CETL/BP Junior Faculty Teaching Excellence Award Nomination Packet

O. Cem Ozturk, Assistant Professor

Scheller College of Business

<u>This packet contains:</u>

1. Nomination Letter by Prof. Peter Thompson, Senior Associate Dean for Faculty and Research - Scheller College of Business (2 pages)

2. Reflective Teaching Statement by Nominee Prof. O. Cem Ozturk (2 pages)

3. Illustration of Teaching Excellence and Impact on Student Learning (4 pages)
   a. Course Instructor Opinion Survey (CIOS) Scores
   b. Examples of Student Comments from CIOS
   c. Examples of Unsolicited Feedback from Students

4. Letters of Support (7 pages)
   a. Samuel Bond, Associate Professor, Area Coordinator of Marketing, Scheller College of Business
   b. Cambre Kelly, Biomedical Engineering 2015 (Undergraduate), Consulting Senior Analyst at Accenture
   c. Tapa Dipti Sitaula, Full-time MBA 2016, PhD Student at Carnegie Mellon University
   d. Julie Ruettgers, Full-time MBA 2014, Manager at North Highland
   e. Veronica Gruta, BSBA 2017 (Undergraduate), Marketing Intern at CentricsIT
   f. Kunal Garga, MS in Analytics 2015, Data Scientist at Facebook

1. Nomination Letter by Prof. Peter Thompson

peter.thompson@scheller.gatech.edu
(404) 510-1592 (cell)

17 January 2017

Dear Members of the CETL Awards Committee,

The Scheller College of Business is pleased to nominate Dr. O. Cem Ozturk for the CETL/BP Junior Faculty Teaching Excellence Award in recognition of his love and passion for teaching as well as his continued record of teaching excellence.

Cem joined the Marketing area at Scheller as an Assistant Professor in 2012. His expertise lies in the field of empirical quantitative marketing. Since he started teaching at Georgia Tech, Cem has taught both graduate- and undergraduate-level marketing courses. In addition, he has offered two independent study courses and served on the dissertation committee of a PhD student in Aerospace Engineering. He is also currently supervising a second-year PhD student in Marketing. To complement these teaching and mentoring activities, Cem has contributed to students' learning process outside formal courses by participating the MBA Marketing Club events as a guest speaker.

Cem enjoys teaching tremendously and believes that his interactive and hands-on teaching approach paves the way for the post-graduation success of his students. Given the increasing demand for business students with training in analytics, Cem has emphasized quantitative marketing research techniques in his courses. As a firm believer in "learning by doing," he provides real-life data and problems to his students, and he makes them use the skills they learn in his class to convert data into insights for better marketing decisions. The comments and letters from his students clearly indicate that Cem is a highly effective teacher because he is able to "take very complex situations and problems, break them down into functional steps and create a dialogue with the class" and his teaching method "makes the content approachable to students at all levels." Above all, he genuinely cares that students are learning the class material.
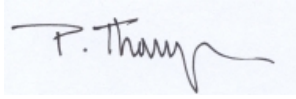
Cem's willingness to improve the learning experience for students through innovative techniques along with his enthusiastic attitude has been praised by his students and reflected in his course registrations. Before Cem started to teach the Marketing Research course, the enrollments for the two MBA sections combined were 18 for two consecutive years (2011 and 2012). As of spring 2017, 95 students enrolled in his two MBA sections. In other words, the number of enrolled students has more than quintupled since he has taken over. His dedication to teaching excellence has also generated interest among students pursuing Master's programs in Analytics, Biomedical Innovation and Development, and Human-Computer Interaction as well as the PhD program in Business.

His teaching effectiveness has been evidenced by his teaching evaluations and recognized by the Scheller College and the Institute. Specifically, he received a median evaluation of 4.9 out of 5 across all the sections he has taught in the past four years. In addition, he was awarded the Class of 1940 Course Survey Teaching Effectiveness Award in 2013 and 2014, the Full-time MBA Elective Professor of the Year Award in 2014, and the Evening MBA Elective Professor of the Year Award in 2015. He was also nominated for the Roane Beard Outstanding Teacher Award by the Scheller College in 2016.

