

January 17, 2017

Dr. Joyce Weinsheimer
Director, Center for Teaching and Learning
Georgia Institute of Technology

RE: Nomination of Dr. Jenna Jordan - CETL/BP Junior Faculty Teaching Excellence Award

Dear Joyce and members of the selection committee:

I am delighted to submit my nomination and enthusiastic recommendation of Dr. Jenna Jordan for the CETL/BP Junior Faculty Teaching Excellence Award for 2017. Jenna is an Assistant Professor in the Sam Nunn School of International Affairs. She joined our faculty in the fall of 2012 and has a simply amazing trajectory in her teaching, research and direct and meaningful impact on students. Jenna's research and publications have focused on terrorism and international security. She is expert and publishes on the effectiveness and impacts of the policy of leadership decapitation of terrorist organizations.

As a result of her communication skills, her passion for the topics, her interest in the success of her students and the areas of her expertise - Jenna has become one of the "star" teachers in our school. She has taught 14 courses over the four years of her time at Georgia Tech and has become one of our most popular instructors. She has proven effective in both large courses (250+) and very small classes (<10). She has conducted 7 independent studies with 3 masters students and 4 undergraduate students. She has helped to support 3 of our PhD students through her grants and research.

Jenna has also been recognized as a teaching resource for Georgia Tech at large. Since 2013 she has served as a faculty guide for the Stamp's President's Scholars Program. In this regard she has been both a mentor to the students and an important support resource for the entire program. As a consequence she has been asked this year (2017) to speak on a panel at the Stamps Scholars National Convention.

In addition, Jenna has received multiple "Thank a Teacher" Awards every year and participated in CETL's 2014 class of the 1969 Teaching Scholars Program to explore the theme of engaging large classes. She has generously provided various opportunities for undergraduate research assistants in her work and has become one of the "go to" teachers for our students at all levels whom they feel they can trust and in whom they can confide.

The other impressive thing about Jenna is her interest and willingness to keep pressing to find new ways to engage students and create learning opportunities. She has partnered with one of our most popular teachers (Dr. Mike Salomone) in his most creative Scenario Writing and Path Gaming course to prepare to take that course on alone and apply those innovative techniques in other courses.

In support of my nomination of Dr. Jordan I am pleased to attach a listing of the courses she has taught and the students. I also include her Student Course Evaluations for her two most recent courses (fall 2016) in both one large class (INTA 1110) and one smaller class (INTA 4014) and some representative student comments. Jenna has done exceptionally well in both our required core (large) courses and in courses focused topically on her research interests.

In summary Jenna is simply an outstanding young member of our faculty. She has proven to be in great demand by our students, a valued source of comment on her areas of expertise to both the scholarly journals and the public media, and an energizing source for our faculty. She is a terrific example of how a young faculty member can make a difference in the lives of our students and provide a personal example of both excellence and commitment to others.

Accordingly, I am pleased to submit this nomination and highly recommend Dr. Jenna Jordan for the CETL/BP Junior Faculty Teaching Excellence Award for 2017.

Sincerely,

A handwritten signature in blue ink, appearing to read "Joe Bankoff". The signature is stylized and cursive.

Joseph R. Bankoff

Chair, Sam Nunn School of International Affairs

Joe.bankoff@inta.gatech.edu

404 894 8752 (office)

COURSES TAUGHT by Dr. JENNA JORDAN

Fall 2012	INTA 6103	International Security Policy	6 students
Spring 2013	INTA 1110	Introduction to International Relations	231 students
Spring 2013	INTA 3103/8803	Challenges of Terrorism	46 students
Fall 2013	INTA 1110	Introduction to International Relations	279 students
Fall 2013	INTA 3103/8803	Challenges of Terrorism	36 students
Spring 2014	INTA 1110	Introduction to International Relations	132 students
Spring 2014	INTA 4803/8803	Networks in Conflict and Cooperation	9 students
Fall 2014	INTA 1110	Introduction to International Relations	267 students
Fall 2014	INTA 3103/8803	Challenges of Terrorism	20 student
Fall 2015	INTA 1110	Introduction to International Relations	258 students
Fall 2015	INTA 4014/6014	Scenario Writing and Path Gaming	38 students
Spring 2016	INTA 4014/6014	Scenario Writing and Path Gaming	32 students
Fall 2016	INTA 4014/6014	Scenario Writing and Path Gaming	36 students
Fall 2016	INTA 1110	Introduction to International Relations	114 students

INDEPENDENT STUDY STUDENTS with Dr. JENNA JORDAN

Masters Students:

Sam Sasser, INTA Student Research Cluster on Terrorism & Counter Terrorism in Europe,
Fall 2016.

Chelsea Boyle, "Transformations of Terrorism," Undergraduate, Independent Study,
Spring 2014.

Jesse Turcotte, "Geocoding Targeted Attacks Against Militant Groups," Independent Study,
Spring 2014

Anna Cathryn, "Women and Terrorism,"
Fall 2016

Undergraduate Students:

Chris Baldwin, "Why Some ISIS Affiliates Are More Dangerous Than Others, Independent Study,
Summer 2016.

