February 6, 2022

To Whom It May Concern:

The health and well-being of our students was, and continues to be, one of Georgia Tech’s central concerns as the pandemic unfolds. Finding creative ways to engage our entire undergraduate student body in attending to their well-being and integrating this attention into our formal curriculum is of vital importance. I can think of no other individual who has played a greater role in this effort than Dr. Christie Stewart, and it is for this reason she is deserving of the Eicholz Faculty Teaching Award.

Dr. Christie Stewart is an exemplary instructor who is committed to student learning and makes undergraduate instruction and student development her top priority at Georgia Tech. I have seen Dr. Stewart in action in the classroom and have been involved in development of courses with her. She has the ability to engage, challenge, and support students as you will see in the full nomination package, where one student comments,

“Dr. Stewart’s greatest strength was her ability to engage the class. Throughout each class period, she would ask us questions and stir up discussions among the students.”

Her innovations in the classroom involve intentional design of each class period, incorporating many different modes to reach the learning objectives that she developed for the course. This careful design allows her to incorporate new knowledge and skills that students find useful to their well-being and other aspects of their health. This strategy has also enabled her to make the large class sections more interactive and more impactful to the students in the required APPH courses. With very few exceptions, every Georgia Tech student will take APPH 1040/1050/1060, which makes Dr. Stewart an ideal candidate for the Eichholz Faculty Teaching Award that recognizes faculty who provide outstanding teaching to students in core and general education undergraduate courses.

Her concern for the students’ overall health and well-being led her to develop APPH 1060: Flourishing: Strategies for Resilience and Well-being. Her genuine concern for those that she teaches is felt by the student as you will see in the comments that follow in the supporting documents. Her chair comments, “The course has been immensely popular and fills every semester prior to the end of Phase I registration. No doubt if the facilities and personnel were more available, the course would enroll well beyond its current limits.”

Dr. Stewart knows that there is benefit from working as a team and has not only incorporated this into her courses, she has practiced what she preaches by being engaged with the Effective Team Dynamics Initiative Team as well as Faculty Learning Communities at Georgia Tech and within the University System of Georgia. She realizes that to develop students, instructors must continue their own development and also engage in discussions with and mentoring relationships with other instructors.
Dr. Stewart’s impact does not end in the classroom, she is fully immersed in Cultivate Wellbeing Institute Strategic Planning (ISP) committee. She is also serving at the USG system level in the USG Well-being Committee. Her dedication to improving the well-being of the entire Georgia Tech community has led her to teach not only students, but also fellow faculty and staff how to talk about well-being, how to think about well-being, understand the research on well-being, and see how to implement her teachings to our everyday experiences. I have learned so much from her and my own well-being has improved because of her impact.

I can think of no other faculty on campus who has had such an impact and who will continue to make a difference to the Georgia Tech community. Dr. Christie Stewart’s dedication to student success and accessibility is exemplary. She is most deserving of The Geoffrey G. Eichholz Faculty Teaching Award.

Sincerely,

Mary L. Realff, Ph.D.
Associate Chair, Undergraduate Programs, MSE
Director, Effective Team Dynamics Initiative

Nomination package includes:
Letter of nomination (MLRealff)
Reflective statement on teaching - page 3 (CStewart)
Illustrations of teaching excellence & impact on student learning - page 6 (CStewart)
Letter from the candidate’s department chair - page 10 (TStreelman & TSnow)
Letter from Colleague who has observed classroom - page 12 (JHChoi)
Letter form student - page 13 (JSZelko)
Letter from student - page 14 (NJaffe)
Letter from student - page 15 (GCortez)
Reflective Statement on Teaching
February 1, 2022

It is an honor to be nominated for the Geoffrey G. Eichholz Faculty Teaching Award. As I take time to reflect on my experiences at Georgia Tech thus far, I am reminded of how this institution has inspired me to grow and expand my horizons as a higher education professional and educator. I am so fortunate to have the opportunity to translate my co-curricular/experiential learning practices into the classroom setting each day.