In summary, Cem is an exceptional teacher and he is committed to making a positive impact on his students' success both in and beyond the classroom. The Scheller College strongly endorses Cem for the CETL/BP Junior Faculty Teaching Excellence Award.

Sincerely,

Peter Thompson
Senior Associate Dean for Faculty and Research
Scheller College of Business
Georgia Institute of Technology

2. Reflective Teaching Statement: O. Cem Ozturk

Teaching philosophy: I firmly believe that every student has the potential to be the change they want to see in the world. To fulfill that potential, students' thoughts play a critical role as these thoughts create emotions, which then lead to behavior and actions. My mission in all of my teaching endeavors is to educate future leaders by developing independent, critical, and bold thinkers and doers. Additionally, I aim to be an effective teacher, but beyond that, an *educator* who leaves a *permanent impact* in the hearts and minds of my students. In trying to do that, I always keep in mind that a good educator needs to be both a teacher and a student. To achieve my mission and goals, I embrace three principles: 1) *inspire a curious approach to life*, 2) *cultivate a commitment to learn and test knowledge via experience*, and 3) *develop versatile individuals who are capable of using technical as well as soft skills to understand and solve problems*.

Teaching method: My teaching philosophy comes to life through a careful teaching approach that involves planning, implementation, and evaluation reflecting the above three principles.

Planning: I believe that the first critical step for effective teaching is having *clear and meaningful learning objectives* for students. Therefore, instead of thinking about the materials I want to teach, I concentrate on what skills and knowledge my students need in order to be successful in their careers and life. For example, in today's data-driven marketplace, many firms are scouting for business or engineering school graduates with proficiency in using and generating market insights based on *analytics*. To keep up with this reality, my course introduces statistical and mathematical research techniques as well as data used by top companies such as Coca-Cola, Facebook, Nielsen, and Procter and Gamble. In addition, I benefit from my research network including my co-authors and colleagues in other leading schools such as Chicago, Wharton and Yale, to make sure that the content of my courses is benchmarked with similar courses offered at these institutions.

While determining the learning objectives and the organization of the course, another important consideration is *making the course accessible to all students*. Therefore, I strive to structure my course material to ensure that *all students have the chance to excel*. This requires a deep knowledge on the characteristics of potential students. As a marketing faculty, I have the expertise in understanding and measuring the needs of various "segments" of students and devising methods to deliver a *customized learning experience* for each "segment." For example, whereas my students with engineering backgrounds feel comfortable learning new statistical and mathematical data-mining tools, they usually have a harder time converting numerical results to managerial recommendations. In contrast, my students with business backgrounds are good at discussing cases and understanding the business contexts we discuss, but often times they lack the statistical or programming skills necessary to base their arguments on actual data. In order to address these differing student skills and needs, for every key marketing decision we cover, I focus on three components: *theory, analysis, and practice*. While the theory part involves the motivation and conceptual basis for the problem of interest, the analysis part consists of giving the students a *hands-on experience with analytics* using various data analysis software. Complementing these two components, the practice sessions use business cases where students see the implementation of the tools for real-world problems.

Implementation: The second crucial step for effective teaching consists of a successful execution of the teaching plan. Effectively implementing the teaching plan entails *engaging the students with different learning styles and preferences*, *explaining the complicated concepts clearly*, as well as *providing students with fair, detailed, and timely performance feedback*. In order to engage students, I start each class session with a key marketing decision problem facing managers. I also give examples of contexts where the decision problem is relevant based on either my own research or recent news articles. This helps students understand *"why" before "what" and "how."* In addition, students can see my enthusiasm for the subject matter when I discuss the motivation for my own papers. After providing this background information for the problem at hand, I ask them what they would do to solve the problem before I teach the associated analytical tool. This surprises students because they realize that they already have a good intuition for the solution. Furthermore, this exercise gives them a benchmark relative to which they can assess the value of the tool that they are going to learn in the class. Then I try to clearly present the conceptual basis for the analytical technique using detailed lecture slides and visual aids.