Francis Schafer, "The Effects of Changes in Political Space on Extremist Organizations,"
Independent Study, Summer 2014

Justin Pascale, "Arab Monarchies and Terrorist Activity," Independent Study,
Summer 2013

CURRENT INDEPENDENT STUDENT RESEARCH PROJECTS

Clair Hill, Dean's Internship Program,
Spring 2017

Sam Sasser, INTA Student Research Cluster on Terrorism & Counter Terrorism in Europe,
Fall 2016 – Spring 2017

SELECTED STUDENT RESPONSES from Fall 2016:

INTA 4014 Scenario Writing and Path Gaming

Dr. Jordan's enthusiasm about international relations and organizational networks is contagious. Every time that my team spoke to her about what was happening with my team in the path game we walked away with insightful advice.

Great professor, loved teaching and was caring! Loved the topic and made it interesting.

She took a serious interest in what we were doing in the pathgame and in our scenarios. Her interest made what we were doing feel more important and real. Like it was cooler to develop a scenario when we were made to feel like we were helping the world be better prepared for cyber warfare.

Cared about the class and students, knowledgeable about the subject

Jenna Jordan is my favorite Tech professor for a number of reasons, namely her exceptional knowledge of international politics and strategy, her enthusiasm for the material, and her availability for feedback and discussion. She's absolutely brilliant

Lots of different viewpoints

Clear passion and knowledge of the subject.

INTA 1110 Introduction to International Relations

Unbridled enthusiasm

Flexibility, Communication = great, everything!

Obviously very devoted to her subject matter.

Very passionate about the class which translated into good lectures

Amazing professor; one of the best I've had at Tech. She knows a lot about the subject, super enthusiastic about it, and clearly cares about her students. She was extremely approachable and nice.

She always has a great attitude about teaching and keeps students engaged.

Providing concrete examples of events she was extremely knowledgeable and enthusiastic Passionate about subject material, wealth of knowledge.

The reason I took this course because when I was at FASET I needed 3 more credits, and had no idea what to take. The student helping me told me to take INTA 1110, because Dr. Jordan was one of the best profs he had ever had. I am so happy I listened to his advice and took the class. She was an absolutely incredible teacher. Being in her class was an absolute joy. I loved attending every lecture and she was able to teach effectively, and in a way I understood, even though I'm a math major and had no background at all for the class.

Her passion for the subject material made me more engaged in the class and the material Great at explaining IR theories. Very enthusiastic about the topic; it made me want to learn more and made me more excited about the subject Extremely entertaining, helpful, and knowledgeable very intelligent and much expertise How kind she was and how open she was to helping students I appreciate how Prof. Jordan made lecture interesting and helped us with review sessions when we needed them. Professor Jordan was always very clear and understanding with her students. Enthusiasm for the class

Knowledge of the material, respected by students

Her knowledge and enthusiasm for the course, her ability to stimulate interest and keep the class engaged, and her availability for help.

I think Professor Jordan's greatest strength was her ability to keep the class engaged throughout the duration of the class. The material was always presented in an interesting manner that was both entertaining and educational.

You could tell that she really loved the topic and it made the class more interesting.

There were: 115 possible respondents.

	Question Text	N	RR	Interpol. Median	0-3	3-6	6-9	9-12	12-15	15-18	18+	N/A
1	Student: Hours per week	42	37%		10	17	10	4	1	0	0	0
					0-30	30-50	50-70	70-80	80-90	90-100	N/A	
2	Student: Percent attendance	41	36%		0	2	2	1	5	31	0	
3	Student: Percent homework completion	42	37%		0	2	4	3	5	25	3	
					5 Extremely Well	4	3	2	1 Completely Unprep	N/A		
5	Course: How prepared to take subject	42	37%	3.8	9	18	10	3	2	0		
					5 Exceptional Amt	4	3	2	1 Almost Nothing	N/A		
6	Course: Amount learned	42	37%	4.6	23	14	3	2	0	0		
					5 Exceptional	4	3	2	1 Very Poor	N/A		
7	Course: Assignments facilitated learning	41	36%	4.4	18	14	5	2	1	1		
8	Course: Assignments measured knowledge	42	37%	4.6	24	12	5	1	0	0		
					5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
9	Course: Overall effectiveness	42	37%	4.5	21	14	6	0	1	0		
					5 Exceptional	4	3	2	1 Very Poor	N/A		
14	Instructor: Clarity (Jordan)	41	36%	4.8	31	9	0	0	1	0		
					5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
15	Instructor: Communicated how to succeed (Jordan)	41	36%	4.8	30	8	1	2	0	0		
					5 Exceptional	4	3	2	1 Very Poor	N/A		
16	Instructor: Respect for students (Jordan)	41	36%	4.9	33	7	1	0	0	0		
					5 Extremely Enthus	4	3	2	1 Detached	N/A		
17	Instructor: Enthusiasm (Jordan)	41	36%	5	38	3	0	0	0	0		
					5 Made Me Eager	4	3	2	1 Ruined Interest	N/A		
18	Instructor: Stimulates interest (Jordan)	41	36%	4.8	31	6	3	0	1	0		
					5 Highly Accessible	4	3	2	1 Hard To Find	N/A		
19	Instructor: Availability (Jordan)	40	35%	4.8	27	5	6	0	0	2		
					5 Extremely Helpful	4	3	2	1 Not Helpful	N/A		
20	Instructor: Feedback helpfulness (Jordan)	41	36%	4.7	24	7	4	1	2	3		
					5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
21	Instructor: Overall effectiveness (Jordan)	40	35%	4.8	30	9	0	0	1	0		