I began my tenure at Georgia Tech as the Associate Director for Healthy Lifestyles at the Campus Recreation Center. My primary reason for taking on this role was to provide students a positive outlet to maintain a healthy lifestyle during their academic pursuits at Georgia Tech. Fifteen years later, I am a Senior Academic Professional delivering many of these very same principles in the classroom. More than ever, our students need this positive outlet for healthy lifestyles. Our students need skills and tools necessary to develop a plan for their overall well-being: physical, social, emotional, spiritual, and professional. They need the time and a support system to explore how these dimensions of well-being play an important role in their past, present, and future successes.

As a staff member at the Campus Recreation Center in 2012, I had the pleasure of working with Dr. Teresa Snow to develop APPH 1050: The Science of Physical Activity and Health. Dr. Snow strived to get a practical-based component of physical activity added to the course to provide students the opportunity to put exercise program concepts/techniques into practice. We worked together to devise the pilot course which consisted of 100 students. Today, the course serves over 900 students each year with various activity sections including: Running, Weight Training, Fitness 101, Yoga, and Cardio Conditioning. Activity sections such as Introduction to Outdoor Recreation and Yoga and Mindfulness were added over the past few years to provide other skill-based activities for physical and emotional well-being.

Over the past four years, our course offerings for APPH 1050 have extended to an APPH 1050 course tailored specifically to the Honors Program. As the lead instructor for this course, I have introduced core concepts such as public health interventions, conducting a well-being needs assessment for the campus community, and development of a viable health/well-being project that has the potential for implementation on campus. As a health professional, this has been one of the most rewarding projects to watch come to fruition. As consumers of our campus and well-being services, students have an opinion regarding the direction the campus needs to take on various well-being issues. Challenging these students to take ownership of their individual health, the health status of their campus, and to open dialogue with campus administration is the primary objective of this project. It is important for students to see this required course as more than a course in which they take exams and complete various assignments. This course is about empowering the students to improve their health and well-being. The Honors Program APPH 1050 course has received extremely positive feedback from students and faculty within the program.
During 2019-2020, My colleague, Lesley Baradel, and I co-developed and piloted a course, *APPH 1060- Flourishing: Strategies for Well-Being and Resilience* in partnership with the Honors Program and Effective Team Dynamics. The course was developed with student feedback and campus well-being data with the purpose to help students improve their health and well-being and thrive in their environment by using the conceptual pillars to develop skills related to coping, resiliency, optimism, mindfulness, and emotional intelligence. Students evaluate their current overall well-being status and identify strategies for improvement. Student teams also work together to devise an initiative around the question, “*How Do You Create a Thriving Campus Culture at Georgia Tech?*” During our course development process, we partnered with Effective Team Dynamics to incorporate CliftonStrengths discussion into the class sessions. CliftonStrengths provides a universal language for students to talk about strengths and talents and understand how they can best contribute to their team. Strengths also provides a mechanism for us to discuss how students can best respond to stressors with coping and well-being strategies. This approach, along with the trust built during class discussions and reflections, helps provide a community of support as students tackle strategies for coping, resilience, failing forward, and crucial conversations. In the fall of 2020, our course was approved as an official course which also meets the wellness requirement.

Our teaching assistants (TAs), undergraduate and graduate, are essential to the support and education we provide during our courses. Mentoring these students to balance academic/teaching assistant workloads, handling the administrative/grading tasks of the large classroom, recognizing students of concern, and providing shared campus experiences to students is a priority in my role as faculty. Throughout the semester, I challenge our TAs to develop short lectures and discussions based on a well-being topic of interest and we work together to develop the session/activity content taught. Throughout the pandemic, I requested that our TAs develop well-being chats to increase personal interactions during remote learning. Well-being chats are an opportunity for students to attend discussions on various topics outside of class time. These sessions are typically smaller groups and range from additional conversations on well-being topics to short activities that develop a well-being skill or program plan. I also empower our TAs to develop and revise ways we engage students virtually through discussion posts, share additional well-being resources, and utilize Canvas for our students. One of my TAs recently won the institute online teaching assistant of the year award. The support and guidance I provide to the TAs is crucial to the success of each course.