The conceptual discussion is followed by hands-on data analysis using the new tool or technique, the interpretation of the results, and making managerial recommendations based on the results. At that stage, I encourage students to ask questions and I passionately respond to their questions. To *create a stress-free learning environment*, I try to relate their questions to the discussions even if their thoughts are not directly relevant to the discussion. After the conceptual and applied analysis sessions, we *discuss cases* to see how the tools they learn are used to solve real-world problems. This three-stage approach is instrumental in making the subject matter clear and relevant for students. Finally, I provide students with *performance feedback through various types of assignments* including data-analysis assignments, group case reports, and in-class presentations. These feedback mechanisms allow the students to evaluate their progress in terms of analytical skills as well as written and oral communications skills, which are critical for their long-term success.

Evaluation and Improvement: I am *committed to refining my teaching approach and techniques*. Using mid-semester and end-of-semester student evaluations, I carefully analyze students' perceptions about my teaching style and content, and take the necessary steps to enhance students' learning experience. I also rely on my research and fieldwork experience to continually update the content of my courses. As such, I try to make sure that my students are ready not only for the current jobs in the market, but also for the *future* jobs.

Personal Mentoring and Outreach: I complement my formal teaching efforts by actively mentoring students via independent studies and speaking at events organized by student organizations such as the MBA Marketing club.

Conclusion: In sum, as some of my students commented, I "truly love to teach" and "care a lot about students success." As an educator, I understand my role in shaping the future leaders of our world. I believe that every single student matters, and they should all be given the skills and opportunity to make a difference. Especially, as part of a world-class education institution that has produced notable alumni such as Mike Duke (former CEO of Wal-Mart) and David Dorman (former CEO of AT&T), I am extremely grateful for interacting with some of the brightest minds in the world. The achievements of my former students who have become managers and analysts in leading firms such as BCG, Facebook, Coca-Cola, Accenture, IBM, Bank of America, and AT&T give me the incessant motivation and drive to continue my mission as an educator.

3. Illustration of Teaching Excellence for O. Cem Ozturk

a. Course Instructor Opinion Survey (CIOS) Scores

Scores for the following question: "Considering everything, the instructor was an effective teacher." Scale for teaching effectiveness 1-5 (1: strongly disagree, 5: strongly agree).

Semester and Year	Course Name	Course Number	Class Size	Number of Respondents	Response Rate	Teaching Effectiveness Score
Spring 2013	Marketing Research (Full-time MBA)	MGT 6310 - TSA	15	14	93%	5.0
Spring 2013	Marketing Research (Evening MBA)	MGT 6310 - TS1	1	1	100%	5.0
Spring 2013	Marketing Research (Evening MBA)	MGT 6310 - EM	5	4	80%	4.8
Spring 2013	Marketing Research (Full-time MBA)	MGT 6310 - EM1	1	1	100%	5.0
Spring 2014	Marketing Research (Undergraduate)	MGT 3310 - TSB	20	13	65%	4.8
Spring 2014	Marketing Research (Full-time MBA)	MGT 6310 - TSA	28	26	93%	5.0
Spring 2014	Marketing Research (Evening MBA)	MGT 6310 - TS1	2	2	100%	5.0
Spring 2014	Marketing Research (Evening MBA)	MGT 6310 - EM	11	9	82%	4.9
Spring 2015	Marketing Research (Undergraduate)	MGT 3310 - TSB	48	27	56%	4.7
Spring 2015	Marketing Research (Full-time MBA)	MGT 6310 - TSA	29	19	66%	5.0
Spring 2015	Marketing Research (Evening MBA)	MGT 6310 - TSB	1	1	100%	5.0
Spring 2015	Marketing Research (Evening MBA)	MGT 6310 - EM	14	13	93%	4.9
Spring 2015	Marketing Research (Full-time MBA)	MGT 6310 - EM1	1	1	100%	5.0
Spring 2016	Marketing Research (Full-time MBA)	MGT 6310 – A and EMA	41	39	95%	4.8
Spring 2016	Marketing Research (Evening MBA)	MGT 6310 – EMB and B	28	26	93%	4.8
Spring 2016	Marketing Research (Undergraduate)	MGT 3310 - B	10	8	80%	5.0