Instructor	Text Responses
	Question: Course best aspect
	I enjoyed learning about Dr. Jordan's personal research. The paper was a very appropriate assignment and I actually had a lot of fun composing it. My favorite event during the semester was the visit from the Taiwanese ambassador. I really appreciated having such a unique opportunity.
	The best aspect of the class were the lectures. Majority of my learning came from simply listening in class. Though at times the material was a little dull, Professor JJ did a great job making it as engaging as possible.
	All the material presented were really interesting. Especially when it came to more of the modern news brought in with terrorism, and brexit
	Seeing the ambassador.
	All sections in the syllabus worked well, and complemented each other.
	The workload isn't that demanding, but I feel like I learned a lot.
	Open attitude toward in-class discourse.
	Open discussion of topics and assignments
	Course material was interesting for the most part.
	Super interesting class which I learned a lot in
	learned a lot and professor were very knowledgeable
	The current event analysis was the most enjoyable assignment

	I enjoyed the readings, which exposed me to new people and new concepts and gave me a better understanding of international relations. However, some of the readings were quite dry.
	In class movies were a fantastic way to break up some of the monotony that arises when you sit in the same lecture hall every three days and learn about really complicated IR topics.
	Dr. Jordan and Dr. Lin both are really good teachers
	Dr. Jordan
	I loved the topic, so everything was the best part for me.
	I really enjoyed the lectures, the professors did a good job keeping them interesting.
	Question: Course improvements
	Towards the end of the semester the readings on the syllabus were never uploaded to TSquare
	This could be improved by removing journal articles as reading assignments, or stressing the importance of reading the articles. I spent the majority of my time reading and interpreting these difficult articles, however, we were not tested on it, and in result, did poorly on exams because I was studying the wrong things. Also, at times it made me more confused about the fundamentals. However, the BSO readings were great -- very clear and concise. I learned a lot from them
	I think its an information overload. There is just way too much material to go over and its difficult material to read. It is incredibly interesting and does give more of an in-depth understanding. However, the slides in class would go over basic information and the tests would go over the slides. I just didn't have hours and hours to completely understand the articles for every lecture. Either less articles or more focused articles and have the articles as extra reads.
	Reading quizzes need to be toned down in difficulty. Even if I did read, I could only get 3/5.
	As much as I loved getting to watch movies in class, I would have preferred to just be lectured on that content instead had I known that it would mean having multiple questions on my second exam (which counted for a huge portion of my grade) be about specific quotes said in the movie. This was my only major issue with the class simply because I didn't think it fair to grade me on my ability to remember quotes said in a movie I watched two weeks prior.
	Have more group discussion based classes (it's hard to do with so many students but with multiple TAs it could probably work)
	Including more graded assignments to monitor progress.
	Too much reading is expected to be done and the textbook is hard to follow, new textbook should be chosen
	n/a
	There could be less reading. The reading quizzes are worth so much of our grade and it is very difficult to read so many pages along with work from other classes.
	The readings could be more integrated into the lecture. They were at the beginning of the semester when we were covering theories, but the integration kind of dropped off towards the middle of the semester.
	The international finance aspect of the class can get a bit heavy at times. If there were any way to make it easier to digest, that would be fantastic.
	The readings could be edited for length and clarity because a lot of them were irrelevant to what we were learning in class
	Maybe more practice on analyzing current events using international relations theories before the paper is due.
	There was a lot of reading, and it was hard to get it all done on top of my other classwork.
	More assignments
	Question: Other comments about quality of course
	Overall, the information is very interesting. I felt like in some areas we rushed where there was a lot of information. And in other areas, we didn't have to take up that much time. The movies were also very interesting and really did help.
	n/a
	Overall, this class was very fair and easy to follow.
	Question: Other overall comments
	Great class, but could re-examine the type of readings presented to the class or stress the importance of them (found myself studying these articles for exams when the exams were mainly on the lectures) especially for a class that is for non-INTA majors.
	I do not like how we swapped professors halfway through the semester. After growing accustomed to the way Jordan teaches and tests us, I don't think it's fair to switch that up right before the final.
	This was my favorite course this semester and because of this class I am seriously thinking of taking up an INTA minor.
	n/a
	The course as a whole has been very interesting. I found myself discussing IR with anyone who would listen after class.
	Question: Instructor greatest strength
Jordan	Flexibility, Communication = great, everything!
Jordan	Unbridled enthusiasm
Jordan	Awesome teacher! Very engaging with her lectures, and was very concise with what she taught.
Jordan	She always had so much more information than the slides. She knew exactly what she was talking about and was also super excited about it.
Jordan	The readings she assigned us perfectly aligned with what she was lecturing on, and I appreciate that she assigned readings from all perspectives of each topic we were studying. I also appreciated the movies she showed in class. My understanding of the topics improved when I was able to see them unfold in movies.
Jordan	Obviously very devoted to her subject matter.
Jordan	Very passionate about the class which translated into good lectures
Jordan	Amazing professor; one of the best I've had at Tech. She knows a lot about the subject, super enthusiastic about it, and clearly cares about her students. She was extremely approachable and nice.
Jordan	She always has a great attitude about teaching and keeps students engaged.

