were held between 2018 and 2020.

On my first day of class at Georgia Tech, I attended my first lecture with Dr. Garner. Not only did she set the bar high for my expectations of all my future professors at the university, but she set it so high that I did not have another experience with a professor who had more enthusiasm and classroom knowledge. Her attitude, teaching style, and inclusive nature made coming to class a joy and something I looked forward to during both my years at Georgia Tech. In each class I had with Dr. Garner, she laid out classroom expectations and learning objectives she intended to instill in each student. She taught real-world applicable material uniquely with an unmatched passion and in a way that was easy to understand. Recognizing the needs and perspective of all her students, Dr. Garner constantly implored the class for questions and thoughts on the material to drive a diverse and robust conversation. After doing so, she consulted the entire classroom to ensure everyone was on the same page by asking for a "Go Jackets!" from her students. While encouraging and empowering her students, she always had detailed answers to questions and used explanations to benefit both the student and the entire classroom. Her biggest strength is helping students understand the core concepts and teaching information in a way that allows students to truly retain what is taught. Because of her versatility to teach multiple finance classes, I was able to enroll in her class on multiple occasions and realize the benefits in my studies and future work career. As a student who commuted, Dr. Garner was always available and flexible in answering questions whether it be via email or in-person office hours.

Dr. Garner truly cares about her students and makes an extraordinary effort to have lasting relationships both inside and out of the classroom. She is one of the most important faces and assets that make Scheller College of Business a prestigious school. She made my experience at Georgia Tech an unforgettable one and she is a professor I intend on keeping in contact with for many years to come. I am honored to write this letter for such a great professor, and I cannot think of any more deserving. My email address is [daking1901@hotmail.com](mailto:daking1901@hotmail.com).

Sincerely,

Daniel King (Finance B.S., 2020)

February 4, 2022

Dear Awards Committee:

Dr. Garner, better known as “Dr. G”, is truly one of the best teachers I have ever had throughout my whole time in school. Her energy is unmatched, and she comes to work every single day with a smile on her face. It’s safe to say that around athletics and especially football, she is known as everybody’s favorite teacher and her class is something everybody looks forward to.

Dr. G’s teaching ability is second to none. For me personally, I did not have much interest in learning about Finance and typically that results in me being unmotivated and not performing to the best of my ability. However, it was more difficult not to give my best in Dr. G’s class. She has an incredible ability to make the content she is teaching relatable and always finds an explanation that makes sense to her students. Whether she was talking about a magic carpet or Derrick Henry’s rushing yards, Dr. G would always come up with the best way for her students to grasp whatever concept she was teaching.

As great as Dr. G is at teaching Finance, how much she cares about each one of her students is what sets her apart. If you are ever fortunate enough to be in one of her classes, you’ll soon find that out. Often, when students don’t grasp something immediately or get lost following what’s on the screen, they feel too embarrassed to speak up and say so. Dr. G created a comfortable environment where everybody felt secure enough to voice whenever they were confused or had any type of issue. To ensure this, after every new concept she explained, she would say her signature line: “Happy?”, and the rest of the class would respond “Happy.” Anybody who has had her professor will always remember that. Even if you still didn’t feel comfortable enough or simply just got distracted, without telling her, she would find out and ask if you were good. There were many times in the semester where I may have started to chase butterflies or be a little perplexed and just by seeing my facial expression she would simply ask “Jordan, everything good?” and I would either snap back out of it or admit that I was lost. This was one of the funniest, yet effective things I have had a professor do to keep me focused. The craziest part is that every time she did this, she was right. Dr. G also cares immensely about her students outside of the classroom as well. There was a student who I sat by who was clearly going through something that was bothering her. My teammates and I asked Dr. G where she had been. Dr. G. didn’t know either, but she asked us to try and make her feel included and show her we cared about her. Because of this, we developed a relationship with this student that went beyond the classroom. These are just some of the many intangibles that make Dr. Garner an amazing teacher.

If the Georgia Tech Athletic department isn’t paying Dr. G themselves, then there is a major issue. Never have I had a more accommodating teacher to my busy schedule. Oftentimes for football, my teammates and I would have to miss Friday class which was typically an exam day. Dr. G was extremely helpful in finding a convenient time to make up that missed exam and was more than willing to adjust her own personal schedule to adhere to our limited availability outside of class. Also, as I mentioned earlier, Finance was not something I was particularly interested in. Therefore, I was sometimes a little slower in fully comprehending some of the things we learned in class, and I would have to go to Office Hours to fully prepare for the exams. Even with being the starting quarterback for the football team and being enrolled in 19 credit hours, Dr. G found a time that worked for both of us whether it was immediately after her class or at nighttime when I got out of meetings. She could have very reasonably stuck to her syllabus listed office hour times and spent her free time elsewhere, but she chose to help me and my teammates out instead. As mentioned earlier, Dr. G cares so much about her students outside of the classroom and this is clearly evident when it comes to athletics. Every Saturday afternoon for a home



football game you can catch Dr. Garner on the visitor's sideline cheering on her past, present, and future students. Unlike other professors who attend the games, she isn't there to socialize but to be completely locked into the course of the game because of the love she has for her students and the game of football. This passion carries throughout all of GT athletics as she will attend any type of sporting event to support the Yellow Jackets whether she has a student on the team or not.