As Georgia Tech embarks on our new strategic plan, I had the honor to serve as co-lead for our Cultivate Well-being, Academic Culture work group. This was an opportunity to provide a roadmap for the important role that academic culture plays in student well-being. How do we better integrate well-being into the classroom? 1) Build relationships with the students and share the responsibility for learning. 2) Provide students the knowledge and resources and allow them the opportunity to analyze critically their current levels of well-being and devise strategies to improve in these areas. 3) Provide psychologically safe spaces for students to share personal challenges and well-being strategies. 4) Create an inclusive environment. Self-reflection is essential to students taking control of their well-being to promote a holistic student experience.

To quote Joshua Welch- “Wellness is a connection of paths: knowledge and action.” Each semester I am reminded why the role my colleagues and I play in health and well-being
education is so critical. I believe my most important role as an instructor is to not only explain and model the behaviors I wish to see from my students, but to inspire these students to place priority on their own well-being in order to be able to achieve personal and professional successes in their lives.

Christie Stewart, PhD
Senior Academic Professional
Georgia Tech School of Biological Sciences
Eichholz Faculty Teaching Award Nomination
Evidence of Teaching Excellence- Christie Stewart, PhD

1) Team Well-Being Projects (APPH 1050- Honors Program)

[Link to Supporting Documents]
Students form teams and identify a dimension of well-being they wish to address on campus and aim to answer the question, How Do We Improve the Culture of Well-Being at Georgia Tech? Students must provide a letter of intent followed by a final project at the end of the semester. The final project entails documenting the following: a needs assessment/environmental scan of the campus, the level of intervention intended for the project based on the socioecological model for health promotion, a stated objective of the program/service/policy, an in-depth description of the plan, and funding for the proposed program/service/policy. During the final class session, students provide a poster/visual presentation of their “pitch”. Campus administrators and health and well-being professionals from campus are invited to view the posters and talk with students about their ideas.

2) Team Thriving Projects (APPH 1060)

[Link to Supporting Documents]
Students form teams for semester long projects/discussions and aim to answer the question: How Do You Create a Thriving Campus Culture at Georgia Tech? The team can address aspects and challenges of the classroom environment, exams/assignments, academic support, remote learning, wellbeing resources (e.g. mental health support), and/or general wellbeing (using the wellness model). At the end of the semester, each team presents their concept which includes a background of current services offered at Georgia Tech, statement of the problem, plan concept, and community engagement.

3) Inclusion of Strengths-Based Curriculum

[Link to Supporting Documents]
In partnership with Dr. Mary Lynn Realff and Effective Team Dynamics, we infused strengths-based curriculum into APPH 1060, Flourishing: Strategies for Resilience and Well-being. Course content challenges students to discover their top five strengths and examine how these strengths allow them to optimize their performance on teams and their well-being. Modules provide activities related to stress and coping, crucial conversations, emotional intelligence and cultivating relationships, and failing forward. Students were also challenged to incorporate strengths-based reflections into their final well-being and resilience plan, submitted at the end of the semester.

4) Advancement in Resilience and Well-Being Curriculum at Georgia Tech

- 2021 President’s Report
  [https://report2021.president.gatech.edu/academics](https://report2021.president.gatech.edu/academics)
- **Pilot Provides Student Tool Kit for Stress Management, Positive Coping Strategies, Thriving and Resilience** (June 2020)
  [https://cos.gatech.edu/hg/item/636016](https://cos.gatech.edu/hg/item/636016)
- **Creating a Culture of Resilience** (June 2020)
  [http://www.etd.gatech.edu/christie-stewart.html](http://www.etd.gatech.edu/christie-stewart.html)

5) **Selected Personal Student Thank You Notes (2019-2021)**

- **APPH 1060**: In all the classes I have taken so far in my career at Georgia Institute of Technology, I can say beyond a shadow of a doubt that there was not a teacher that was more engaged nor cared more about her students than Dr. Christie Stewart. Every day she started the lecture with a smile and gleam in her eye. She is one of the most down to earth professors I know, and always encouraged a healthy dialogue between her and her students as well. She always made me excited to come to class and learn about the new topics she carefully picked out for each lecture, and you could tell the effort she put into each class period. If the world of education could be filled with more people like Dr. Stewart, it would become much more of an interactive and productive field. Truly, she inspires and engages her students like few others.