Jordan	Providing concrete examples of events
Jordan	she was extremely knowledgeable and enthusiastic
Jordan	Passionate about subject material, wealth of knowledge.
Jordan	The reason I took this course because when I was at FASET I needed 3 more credits, and had no idea what to take. The student helping me told me to take INTA 1110, because Dr. Jordan was one of the best profs he had ever had. I am so happy I listened to his advice and took the class. She was an absolutely incredible teacher. Being in her class was an absolute joy. I loved attending every lecture and she was able to teach effectively, and in a way I understood, even though I'm a math major and had no background at all for the class.
Jordan	Her passion for the subject material made me more engaged in the class and the material
Jordan	Great at explaining IR theories.
Jordan	Very enthusiastic about the topic; it made me want to learn more and made me more excited about the subject
Jordan	Extremely entertaining, helpful, and knowledgeable
Jordan	very intelligent and much expertise
Jordan	How kind she was and how open she was to helping students
Jordan	I appreciate how Prof. Jordan made lecture interesting and helped us with review sessions when we needed them.
Jordan	Professor Jordan was always very clear and understanding with her students.
Jordan	Enthusiasm for the class
Jordan	Knowledge of the material, respected by students
Jordan	Her knowledge and enthusiasm for the course, her ability to stimulate interest and keep the class engaged, and her availability for help.
Jordan	I think Professor Jordan's greatest strength was her ability to keep the class engaged throughout the duration of the class. The material was always presented in an interesting manner that was both entertaining and educational.
Jordan	You could tell that she really loved the topic and it made the class more interesting.
	Question: instructor improvements
Jordan	Nothing
Jordan	Strayed from the topic at hand. Switched topics suddenly. Became distracted during lecture. Lecture slides contained minimal information.
Jordan	Sometimes I felt overwhelmed with all the material she presented in her lectures. It was very interesting to learn, but also stressful because I didn't know if I needed to learn it for the exams.
Jordan	Perhaps having this in a smaller classroom what have been more successful. I feel like she would only talk to the first half of the class because its just hard to yell across a class room that big
Jordan	I feel like we sometimes strayed from one topic to another without a clear train of thought. Make the transition between topics more clear so we can fully see how everything is connected.
Jordan	International financial politics is more relevant to engineers than terrorism. The course should reflect that.
Jordan	She doesn't always emphasize what topics are more important than others. I think students had some difficulty distinguishing what was a side note and what was a major topic.
Jordan	Having clearer definitions of subjective terms
Jordan	It would be helpful if she were to post things like the lecture slides either right after, or right before class starts, but I get that life gets busy and thats not always possible.
Jordan	Provide more real-world examples of how those IR theories apply to past and present international relations.
Jordan	Too much reading was expected to be done in short period of time
Jordan	n/a
Jordan	I don't know of any improvements that Prof. Jordan could make.
Jordan	Professor Jordan sometimes planned more content that she had time to cover in class, which made studying for tests a bit confusing.
Jordan	Clearer readings
Jordan	Nothing. I thought this professor was an effective and fantastic teacher.
	Question: instructor other comments
Jordan	Perfection- I love her, she is great! She needs to be tenured or something!
Jordan	I loved her passion for the subject of international affairs. As an engineer who is not as into the topic as she is, she really grabbed my attention and made me want to learn more about what's going on in the world.
Jordan	When tests were returned, the multiple choice questions we missed were not marked on the test. Also, we were not allowed access to the correct answers. This prevented us from learning from our mistakes in order to improve future performance.
Jordan	I really really enjoyed her teaching.
Jordan	n/a
Jordan	Review sessions before mldterms were incredibly helpful!

Georgia Institute of Technology
Fall 2016, INTA 4014 Scenario and Pathgaming Section A
Instructor: Jordan, Jennifer (Additional)



There were: 28 possible respondents.

Question Text	N	RR	Interpol. Median	0-3	3-6	6-9	9-12	12-15	15-18	18+	N/A
1 Student: Hours per week	12	43%		1	5	6	0	0	0	0	0
				0-30	30-50	50-70	70-80	80-90	90-100	N/A	
2 Student: Percent attendance	12	43%		0	0	0	0	0	12	0	
3 Student: Percent homework completion	11	39%		0	0	0	0	0	11	0	
5 Course: How prepared to take subject	12	43%	4.1	5 Extremely Well	4	3	2	1 Completely Unprep	N/A		
				4	5	2	1	0	0		
6 Course: Amount learned	12	43%	4.8	5 Exceptional Amt	4	3	2	1 Almost Nothing	N/A		
				9	2	1	0	0	0		
7 Course: Assignments facilitated learning	12	43%	4.8	5 Exceptional	4	3	2	1 Very Poor	N/A		
				9	3	0	0	0	0		
8 Course: Assignments measured knowledge	12	43%	4.8	8	3	0	1	0	0		
9 Course: Overall effectiveness	12	43%	4.8	5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
				9	2	1	0	0	0		
14 Instructor: Clarity (Jordan)	12	43%	4.8	5 Exceptional	4	3	2	1 Very Poor	N/A		
				8	4	0	0	0	0		
15 Instructor: Communicated how to succeed (Jordan)	12	43%	4.5	5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
				6	3	3	0	0	0		
16 Instructor: Respect for students (Jordan)	11	39%	5	5 Exceptional	4	3	2	1 Very Poor	N/A		
				11	0	0	0	0	0		
17 Instructor: Enthusiasm (Jordan)	12	43%	4.9	5 Extremely Enthus	4	3	2	1 Detached	N/A		
				10	1	1	0	0	0		
18 Instructor: Stimulates interest (Jordan)	12	43%	4.8	5 Made Me Eager	4	3	2	1 Ruined Interest	N/A		
				8	4	0	0	0	0		
19 Instructor: Availability (Jordan)	12	43%	4.8	5 Highly Accessible	4	3	2	1 Hard To Find	N/A		
				8	3	1	0	0	0		
20 Instructor: Feedback helpfulness (Jordan)	12	43%	4.8	5 Extremely Helpful	4	3	2	1 Not Helpful	N/A		
				8	1	2	1	0	0		
21 Instructor: Overall effectiveness (Jordan)	12	43%	4.9	5 Strongly Agree	4	3	2	1 Strongly Disagree	N/A		
				10	1	1	0	0	0		