Overall, Dr. G is more than likely the best teacher I've had the pleasure of learning from. Her personality is like no other and her ability to teach is extraordinary. Many times throughout the semester I remember looking over to my teammate who sat next to me and saying "Wow, she actually makes me want to learn this stuff." As Dr. G says as she dismisses her classes; Go Jackets!

Sincerely,

Jordan Yates, Business Administration, Georgia Institute of Technology, 2022

### C. CIOS Comments/Emails from Students

#### **MGT 3062:**

- Fall 2021: Her care for the students and clearly in-depth knowledge of the subject. She did a great job explaining the real-world applications of what we were learning and when it is helpful
  - Fall 2020: I loved how this class was set up! Doing the Video Assignments before coming to class truly prepared me for the material covered through the week and classes did a great job of reinforcing the Video Assignments. Additionally, doing practice in Excel was very engaging! The classes kept me focused and helped me a great deal in applying knowledge to the homework and exams. Also, the consistency in the structure made it very straight-forward to follow along with the class because you knew exactly what was expected of you and what assignments you would have to complete for the week. This was an AWESOME class!
  - Fall 2020: Everything done in Excel was nice. So far, my accounting professors have not made us use Excel, but it's the number one financial tool across disciplines. She actually made sure we were able to work out assignments in Excel. You can honestly tell Professor Garner knows everything she's talking about because she can explain anything in this class to anyone in any way necessary. She's one of the most intelligent professors here without a doubt. She really tried her best to make this course fun and exciting and I liked that.
  - Fall 2018: I loved the course so much that it makes me want to fail so that I may retake it.
  - Fall 2018: I've spent 8 semesters at Tech as an engineering student. I've never seen a professor as outwardly passionate about what they're teaching as Dr. G. She cares about her student's success, and you can tell by all the different efforts to use different examples and analogies for concepts to make sure everyone in the class has an example they can relate to and understand.
  - Fall 2018: The teacher was the best I've had at Scheller. I felt very committed to the class, and she made even the most mundane parts of the curriculum exciting. The class was a blast, and I learned a lot.
  - She's charismatic and kind, and she never belittles anyone. I wish I got to know her better.
- Fall 2017: Not only an excellent professor, but an incredible teacher. Dr. Garner can explain finance to anyone no matter their background or interest in the subject. She caters to her audience in a way they can be engaged and understand if they choose to be.

**Email from 3062 student (from fall 2021):**

- **From Dontae Smith who is a business student and on the football team:**

For me to be a 4-year business major and being in school up into this point I have always had teachers/professor that I like. That I admire and that I appreciate. Of course, these are people I have always been around in high school. It's crazy to me that one semester having Dr. Garner, she has been all of that and more. Easily one of my best and favorite persons I have contacted in my life of education. There are many reasons why she's my favorite and some of those reason have nothing to do with personally. I had her for finance. A class I was intimidated by. I didn't know how it would go. It turned out to be one my favorite class. Dr. Garner has a special ability to make things easily understandable. She relates the material in class to real life situations that students experience. Then she makes it make sense that way. It blew my mind when one time I couldn't understand one section in class then she related it to football and just like that I knew the material. And she did this for everyone. Dr. Garner made the class understandable for everyone.

**MGT 4803 (Now 4073)**

- Fall 2016: Dr. Garner is absolutely one of the finest professors I have EVER had at Georgia Tech and beyond. She is beyond knowledgeable-she could answer most any question on any topic asked of her, and on the rare occasion she didn't know an answer-she would immediately acknowledge that and offer ways the student could discover the answer on their own. She is sweet and funny and entirely warm and personable-but by no means a pushover.

**MGT 4067**

- Fall 2019: Very good for people like me who isn't a finance major and am confused about things most of the time. Explained concepts very well and detailed and at the same time easy enough where I could understand.
- Spring 2017: Dr. G would stay 30 minutes after class with someone if they were struggling with anything we learned in class. She was very supportive and helpful

**MGT 3079**

- Fall 2020: The templates from the classwork really helped. Some of the canvas problems would seem different from the lecture, but when you went over them it would make so much more sense. The best feature was, is, and always will be Dr. Garner. She is only teacher I've had over 4 years who goes the extra mile for her students: scheduling time for us to get to know each other because we're not in person, making class fun by joking with the students, and providing grade A teaching on a difficult subject
- Fall 2020: Always showed up to class happy and excited to teach the material. Never a bad or boring moment in the course. I cannot rate this teacher high enough and always recommend my friends take Garner's class whenever possible.

**MGT 4070**

- Fall 2020: The in-class assignments and videos were incredibly helpful in terms of my understanding of concepts. Having a chance to listen to an asynchronous lecture then devote class time to practicing was very beneficial
- Fall 2020: Your willingness to make yourself accessible to us was amazing, and I would argue something a lot of us need. That, and the social hours, really show how much you care about us, and it made my semester that much better.