b. Examples of <u>Student Comments from CIOS</u>

<u>Undergraduate:</u>
- "Overall, this was a high quality course. It definitely helped me in an interview for a Business Analyst internship."
- "I feel like I learned more in this class than I have in any other class at Tech in recent years."
- "A great teacher. I actually was able to use the skills and techniques I learned in class in my 3 other courses I was taking this semester, which was really helpful."
- "Professor was always eager and excited to be teaching the class. He was always engaged with the students and available for questions/consultation. It is clear he is passionate about the subject matter and truly wants us to enjoy it as well, and that is a rare quality."
- "Great job. Cared a lot about students success. More than willing to provide help."
- "Ozturk asked for lots of feedback from his students and acted on it accordingly, was always very available and willing to help on assignments, excellent professor."
- "Very sharp, very organised. Great knowledge and skill in regards to the material at hand. Very nice and worried about students."
- "Was very enthusiastic about the topic and made me understand why it was so useful/important."
- "Great teacher! I learned a lot in a very small amount of time considering I had very limited excel experience before or knowledge of marketing research/analytics concepts."
- "Cem's greatest strength is his ability to take into account the needs of his students."
- "Exemplary professor who truly loves to teach and cares for the education of his students. Exceptional ability to clearly outline and instruct on difficult concepts. Well prepared and genuinely gave honest feedback on assignments."

<u>Full-time MBA:</u>
- "This course inspired many students to choose analytics as a career path."
- "I am really proud to take this class and also being student of prof Cem. I for sure will miss this class, and by far can use the teaching technique of professor Cem in my Career ahead! Once again thank you for being a great teacher!"
- "This class was the best elective I took in MBA program. Really enjoyed the course."
- "Cem took the mantle of my favorite prof at Scheller based on this course."
- "I learned a lot, was very appreciative of the professor's enthusiastic attitude, and his application to the real world. I now feel confident to do marketing research (especially clout and vulnerability!)
- "Those 5's were not an exaggeration. Cem was exceptional in lots of regards, but perhaps his expertise and obvious enthusiasm for our ability to grasp the subject matter were of high importance."
- "Very passionate about both students and the material. One of the best instructors in the school."
- "Very enthusiastic and listened to your concerns. He is a great teacher."
- "Exemplary professor who truly loves to teach and cares for the education of his students. Exceptional ability to clearly outline and instruct on difficult concepts. Well prepared and genuinely gave honest feedback on assignments."

- "one of the best instructors i have ever had."
- "Prof. was very well-prepared for each class and for the learning material. He's a master of this course, and has insightful knowledge of each topic. He's also one of the most enthusiastic professors I've ever met. Very patient and accessible for the students."

Evening MBA:
- "One of the best courses in the MBA program. These techniques can be applied to much more than marketing: operations, sales, and finance can all use this course to improve their efficiency."
- "Maybe one of the best courses I've ever taken. Material was excellent, structure excellent and the professor is amazing."
- "… the material I learned in this course could help me find a job."
- "Cem is an exceptional teacher, his step by step method makes the content approachable to students at all levels."
- "This is shared by many in the class: he is able to take very complex situations and problems, break them down into functional steps, create a dialogue with the class about what should be paid attention to, what can be ignored, and why."
- "Cem knows the subject really well, is organized, responds to emails timely, and genuinely cares that we are learning the material."
- "I really enjoyed the research topics and how they were presented. Great class"
- "His accessibility answering questions and student Concerns at any hour helped us immensely, especially considering that as EMBAs sometimes we had to work on assignments on tight turnarounds."
- "Very detailed explanation on every questions student asked"
- "He is clearly enthusiastic about the subject matter and about teaching. Marketing Research can initially seem intimidating, considering how analytical it is, but Dr. Ozturk breaks the process down into easily digestible components over the course of the semester."
- "Overall, this is definitely one of the best classes offered at Scheller. This course should be required for all MBA students."

c. Examples of <u>Unsolicited</u> Feedback from Undergraduate and Graduate Students

- <u>Alyna Fainberg, BSBA 2016, Marketing Specialist at Quidel (MGT 3310 – Spring 2016), Email on 9/25/2016</u>

"I just wanted to shoot you a quick message thanking you for the course! It's a really interesting subject for me and I am really happy to have had a great instructor teaching it- you made it easy to learn, ask questions, and keep topics relevant. Learning hard skills with different types of analysis has been a great addition to my resume and actually helped me get interviews I wanted. I just moved to San Diego, California and it only took me a few weeks to land a job in marketing with an analytics focus- I actually start work on Monday! And I know from speaking to the hiring manager that having skills in things like factor analysis, segmentation, and conjoint analysis are what set me apart from other applicants. So thank you again for teaching this undergrad course- the skill set I gained in it has allowed me, a marketing major, to be taken seriously as an analyst and land the job I wanted!