Instructor	Text Responses
	Question: Course best aspect
	The path game brought out a lot of insight into the complexity and lack of certainty that plague international relations. The scenario taught me just how much work it takes to tell a good story, and how well informed I have to keep myself to recognize the beginnings of one.
	loved the topic, the pathgame was the best part! it was fun
	The course was fun. Straight up, I enjoyed going to this class every single week. That is something I've very rarely been able to say.
	The pathgame was really interesting.
	Learned a lot in the scenario writing section. Pathgame was also fun.
	so many things- the interdisciplinary aspect, the inclusion of cyber strategy as a core aspect, the other students, the enthusiasm of the instructors and grad students, the overall concepts of the class, everything
	Looking the USA player dead in the eyes as I coolly lied to his face about Ukrainian intentions, then repeating the process twelve to fifteen times.
	The impressive amount of learning imparted by the course and the fun and challenging pathgame.
	Question: Course improvements
	I wish that there had still be some assigned readings through the second part of the class when we were doing the path game. I know it is difficult in implementation but there are some other countries that I think would've been fascinating to play or play against (Brazil, India, Israel, South Africa, etc.)
	The reading was overwhelming for the class. Maybe shorter passages?

	There were a few days that were in class work days. People can find time to work on things outside of class. Instead just use those days for class discussions, that's more useful. Also, the pathgame was confusing the first day. It should have been better explained.
	There was a lot of misinterpretation of our actions during the pathgame which frustrated my team a lot. The class seemed really disorganized, I never really knew what was expected from us until the end. I didn't feel like I learned as much as I expected.
	There were serious problems with the pathgame. Control was a bit slow, didn't give feedback about internal policy at all, failed to fill in teams about things that were critical for them to know and react to (that the government of the country would obviously realize), and seemed a bit disorganized in general. I think they were prepared intellectually, but there needs to be focus on **procedural** preparation.
	literally no complaints I absolutely loved this class - I learned so much, gained a new appreciation for scenario building, learned how to pathgame, and improved as a student and as an INTA major
	Was really hard to figure out how I was doing in the class (grade-wise). When things were turned in at the end of the year, didn't get confirmation that they were received which increased worrying about grades.
	-
	Interactions with CONTROL during the pathgame could be somewhat dicey - that element could be improved. (Perhaps submitting of forms, etc. through online tools such as Slack instead of solely paper.
	Question: Other comments about quality of course
	N/A
	--
	I really enjoyed the class and learned a lot.
	-
	Question: Other overall comments
	This class is excellent.
	The reading was overwhelming for the class. Maybe shorter passages?
	There isn't a place to give feedback but the TAs were also awesome for this course. Wes was really great about making himself available to help students whenever.
	my favorite class I've taken at Tech, definitely should be offered more so other students can experience it
	-
	I learned so much in this course - it was excellent.
	Question: Instructor greatest strength:
Jordan	Dr. Jordan's enthusiasm about international relations and organizational networks is contagious. Every time that my team spoke to her about what was happening with my team in the path game we walked away with insightful advice.
Jordan	Great professor, loved teaching and was caring! Loved the topic and made it interesting.
Jordan	She took a serious interest in what we were doing in the pathgame and in our scenarios. Her interest made what we were doing feel more important and real. Like it was cooler to develop a scenario when we were made to feel like we were helping the world be better prepared for cyber warfare.
Jordan	Cared about the class and students, knowledgeable about the subject
Jordan	Jenna Jordan is my favorite Tech professor for a number of reasons, namely her exceptional knowledge of international politics and strategy, her enthusiasm for the material, and her availability for feedback and discussion. She's absolutely brilliant
Jordan	Lots of different viewpoints
Jordan	Clear passion and knowledge of the subject.
	Question: Instructor improvements
Jordan	The communications to students about what was expected from us regarding the scenario could be confusing and even contradictory.
Jordan	--
Jordan	I said somewhere else here, but explain pathgame better.
Jordan	Sometimes a bit unclear on expectations for projects, presentations, etc.
Jordan	n/a
Jordan	Sometimes the number of people up front caused them to ramble a bit
Jordan	N/A
	Question: Instructor other comments
Jordan	Great professor, loved teaching and was caring! Loved the topic and made it interesting.
Jordan	-

Teaching Statement

Jenna Jordan
Sam Nunn School of International Affairs

Since beginning at Georgia Tech in 2012, I have taught the following classes: Introduction to International Relations, the Challenges of Terrorism, Social Network Analysis, International Security Policy, and Scenario Writing and Path-Gaming. While I have taught a combination of undergraduate and graduate students, most of my teaching has been at the undergraduate level. The classes have ranged from nearly 300 students to under 15. I have also conducted eight independent studies with both masters and undergraduate students on a variety of topics, primarily centered on terrorism.