- **APPH 1060**: I really liked the class this semester, so I wanted to thank you for doing a great job! The course gave me a bunch of new ways to assess my emotional state, which I'm not very good at reading on my own, so I'll definitely continue to use those tools in rest of my time at Tech and onward.

- **APPH 1050**: I just wanted to send you a personalized email to thank you for teaching APPH 1050 this semester. I've been struggling a lot with my mental health for a while and your class really helped me to take the next step towards healing. I know that this is a required class for all students at Tech, but I really did enjoy it! It helped me get back into going to the gym as well as taking my wellness seriously. You were a wonderful teacher and influence on me and I cannot thank you enough.

- **APPH 1050 Thank A Teacher Note**: “I really wasn’t excited about having an 8 am class all the way on the corner of campus, but the laid-back nature of lectures and guest speakers made your class much more enjoyable than most. Thank you for using a fair grading policy and incorporating assignments that were intended to benefit us, and not just our grades.”

- **APPH 1050**: “I just wanted to say thank you for teaching me APPH 1050 this semester! I actually enjoyed most of the topics we covered in class, especially the nutrition unit because I used to run track and figure skate competitively in high school. I also really appreciate your enthusiasm while teaching us; it definitely made it a lot easier to walk across the entire campus at 9 in the morning. Thank you again for a great semester, and thank you for offering to be a resource for us whenever we need someone to talk to.”

- **APPH 1050**: “Thank you for a great semester! Being an avid exerciser, I wasn’t sure if I would gain anything from the sessions; however, I discovered new ways to exercise from the classes and my activity instructor. I enjoyed the new challenges!”

- **APPH 1050**: “I just wanted to thank you so much for all of your help this semester! I really appreciated you meeting with me to go over concepts, discuss assignments, and helping me find the on-campus resources I needed (Dean's Office / Counseling Center).”
really had no clue where to go for help, and I'm where I am today because of the assistance I received from all of you!”

- APPH 1050: “Important Result! I just carried my giant crt tv out of my house and into my car. In fact, it was practically easy! Thanks to weight training!”

6) **Selected CIOS Comments (2020-2021)**

- APPH 1060: Dr. Stewart’s greatest strength was her ability to engage the class. Throughout each class period, she would ask us questions and stir up discussions among the students. I also liked that she gave us time to discuss things with our student teams. This helped me connect with peers in the class and broke the ice as far as getting to know other students.

- APPH 1060: She was great at making the abstract concrete. We discussed hard to think about and analyze topics like meaning, our own coping styles, stress, and more. It can be tough to truly explore yourself, but Dr. Stewart made this exploration of ourselves very concrete and practical. The class could have easily been a bunch of preaching about healthy habits but it was much better. The instructor through her explanations and course design made the class exceptionally practical.

- APPH 1050: Dr. Stewart is very experienced and she is very supportive. Professor Stewart tried to give every student to work on the assignments and the activities to their fullest and made sure that everyone got involved. She is also quite cooperative when it comes to providing extensions for some assignments. So, overall it was a positive experience.

- APPH 1050: Dr. Stewart was very kind, communicative, and responsive to the needs of students. She was exceedingly willing to offer help and advice to students in pursuing their personal health and fitness goals, which was easily the best part of this course.

- APPH 1060: Dr Stewart really cares about her students and brings an incredible enthusiasm to the table. She always brightened up my day and reminded me to take care of myself during this difficult semester.

- APPH 1050: Dr. Stewart’s accessibility, her presenting abilities, and her willingness to schedule meetings just in case we had any questions or concerns. I also appreciated Dr. Stewart always encouraging us to reach out if we needed to talk and that was nice to hear especially during the more stressful points in the semester.