- <u>Alice Lee, BSBA 2016, SHINE Marketing Intern at Deloitte (MGT 3310 – Spring 2015), Thank you card, Spring 2015</u>

"I want to thank you for such an amazing semester. I began a research position at the beginning of this year and your class has helped me out every step of the way. It helped me understand the reason why all the steps and procedures that were taken to conduct the research project. Thank you for also being one of the most caring professors I have ever had. You truly care for every single student and I admire that so much. Thank you for all the time and effort you put into this class to help us learn and I hope you have a great summer!"

- <u>Lance M. Black, MD, MS in Biomedical Innovation and Development 2015, Medical Device Innovation Lead at Texas Medical Center (MGT 6310 – Spring 2015), Email on 3/11/2015</u>

"I have had the opportunity to go through a considerable amount of schooling as I am sure you have. You are, by far, one of the most astounding professors I have had the pleasure of learning from. I appreciate your enthusiasm and it makes me excited about a subject that I, quite honestly, wasn't sure before your class if I had much interest in. You spend quality time reviewing the material with the students and I can tell you truly care about presenting the material in a clear and concise manner. Your passion for teaching is apparent and I consider myself lucky to have you as a professor. I look forward to the rest of the semester and hope we can work together some time in the future."

4. Letters of Support

b. Letter of Support #1: Samuel Bond, Associate Professor of Marketing, Area Coordinator of Marketing, Scheller College of Business

January 2017

Members of the Awards Committee,

I am delighted at the opportunity to nominate **Cem Ozturk** for the **CETL/BP Junior Faculty Teaching Excellence Award**. I have known Cem since he joined our faculty in 2012-13. In the time since, I have witnessed firsthand the impact of his enthusiasm, innovative teaching methods, and genuine zeal for instruction on the success of our students, both in the classroom and beyond. In my recent role as marketing area coordinator, I have gained even greater appreciation for the diverse ways that Cem's devotion to education and mentorship have benefitted our area and the College.

Cem teaches our undergraduate and graduate courses in Marketing Research (MGT 3310 and MGT 6310). These courses are extremely important to the area, acting as "de facto core courses" taken by virtually all marketing majors. Moreover, the courses draw an extremely diverse, interdisciplinary enrollment, which reflects the broad appeal of research topics to Georgia Tech students, as well as the increasing importance of business analytics. A critical differentiator of Scheller graduates in the marketplace is their reputation for analytical training, and for many of our students, Cem's courses have become an essential component of that training.

Soon after joining us, Cem began an overhaul of both research courses, modernizing their structure and content to emphasize quantitative techniques, hands-on data analysis, and the generation of useful insights from application of appropriate methodological tools. It is not an overstatement to say that Cem "made the courses his own" through constant innovation, and his efforts paid off dramatically. The courses became not only more contemporary and advanced, but (just as important) much more resonant with our students. The evidence of his success has been abundant. Cem's exemplary student evaluations speak for themselves, and are especially notable given the diversity of his classes. In an achievement that few (if any) colleagues have duplicated, Cem was selected "Elective Professor of the Year" by our fulltime *and* evening MBA students. Perhaps most telling, he inherited a graduate elective whose enrollment was suffering, and transformed it into one of the most popular in the College.

In my opinion, the most remarkable feature of Cem's classroom approach is his devotion to functional learning. Although his courses cover a wide range of sophisticated statistical techniques, he does not focus on specific *tools* or *methods*, but rather on the *skills* that students will require to be successful in their careers. Having targeted specific skills, he structures his courses to ensure that those skills are acquired. To this end, Cem introduces each topic to his classes with a *real-world* business problem, then leads the students in a three-step process of introducing relevant theory, determining how to analyze the problem, and finally putting that analysis into practice. By consistently following his unique approach, students gain from his class not only the technical expertise expected of Tech graduates, but also the "soft skills" required to translate that expertise into meaningful, convincing recommendations. To bring course topics to life and encourage learning-by-doing, Cem incorporates a vast range of realistic business cases, and he regularly

integrates data from actual companies into hands-on, in-class exercises. Our graduates have consistently raved about the diverse skill set they acquired in his courses, and how that skill set prepared them for later success.