I have taught Introduction to International Relations most frequently, and it is a class that I enjoy. I try to inspire an interest in the broader world through theoretical and empirical investigation of historical and current events. I have approached this course as I have others. I present evidence and multiple ways of understanding an event, in order to challenge students to come to their own conclusions and assessment of a situation. I have found engaging with engineers in INTA classes particularly rewarding, and I in turn have had my own views and beliefs challenged by the students. Teaching engineering and non-INTA students has also forced me to think about how to present material, theories, and reading in a way that is accessible to a broad audience. As I have an interest in conducting policy relevant research, it has helped my own work.

I have had many interesting and substantive conversations in small courses and independent studies and have found the challenge of encouraging dialogue in a larger classroom to be very exciting. In order to develop new approaches to teaching large classes, I participated in CETL's 2014 class of 1969 Teaching Scholars Program. This class was focused on developing methods to increase student engagement and learning in large classes. It was an important program that shaped how I approach teaching both large and small classes. Instead of exclusively lecturing, I have tried to encourage more dialogues between the students. It has been hard, but inspiring.

My classes have become popular, and I have received positive teaching evaluations. Just recently a number of students expressed disappointment that I have not taught the Challenges of Terrorism the past two years. I fortunately have the opportunity to teach it again next fall. This class is particularly important as it intersects directly with my work on leadership targeting and counterterrorism policy more broadly. It is a challenge to teach topics that can be divisive, polarizing, and troubling. However, I try to develop an empathetic, rigorous, and theoretical approach to understanding political phenomena.

I continue to think of new courses that I would like to develop. I recently reached out to the Associate Chair of our school in order to discuss the possibility of a course development on Gender and Terrorism. I am currently conducting an independent study on gender and feminist

theory. I have noticed an emerging interest among the students, and it is an area of research that has not been taught in the Nunn School.

I have also hired a number of undergraduate research students who were former students in my classes, both INTA and non-INTA students. The students benefit greatly from the opportunity, and in some cases it has shaped their career trajectories. Having the opportunity to work closely with the students on research has challenged me as a researcher and an instructor. I hope to continue to acquire grants so that I can hire more students.

I genuinely love teaching at Georgia Tech and feel that I have made a strong contribution to the students both formally and informally. My door is always open and I meet quite frequently with students to discuss politics, classes, community, and life. Having served as a faculty guide for the Stamps President's Scholars has been a different type of teaching, but it has been an important part of my experience at Georgia Tech. Through advising the Stamps President's scholars, I have had many students meet with me to discuss both personal and professional challenges. I have had the opportunity to offer what I hope is helpful advice, and I have learned from the students in the process. I feel very fortunate to be able to both research at Georgia Tech and to teach such amazing students.



January 23, 2017

Dear Selection Committee:

I write to nominate **Assistant Professor Jenna Jordan for the CETL/BP Junior Faculty Teaching Excellence Award for 2017**. I work with Dr. Jordan in her capacity as faculty guide to students selected for the Stamps President's Scholarship, Georgia Tech's most prestigious undergraduate scholarship program. I have witnessed her educational efforts both within our GT1000 section for Stamps President's Scholars as well as in co-curricular retreats in which are students are required to participate. She has a passion for teaching, research, and students.

The Stamps President's Scholars (SPS) Program is Georgia Tech's premiere undergraduate merit-based scholarship program. While all Georgia Tech students are excellent, the Stamps President's Scholars encompass the best students according to our four historic pillars of scholarship, leadership, progress and service. They go on to win NSF Fellowships, Goldwater Scholarship, jobs with prestigious companies and organizations, and they improve campus and Atlanta in various ways through research, leadership, and service.

Beginning in 2011, we instituted several program improvements toward our goal of involving tenured faculty more extensively with the Stamps President's Scholars undergraduates. What is a "faculty guide" you may ask? I have attached an appointment letter you can review to see all the essential responsibilities. More unofficially, it's the commitment to service of a top research and teaching faculty member. It is a commitment that must include taking time out from the professor's busy schedule with no monetary or other kind of reward. It is being involved with the scholars, in a day-to-day fashion, as a mentor and sometimes as a friend. In a word, it's Jenna. She is someone they go to when they have a problem or need a hand. She's also tireless in her efforts to keep in touch with the students in the program, which I know anecdotally from the students themselves.

I first approached Jenna about serving in the role of faculty guide because when I asked some of my students in the Ivan Allen College to recommend a great professor (tenured or tenure-track) who really cared about students, Jenna's name came up more than once. As we met to discuss possibilities, I discovered immediately how much Jenna is not just a teacher or researcher, but a lifelong learner. I have talked with her on a variety of topics over the years from service, terrorism, religion, sociology, etc. and always been astonished at her intellectual curiosity.

Initially she declined my offer to become a faculty guide, but asked if she could take the year to think about it, and then start with the next cohort. I agreed but then asked a final question about which I was quite concerned. As an assistant professor, Jenna would be pursuing tenure the entire time she would serve as a faculty guide. Could she handle all her responsibilities and be a

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faculty guide? She said it might be a mistake, but she was up for the challenge. Jenna said that she was looking for a way to get engaged outside the classroom with students in an intellectual way, and this was a perfect opportunity she did not want to pass up if possible. Still, she was wise enough to take a year to figure out if she could handle it and seeking tenure simultaneously.

While I am not privy to the status of her tenure application, I can tell you that when I speak to faculty and students about her, I continually hear that she is a consummate researcher, an outstanding teacher, and that students really appreciate all she does for them inside and outside the classroom. This includes both some of my own Stamps President's Scholars but also alumni and other GT students.