7) **Selected Conferences, Presentations, & Professional Development**

- Flourishing and the PERMA Model, GT1000- College of Sciences Explore LLC. Guest lecturer to discuss flourishing and resilience. (2021)

- Flourishing as We Return to Campus, Resilience Employee Resource Group, Georgia Institute of Technology. Led the workshop for students, faculty, and staff at Georgia Tech. (2021)

- Resilience and Thriving in an Academic Environment, Woodruff Academic Leadership Fellows Program, School of Mechanical Engineering, Georgia Institute of Technology. Co-facilitated a session for leadership fellows. (2021)

- USG Mental Health Summit Attendee (2021)

- Chancellor’s Learning Scholars Faculty Learning Community, Burnout and Well-being (2021-Present)
• Mental Health First Aid Instructor Training, National Council for Behavioral Health (2021)
• Chancellor’s Learning Scholars Faculty Learning Community, Remote Teaching and Learning (2020-Present)
• Be Body Positive Facilitator Training, The Body Positive Institute (2020)
• Building Resilience and Handling Stress in Uncertain Times, Dale Carnegie Online (2020)
• Teaching with Technology, Center for Teaching and Learning (2020)
• Gallup Accelerated Strengths Coaching Program, Certified Coach (2019)
• QPR Training, Georgia Institute of Technology (2019)
• Resilience and Thriving Facilitator Training, National Wellness Council (2019)
• MAP: Mentoring Academic Professionals- Mentee. Meet monthly with my Academic Professional mentor to discuss topics such as career paths, promotions, and tackling challenges with teaching and administration. (2018-2019)
• Canvas: Assignments and Grading, Georgia Tech Digital Learning Team. (2018)
• Canvas 201, Georgia Tech Digital Learning Team. (2018)
• Leveraging Peer Review to Support and Enhance Learning at Scale, Georgia Tech Center for Teaching and Learning. (2018)
• Department of Health Initiatives: Building Professional Relationships Panel. Served as a panel member to discuss how students can network and establish positive relationships with faculty on campus. (2018)
• Host- CTL Microteaching Session for Biological Sciences Teaching Assistants: Observed, facilitated session, and provided feedback for six students enrolled in the CTL teaching course. (2017-2018)
• Course Design Studio, Georgia Tech Center for Teaching and Learning. Attended and completed the 4-day workshop. (2017)
• Faculty Participant, Mental Health Summit at Georgia Tech. Served as a faculty participant, interacting with students and staff regarding campus mental health discussions and brainstorming for future initiatives. (2017)
• National Intramural and Recreational Sports Association (NIRSA) School of Collegiate Recreation, Faculty Member and Co-Chair. Develop curriculum and lead workshops during a week-long summer professional development program for recreation professionals. (2014-2017)
• Syllabus Clinic, Center for the Enhancement of Teaching and Learning. (2015)
• Tweet This! Creating a Tech Strategy that Really Works, Center for the Enhancement of Teaching and Learning. (2015)
• Making the Most of the First Day of Class, Center for the Enhancement of Teaching and Learning. (2015)
• The Large Lecture: How to Engage Students Without Flipping Your Class, Center for the Enhancement of Teaching and Learning. (2015)
February 3, 2022

Dear CTL Awards Committee,

I am delighted to write this letter in support of Dr. Christie Stewart for the Geoffrey G. Eichholz Faculty Teaching Award. Dr. Stewart is a Senior Academic Professional in the School of Biological Sciences. As co-director of the undergraduate wellness requirement, she oversees the administration of APPH 1050, The Science of Physical Activity and Health and APPH 1060, Flourishing: Strategies for Well-being and Resilience.

Prior to moving into an Academic Professional role, Christie was Associate Director for Healthy Lifestyle Programs at the Campus Recreation Center (CRC). In this capacity, she worked with the School of Applied Physiology to develop extracurricular opportunities for students in APPH 1040, Scientific Foundations of Health. Over the next couple of years, Dr. Stewart became heavily involved in the development of a new option for the wellness requirement—APPH 1050. This course is a joint venture with the CRC and requires considerable oversight in order to allow 175 students to have structured studio breakout sessions in groups of 25, all scheduled within a single course section. The course allows for not only additional small group instruction, but it helps to combat social isolation and stress by increasing interaction and teamwork.

Dr. Stewart was instrumental in developing the structure for this new course and responsible for recruiting talented experts to contribute to the instruction. The course has been immensely popular and fills every semester prior to the end of Phase I registration. No doubt if the facilities and personnel were more available, the course would enroll well beyond its current limits.