Cem has shared with me his philosophy that "all of us are students" who continuously learn from from one another, and I have seen him apply that philosophy directly in the classroom. The result is an engaging, open atmosphere, where students with very different backgrounds feel comfortable collaborating with one another, asking provocative questions, or admitting when their understanding is incomplete. I suspect that his philosophy stems in part from personal experience; as a researcher specializing in empirical marketing models, Cem is just as passionate about *acquiring* knowledge as he is about *disseminating* it. His scholarly enthusiasm for the very topics he teaches enables him to bring his own research directly into the classroom: for example, Cem shares with students how he uses the specific techniques they learn to investigate firm pricing strategies, explore channel relationships, etc. By communicating with a network of faculty at leading institutions (Chicago, Wharton, etc.), Cem is constantly identifying ways to evolve his course content and delivery. Moreover, his wide research network enables access to relevant, real-world data that he employs abundantly in hands-on learning activities.

I am pleased to share that the selfless enthusiasm which makes Cem so admired by his students extends to his faculty and administrative colleagues. Above and beyond his remarkable performance as an educator, Cem is an outstanding organizational citizen. Among many other examples, he has mentored two doctoral students, served on multiple area and College committees, and participated heavily in faculty and student recruiting. Worthy of special mention, Cem contributed substantially to the initial development of our burgeoning M.S. Analytics program, as well as a variety of related activities (for example, our Business Analytics Club and recent "Business Analytics and Big Data" conference).

In closing, I sincerely believe that Cem embodies the intent of this Award: to identify junior faculty who "make their knowledge accessible, applicable, and exciting to the learners they connect with in their classrooms and beyond." It is an honor and a pleasure to support him. Please feel free to contact me for any further assistance.

Sincerely,

Samuel Bond
Associate Professor
Area Coordinator, Marketing
Scheller College of Business
Georgia Institute of Technology
(404) 385-3309
sam.bond@scheller.gatech.edu

b. <u>**Letter of Support #2:**</u> **Cambre Kelly, Biomedical Engineering 2015 (Undergraduate), Consulting Senior Analyst at Accenture**

<div align="right">January 25th, 2017</div>

Members of the CETL Awards Committee,

      I had the pleasure of taking Professor Ozturk's MGT 3310 Marketing Research course in the spring of 2015 as part of the requirements needed to fulfill an elective Marketing certificate. As a biomedical engineering student, I came from a classroom culture where many professors are more concerned with their research lab than their students. As a student this can be very disheartening and make the professor hard to approach both in and outside the classroom. However, this was not the case in Professor Ozturk's classroom, where I immediately felt comfortable speaking up in discussions and asking questions.

      Professor Ozturk went above and beyond just commitment to our class as an instructor, leveraging his research and past business experiences as a teaching tool for our success. His ability to bring real world cases into our coursework, fuel class discussions and challenge us as a whole to arrive at answers enabled me to see the value in the work we were doing as more than just assignments. Professor Ozturk was then able to take our knowledge building one step further, by backing up to a high level view and generalizing the data sets we worked with to teach us broader skills in data analysis. Another skill of his as a teacher is reading the understanding of the room, knowing if information needed to be repeated or if a different example needed to be drawn to illustrate the point. Many professors are unable to grasp if the room is struggling to follow or if the pace is too slow, but Professor Ozturk was always able to adapt his cadence to ours. His ability to simultaneously use actual cases, while still making implications broader than just the scope of the assignment, motivated me to dig for deeper insights (which is hard to do for a senior student that has graduation around the corner).

      Now, in my work as a Senior Business and Technology Integration Analyst for Accenture, the knowledge and skills I learned in Professor Ozturk's classroom have proved invaluable. My ability to manipulate data (not just for marketing research purposes) has accelerated my ability to deliver valuable insights to my team and our clients. I greatly appreciate the time that he took with our class to teach the theory behind decision making, incredible patience in teaching details and genuine happiness to be in the classroom with us twice a week. I truly believe that Professor Ozturk is more than deserving of a recognition of his teaching abilities and the CETL/BP Junior Faculty Teaching Excellence Award.