I have witnessed Jenna's teaching in GT1000 and on co-curricular SPS Program retreats. Because she is such an engaging instructor, the students were often enrapt in what she taught them in the class, which often had to do with either her research, public service, or professional protocols in college life. During retreats, she and her faculty guide partner Chris Rozell would also help a student planning team construct a series of sessions focused on one of our program pillars to be explored. Jenna helped engage speakers, lead reflection sessions focused on what the speakers presented, and then she personally presented on the topics at hand as well.

Jenna has provided other services for the SPS 2014 cohort, and the list is long. Some highlights include that she interviewed at multiple SPS selection process events, served on final deliberation committees, and helped get students in distress several times to appropriate counseling or other healthcare professionals.

Jenna has helped to trail blaze this role and served as mentor to the other faculty guides that followed in her footsteps the last few years. As regards her teaching, one of the most interesting things I know about her is that when I speak to any Georgia Tech students who have taken an INTA class, almost half respond that they have taken Dr. Jordan's class. All have responded that they learned extensively from her and appreciated her teaching immensely.

We at Georgia Tech are incredibly lucky to have Jenna as part of the Stamps President's Scholars Program. I cannot imagine a more deserving person to be recognized for the CETL/BP Junior Faculty Teaching Excellence Award than Dr. Jenna Jordan. She has my highest recommendation and support.

Sincerely,

A handwritten signature in cursive script that reads "Chaffee W. Viets".

Chaffee W. Viets, M.A.

Director, Stamps President's Scholars Program



June 21, 2016

Jenna Jordan, Ph.D.
Sam Nunn School of International Affairs

Dear Jenna:

I am pleased to send this letter of your reappointment as a **faculty guide for the Stamps President's Scholars (SPS) 2014 Class**. You and Chris Rozell have added a terrific dimension to the experience of these young people, and I appreciate all you have done for them and the program. I am especially excited by how well the 2nd Year Service Retreat went this year.

As a reminder, the purpose of the role is to promote connections between a single cohort of SPSs and you, a Georgia Tech tenure-track faculty member, and is oriented almost exclusively toward co-curricular and academically enriching events, activities, and conversation.

Your primary role will continue to be to serve as a mentor to the scholars in this cohort collectively and individually. As we prepare for 2016-17, I wanted to highlight expectations for the cohort's fourth year as it applies to you and Chris. It is our expectation that you participate as frequently and meaningfully as possible with the "SPS 2014" cohort, including:

- Guide a student-led committee in planning the 3rd Year Retreat, focused on "Scholarship." This event occurs annually during the Labor Day Weekend. A planning guide can be found: https://orgsync.com/135036/custom_pages/13606.
- Facilitate self-initiated activities, such as brown bag discussions, class lunch meetings or "coffee hours"
- Hold office hours during the semester, weekly if possible
- Attend 2-3 meetings each semester of all the faculty guides, who together serve as an SPS advisory committee
- Interview at SPS Finalist Weekend (annually in March/April when possible)
- Attending all events may not be possible, and it is understood that exceptions will occasionally be made

This role is non-binding, and you or we may discontinue your participation at will. However, it is our great hope that this appointment will last for the duration that this cohort will be enrolled. Your expertise and wisdom – alongside that of the other faculty guides – will add an essential element to the SPS Program that will contribute to the development of these outstanding students. We are optimistic that your involvement will serve also as an enticement to other faculty to sign on to work with other Stamps President's Scholars, and by extension, to recruit new ones.

While this role is not compensated, it is understood that the SPS Program will provide financial support for activities in which you meaningfully engage SPSs or otherwise support the work of the SPS Program. Events you and/or Chris might choose to host at your home or informal meals with you and your class, for example, are reimbursable up to \$2,000 per year for the 2014 cohort.

Jenna, we are thrilled to work with you again and to chart a new course in "Progress and Service" for Georgia Tech and the Stamps President's Scholars Program in the coming years!

Sincerely,
Chaffee W. Viets, M.A.
Director, Special Scholarships



Dr. Kirk Bowman
Jon R. Wilcox Term Professor in Soccer and Global Politics
Sam Nunn School of International Affairs
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January 22, 2017

To Whom It May Concern:

It is with great enthusiasm that I write a letter of support for Dr. Jenna Jordan for the CETL/BP Junior Teaching Excellence Award. One of my greatest honors at Georgia Tech was receiving this award in 2000 and the award is a signal that Georgia Tech supports and rewards innovative faculty that place significant emphasis on teaching. I cannot think of a more deserving faculty member for this prestigious award than Dr. Jordan.

I have had the pleasure to serve as Associate Chair the last two years and as the Director of Undergraduate Studies for many years before that. In those positions, I have considerable knowledge about the impact that Jenna has on undergraduate and graduate education.

Dr. Jordan teaches a wide range of critical courses for undergrads across campus and majors. Whether it is a large lecture course with over 200 students or a small specialized seminar featuring simulations, Dr. Jordan's courses are always popular. This is not only because she is an excellent teacher, but because students can tell that she cares. This results in many students coming to Dr. Jordan's office hours to discuss not only course issues but personal issues as well.

It is easy to discern the quality of Dr. Jordan's teaching, so I would like to merely share a personal experience. Dr. Jordan participated for 2 weeks as an instructor for a study abroad program that I direct in Buenos Aires, Argentina. I was amazed at how quickly and strongly she bonded with the students and changed their perspectives.