In 2015, Dr. Stewart moved to the School of Applied Physiology as an Academic Professional. She quickly expanded the APPH 1050 offerings by working with Outdoor Recreation at Ga Tech to develop content for an additional studio section. In addition, she added a mindfulness option to compliment therapeutic yoga. As a result of the popularity of APPH 1050, the Honor’s program requested a new, and separate course offering. Dr. Stewart took on the responsibility for designing and offering this course section (averaging about 50-60 students) in addition to the 350 undergraduate students she typically taught in the larger sections of APPH 1050.

Due to the smaller size, the Honors section was purposely designed to be highly interactive with weekly student presentations and an in-depth experiential learning project. Student teams conducted a health-based needs assessment on campus and proposed solutions demonstrating feasibility and budget requirements. Prior to the pandemic, these projects culminated with a poster session at the CRC open to the public at the end of each semester with campus stakeholders invited to attend. Due to Dr. Stewart’s single-handed dedication, the Honor’s section quickly expanded to multiple offerings per year.

While expanding options for small group participation, Dr. Stewart also reformatted the APPH 1050 course to make it more interactive in the large class sessions. She added Learning Catalytics and a project requiring goal development, implementation, reflection and refinement for a personal path forward to be physically and mentally successful after completion of the course. She has reshaped and connected course content to address the most pressing issues that students currently face. Furthermore, Dr. Stewart has worked with the GT Excel program to give students with disabilities opportunities to benefit academically and socially by participating in the course.

To address the mental health crisis which is impacting colleges and universities nationally, Dr. Stewart designed APPH 1060 Flourishing: Strategies for Well-being and Resilience. The course uniquely addresses topics of resiliency, optimism, coping, mindfulness, emotional intelligence, and effective communication. Recently, Dr. Stewart completed training to become a certified Strengths coach and has incorporated CliftonStrengths into 1060 to help students identify their natural talents and apply a Strengths-based approach to self-improvement. Student evaluations of this course have been exceptional and APPH 1060 was recently added to the iGniTe First-Year Summer Launch Program.
During the pandemic, Dr. Stewart had to shift not only all of her courses to remote, but also develop and implement a plan for all APPH 1050 physical activity instructors to lead virtual sections. This was no easy task and required considerable consultation with the Office of Information Technology and research/training to learn more effective strategies for remote instruction, as well as onboarding and training of additional teaching assistants to monitor participation and support remote studios.

At the Institute level, Dr. Stewart continues to push for changes which will improve student health and wellbeing. She was a member of the Cultivate Wellbeing Institute Strategic Planning (ISP) committee. Following this service, she co-led the ISP sub-committee on academic culture in 2021. She is also a member of the campus JED committee (JED Foundation), participating in the Academic Culture workgroup, and Ga Tech representative for the University System of Georgia Well-being committee.

It is abundantly clear that Dr. Stewart has devoted her instructional talents and experience in educational leadership to serving the health and wellbeing of all students at Georgia Tech. In addition, Dr. Stewart recently became one of sixteen individuals on campus certified as a Mental Health First Aid instructor (provided by the National Council on Well-being). As an instructor, she will be co-leading classes across campus to students, faculty and staff to train them to identify, understand and respond to mental health issues. These classes will launch in the spring of 2022.

In summary, Dr. Stewart is an outstanding, dedicated teacher who cares deeply about students and their overall health and well-being. Her curriculum is innovative and she continues to seek new ways to improve our campus culture both in and out of the classroom. The thoughtfulness at which she approaches curriculum design has had a tremendous impact on our students. She is most deserving of the Geoffrey G. Eichholz Faculty Teaching Award for her curricular innovation, as well as her sensitivity and dedication in attending to student needs. She actively engages and empowers her students to apply their knowledge and take critical steps towards improving their own health. Furthermore, her fostering of partnerships within the campus community has enhanced learning, allowing students to understand the complexity of health issues and to use their skills to develop practical solutions. Dr. Stewart inspires her students, as well as everyone she works with, to take initiative, follow their passion and discover their purpose and potential.