Best,
Cambre Kelly

GT BME 2015
Technology Consulting Senior Analyst, Accenture LLC.
75 Fifth St NW Suite 1100
Atlanta, GA 30308
404-545-7158

c. Letter of Support #3: Tapa Dipti Sitaula, Full-time MBA 2016, PhD Student at Carnegie Mellon

To, The CETL Awards Committee, Georgia Institute of Technology   24th Jan 2017

<u>Re: Letter of Support for Dr. Cem Ozturk</u>

I am greatly honored and pleased to recommend Dr. Cem Ozturk for the CETL/BP Junior Faculty Teaching Excellence Award. I took Dr. Ozturk's class on Marketing Research in Spring 2016, and truly enjoyed it. His class was undoubtedly one of the best I took during my entire MBA program, not just in terms of what I learned, but also in terms of the overall experience and how it is directly contributing to what I do today. I believe he is a truly deserving candidate for the award.

Dr. Ozturk's knowledge of marketing data analytics is superb. The tools and techniques he taught us are immensely helpful to anyone working in marketing research and analytics. But what was even more important for me was his teaching style and the effort he put into making sure that we students got the most out of his class. Through practical examples and hands-on exercises, he made the very challenging course on complex data analytics so easy and fun. In fact, whenever any discussion comes up about professors who make their students' lives easier by making complex topics easily understandable, I find myself always mentioning Dr. Ozturk.

I particularly liked how he thoughtfully divided the assignments into individual and group work, and provided feedback very timely – much faster compared to many other professors. For me, this was very important because I always like to know whether I have understood the material well, and hate having to wait for weeks or months for feedback. His respect for students' need to get timely feedback really impressed me. And his respect for students' opinions impressed me as well. He was always open to feedback. He even collected written feedback from us midway through the semester, addressed each of our feedback, and actually incorporated the feedback into his teaching in the remainder of the semester. It is hard to find a professor who is so willing to listen to students.

He was always available to support us with any trouble we were having with course material. In fact, he even helped us with matters not related to his class, such as when I approached him with some questions related to a project. This project was not related to his class, and he had no obligation whatsoever to help me with it. But when I approached him, he was not at all hesitant to spend quite some time to help me find a solution. Not everyone is so willing to go above and beyond their assigned responsibility to help students.

Dr. Ozturk's class continues to help me today. I am currently enrolled in the PhD program at Carnegie Mellon University. As I take classes in areas ranging from Econometrics to Machine Learning, I have found that regressions, k-means clustering, Principal Components Analysis, and so many other things I learned from him are useful every-day in my PhD journey, and will continue to be relevant in my future. I cannot thank him enough for providing me a clear, complete and practical understanding of these topics used in data analytics and research.

Dr. Ozturk has been, by far, one of my favorite professors. And I believe that his quality of teaching, concern for students, and impact on our careers merit the highest teaching honors, including, of course, the CETL/BP Junior Faculty Teaching Excellence Award.

Please do not hesitate to contact me if you would like further details on what I have written here.

Regards,

Tapa Dipti Sitaula, MBA 2016 Email: tapadipti@gmail.com

d. Letter of Support #4: Julie Ruettgers, Full-time MBA 2014, Manager at North Highland

January 16, 2017
Dear Members of the CETL Awards Committee,

It is my great pleasure to support the nomination of Professor Cem Ozturk for the CETL/BP Junior Faculty Teaching Excellence Award. I have had the privilege of working with Professor Ozturk not only as a graduate MBA student (Spring '13) but also as his Graduate Research Assistant (Spring '14). I am delighted to have this opportunity to share with you my experiences and impressions of Professor Ozturk and why he is highly deserving of this award.