I have won a number of GT, statewide, and national teaching awards, and I can state without hesitation that she is a far better teacher than I am. Dr. Jordan is also incredibly flexible in teaching any class that the department needs. She is a star teacher, and is more than deserving of this award. Please contact me if you have any further questions.

Sincerely,

A handwritten signature in black ink that reads "Kirk Bowman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kirk Bowman

26 January 2017

To Whom it May Concern,

I am writing to express my enthusiastic recommendation of Professor Jenna Jordan for the CTL/BP Junior Faculty Teaching Excellence Award.

I am currently a PhD candidate in the IAST program within the Nunn School and have previously received both a BS and MS here at Georgia Tech, facts I relay to qualify the extensive experience I have with many of the instructors and professors at this Institute. With that experience, I believe Professor Jordan is one of the finest teachers and mentors I have had the pleasure of studying under.

Professor Jordan has distinguished herself across many dimensions with which to measure and judge an educator, member of the academic community, and citizen of Atlanta. In my eyes, chief among her qualities is a fierce devotion to her students and her insistence at treating each with a level of dignity and respect that enables them to learn and achieve. With that as a foundation, she has found innovative ways to connect with and impart knowledge to both undergraduate and graduate students both in her classes and as a mentor.

Currently, I have the pleasure to collaborate with Professor Jordan and participate as a guest in her class on scenario writing and path gaming that is part of a research project supported by a grant from the Carnegie Corporation of New York. The class serves as an example of Professor Jordan's ability to draw students into insightful discussions and motivate them to achieve results that reach far outside the classroom. Students from the class have presented their original research to representatives of the Atlanta Police Department, Bureau of Alcohol, Tobacco, and Firearms (ATF), and representatives of the Department of Defense. In doing so, students come to understand the connection between academic research and real-world policy. The class is but one example of how Professor Jordan is using both research and teaching to mutually reinforce each other.

While Professor Jordan's excellence in her formal roles as an instructor and researcher are easily observed, I would like to highlight the effort she makes above and beyond those formal roles. One will often find Professor Jordan around campus in deep conversation with students, both those in her classes, and those that are not. Her willingness to lend an ear and help students is well known among my peers.

Professor Jordan is an asset to the Institute and I am grateful to call her a professor , mentor and friend.

Sincerely,



Tarun Chaudhary

PhD Candidate, IAST
Sam Nunn School of International Affairs
tchaudhary@gatech.edu
(678)-524-5466



January 20 2017

Reference for Jenna Jordan

Dear Awards Committee Member,

I am absolutely delighted to recommend Jenna Jordan whole-heartedly for the CETL/BP Junior Faculty (untenured) Teaching Excellence Award. Jenna is an exceptionally enthusiastic, effective, and caring teacher. I do not know anybody at Georgia Tech who is more deserving of this recognition. I reach that conclusion on the basis of students' assessments of her teaching, my own exposure to her as a teacher, and my involvement with her as a colleague.

Jenna's ability to engage students in large courses is particularly impressive. This past Fall, the Nunn School introduced a majors-only version of INTA 1110 Introduction to International Relations. Jenna taught the non-major version. She, nonetheless, achieved an overall instructor effectiveness score of 4.8! In their comments, students singled out her ability to integrate her own research into the class. Our majors share the same high opinion of her and her teaching. Last year, when she was teaching the majors too, the vast majority of Nunn School majors taking my GT 1000 section chose to interview Jenna as part of their assignment to learn more about their major. I regularly hear our students enthusing to each other about what a great teacher Jenna is. Although Jenna is highly respected by all of our students, it is my impression that our female students particularly appreciate her. One need talk to Jenna only briefly to appreciate how passionate she is about teaching and how much she cares about her students' success, both inside and outside of the classroom.

I have not formally observed Jenna's teaching, but she gave a short presentation to my GT 1000 section this semester about her research. Even though her presentation was only five minutes long, she explained clearly why her research was empirically important and analytically interesting. The large number of students who wanted to talk to her after the class demonstrated how effectively she had engaged them. She demonstrated the same ability to convey her research in clear, but not condescending, terms in her 2015 TEDx talk.

Jenna and I served together on the Nunn School's Graduate Committee for several years, and she is now a member of the Undergraduate Curriculum Committee, which I chair. I have also served on two search committees with her. In every instance she has been a consummate committee member. She comes to meetings prepared, makes well-reasoned arguments, and is eminently constructive. She went beyond the call of duty in helping to improve our assessment of learning outcomes in large courses. She also

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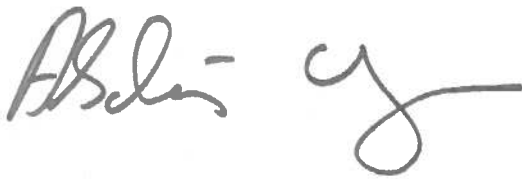
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unhesitatingly agreed to assist me with mentoring one of our new colleagues. This service is in addition to her serving as a faculty guide for the Stamps President's Scholars Program.

In short, Jenna has had a profound impact on students' lives inside and outside the classroom. She is passionate about teaching. She draws on her excellent research even in large, introductory classes. She is a crucial ear for students who are struggling for one reason or another. She is an outstanding Georgia Tech citizen. I, therefore, think that Jenna is an exemplary candidate for the CETL/BP Junior Faculty (untenured) Teaching Excellence Award.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Alasdair Young". The signature is fluid and cursive, with a long horizontal stroke at the end of the name.

Alasdair Young

Professor of International Affairs
Director of Undergraduate Programs

Alasdair.young@gatech.edu