Sincerely,

[Signature]

Dr. Todd Streelman
Chair, School of Biological Sciences

[Signature]

Dr. Teresa Snow
Sr. Academic Professional
School of Biological Sciences
September 29, 2020

DOTE Report for Dr. Christie Stewart

Dr. Christie Stewart is an Academic Professional for the School of Biological Sciences. She is the Director of APPH 1050 Science of Physical Activity and Health, a large lecture course (150+ enrollment) taken by many Georgia Tech students to fulfill the Institute’s wellness requirement. She also teaches APPH 1802, Thriving Not Just Surviving: Strategies for Health and Resilience, a course she created in response to Institute-level concern about stress and mental health of students. Dr. Mindy Millard-Stafford observed Dr. Stewart’s online APPH 1050 class in May 2020, and I observed her online APPH 1802 class in September 2020.

Dr. Millard-Stafford and I agree that Dr. Stewart brings energy and enthusiasm into her online class sessions. Her class sessions are well-planned and well-organized. She relates findings from recently published scientific studies to practical actions that students can take in their everyday lives. I personally wanted to see the data figures from a couple of those studies, and that is my only suggestion for her to consider. In the class I observed, she had teams of students discuss and write out personal plans and goals for exercise or physical activities, and had students share them upon returning to the whole class session. She gave lots of encouragement, making clear that many different types of activities are beneficial, as long as the student enjoys them. She also shared her own and her family’s strategies, not as examples that students should follow, but to let students know about her own personal life experience with these practices. This course seems especially valuable and timely in the current pandemic and the social isolation many students are experiencing while dealing with unusually stressful circumstances.

Dr. Stewart’s CIOS scores reflect high levels of student satisfaction with her course and her teaching. The scores improved from low 4.0-4.2 in 2015-2016 to 4.8+ in 2018-2019. These are remarkably good scores for a large lecture class that fulfills a requirement not in any student’s major. Dr. Stewart’s faculty peers recognized her teaching excellence and nominated her for the Eicholz Award and for the Immel Award this past year. She is fully deserving of these honors, and Georgia Tech’s students are fortunate to have Dr. Stewart teaching APPH 1050 and APPH 1802.

Sincerely,

Jung H. Choi, Associate Professor
Director of Teaching Effectiveness, School of Biosciences
When I was asked to give Dr. Christie Stewart a letter of recommendation for the Eicholz Teaching Award, I did not hesitate in offering a resounding, “YES!” Dr. Stewart is what I believe should be the epitome of aspiration for students desiring to become teachers. From anecdotal experience as a student in her APH 1050 class, she delivered the course material in such a way that I frequently refer to her teaching when making decisions about my personal health; in effect, she changed my life.

When I sat in Dr. Stewart’s class, it was immediately apparent she was passionate and invested in the material she was teaching. So invested in fact, that she was willing to be open about her own health struggles as someone trying to maintain an active lifestyle and being a wife, a mother, and a daughter. That openness instantly earned her my trust and engaged me in the class.

This openness actually led me to become even more involved in Dr. Stewart’s class. I went to her office hours one day to discuss a topic I was researching and we ended up talking about mental health, challenges transfer students face, and other matters. In that particular chat, she invited me to speak about mental health to the class one day. It was this sort of innovation and willing to try new things to connect with students that made me enthusiastically agree to speak. Aside from my talk, she arranged various guest speakers to speak about mental health and overall well-being - talks I felt made an impact in the lives of my classmates and myself.

Getting to know Dr. Stewart over the course of the semester was a huge privilege as well. That particular semester, I had a family emergency that threw my life out of balance for that week and caused me to get behind on various assignments and projects. All it took was one email of explanation to Dr. Stewart and she was completely understanding - she worked with me to catch back up and get full marks in her class. It was this sort of compassion that not only helped me get an A in her class but also helped me cope with the stress brought by my familial circumstances.

Perhaps one of the most life altering lessons from her class was the stark realization that I was accidentally and routinely starving myself. Dr. Stewart made it a point to give out homework that was not only useful information to know, but would also challenge our health. One of these assignments was to measure food consumption. When I finished the assignment, much to my shock, I discovered I was at a huge daily caloric deficit brought about by not eating enough. I have since changed this habit and feel more energetic and refreshed overall; I cannot underscore how important a revelation from her class that was for me.

Dr. Christie Stewart has dedicated herself to not only ensuring her students perform well in the class, but especially their overall wellbeing. I wish that every professor could have the same characteristics she has; namely, a great sense of humor, an engaging personality, and, most important to me, compassion. It is with great pleasure, that I, Jacob S. Zelko, nominate Dr. Stewart for the Eicholz Teaching Award.
To Members of the Selection Committee,

My name is Nick Jaffe, a former student of and current TA for Dr. Christie Stewart's APPH 1050 class. It is with much delight that I write this letter in support of her nomination for the Geoffrey G. Eichholz Faculty Teaching Award. For various reasons outlined below, I believe the committee will find Dr. Stewart a sensational candidate for this award.

Dr. Stewart's passion is unparalleled. We all know teaching is a difficult task. And let's face it, teaching morning lectures in the Paper Tricentennial Building does not make that task any easier. However, I will say with great pride that Dr. Stewart truly lights up the dull lecture hall every Tuesday and Thursday morning. Enthusiasm penetrates the room as she walks in asking everyone how classes are going, sparking fun conversation and laughter. She may begin lecture with an intriguing anecdote or insightful question, and then proceed to engage the class in carefully constructed lecture content. Pronounced preparation is an understatement; Dr. Stewart rarely takes her eyes off the students as she elaborates on the ideas from her slides, seemingly emanating with energy as she jumps around the room providing intuitive examples, asking questions, and telling charming stories relating what we're learning to its larger purpose in the world.

She motivates those around her to be their best. As a TA for 1050, I now have a better appreciation for how her course is truly designed to inspire her students. Her words have encouraged positive change in my peers' and my own life, something I am not often able to say about a professor. Beyond the various conversations I've had with students confirming this belief, I myself began the arduous task of training for a half marathon largely because of Dr. Stewart's contagious appetite for self-improvement and promotion of living a healthy and meaningful life.

Finally, Dr. Stewart's work ethic is something to behold. No matter the numerous classes she teaches, constant flow of meetings, or the formidable task of raising children, her liveliness never falters. In every conversation we have, she brings up a new idea for how we can improve the class or asks for feedback on her instruction. She makes herself available to students and myself with any and all support she can offer, a selfless gesture that is a highlight of my experience at Tech. Her diligence exemplifies the value she finds in her work, and I am grateful for the opportunity I have to work with and learn from someone this resolute in her purpose.

I hope this aids in recognizing Dr. Stewart's distinguished contribution to this institution.

Sincerely,

Nick Jaffe
BSCS Class of 2023
Georgia Institute of Technology
My name is Graydon Cortez, and I had the honor of working as a Teaching Assistant for Dr. Christie Stewart’s APPH 1050 class last semester. During my time as a Teaching Assistant, I witnessed Dr. Stewart’s caring and understanding demeanor towards her students, her willingness to go above and beyond in order to help her students succeed, and her way of supporting her students in and out of the classroom. To me, she is inspirational and a role model of how a professor should support their students in any way possible.

An example of her love for teaching and supporting her students is in the form of her wellness checks. Throughout the semester, she asked me and the other TA to help her conduct wellness checks open to any student within the class. During these wellness checks, Dr. Stewart would lead attending students through healthy ways in which they could remedy whatever difficulties they were facing at the time, and the positive feedback from all of the students who attended is an illustration of just how effective these events made possible by Dr. Stewart were. She really made the students feel like someone cared about them and wanted to support them no matter what, and as a professor focused on the health and well-being of the students at Georgia Tech, she did an amazing job in doing so.

That was outside the classroom, but the same kind of energy also occurred within the classroom. You will never find someone as passionate and enthusiastic towards the subjects of health as Dr. Stewart, and her love for the subject translated into a style of teaching that made the students end up loving it as well. I was always in the classroom, and there was never a moment where students weren’t actively participating in order to have an engaging discussion about health with Dr. Stewart.

That was the effect she had on her students, and even now as I think back on my time spent as her TA, she had the same awe-inspiring effect on myself. I can think of no better candidate than Dr. Christie Stewart for the Eichholtz teaching award.