As a student in Professor Ozturk's Marketing Research course, I became acutely aware of the differentiators that set him apart from the other graduate level professors. No other professor I encountered possessed the same drive and passion to curate and deliver classroom content, coursework, and projects, which truly improved the student's management skillset. I was always impressed by Professor Ozturk's style of teaching which fused in-class learning with out-of-class reinforcement of those teachings. I never felt like an assignment or project was arbitrary because of the real world scenarios he exposed us to in preparation for our future roles as business leaders. In the classroom, he referenced his own research on product strategies and retail competition, and he incorporated data sets and scenarios similar to those he encountered into our hands-on learning. I am quite certain that my classmates, and those who have had the opportunity to learn from Professor Ozturk, have drawn from those learnings in their current professions or personal endeavors.

As Professor Ozturk's Graduate Research Assistant, I was able to see firsthand all the work that goes into supporting this extraordinary level of teaching. Not only did Professor Ozturk teach my full-time MBA section, but also an evening MBA section, as well as an undergraduate section. Again, I had not encountered many other professors as extensively involved in all levels of the business school as Professor Ozturk. Professor Ozturk placed a great deal of importance on insuring his accessibility to his students in and outside of class. His approachable nature always meant his office hours were occupied with students stopping by for some extra assistance, or to talk with him about his ongoing research efforts outside the classroom. He maximized the time he was given through my assistantship and ensured assignments and projects were graded with ample feedback, and returned quickly to keep up with the pace of his course. He and I would discuss the students who were falling behind and the extra efforts he was making to help improve their understanding of the material.

In addition to Professor Ozturk's extraordinary drive to deliver the best quality teaching, I believe his ability to inspire and impact the lives of his students has also made him a beloved professor at Tech. From my perspective, as a graduate MBA student at Tech, the highest regard a student can place on their professor is to be an advocate for them and their course. There is tangible proof that his students are advocates for him and the quality of his teaching, as showcased by the many awards Professor Ozturk has received in such a short amount of time at Georgia Tech. He received the Class of 1940 Course Survey Teaching Effectiveness Award in 2013 and 2014, the Full-time MBA Elective Professor of the Year Award in 2014, and the Evening MBA Elective Professor of the Year Award in 2015.

Professor Ozturk exemplifies the high standards that Georgia Tech sets forth, and I am honored to support his nomination for the CETL/BP Junior Faculty Teaching Excellence Award.

Sincerely,
Julie Ruettgers Scheller College of Business, MBA 2014

e. <u>Letter of Support #5:</u> Veronica Gruta, BSBA 2017, Marketing Intern at CentricsIT

January 25, 2017

Dear Members of the CETL Awards Committee,

I am pleased to recommend Dr. Cem Ozturk for the CETL Junior Faculty Teaching Excellence Award because of his genuine concern for the learning and growth of his students, especially in our Marketing Research class. His passion for marketing and data driven analysis has brought inspiration to me. So much so that I am pursuing a role that uses the knowledge I gained from this specific class.

Cem, as we called him in class, started my Spring 2016 undergraduate semester with a laid out objective of the course. He put in to detail what was expected of the class and how our learnings from the classroom can be applied to future careers. This real-world application aspect of his teaching influenced me the most because I was not only learning the concepts and establishing fundamental knowledge but also utilizing what I learn in my then internship. I certainly believe that I developed stronger analytical skills through his guidance.

Moreover, his approachableness made me and my fellow students comfortable in asking questions, presenting to the class, and seeking help when needed. Class was always lively because he takes time to get to know his students and for his students to get to know him as well. Up to this day, I remember his favorite Turkish football team, Beşiktaş, because he made such an impact in my life that I kept the memories of going to his classes near and dear to my heart.

As a graduating senior, I would not have taken the career path that I am confidently on right now had it not for the guidance and effective & innovative teaching of Cem. The class introduced me to the strengths that I am honing on to make my future a little brighter and I attribute a lot of that to the class and my learning experience at Georgia Tech.

Indeed, Dr. Cem Ozturk deserves the CETL Junior Faculty Teaching Excellence Award through impact he has made in his students' lives. I cannot think of anyone else more deserving. When asked what my favorite class is at Georgia Tech, I always reply with MGT 3310 with Cem Ozturk because it has truly left a mark in my life. Please feel free to contact me should you need further information.

Sincerely,

Veronica Gruta
Georgia Tech Scheller College of Business, BS Business Administration 2017
(404) 543-8777 | veronicagruta@gmail.com

f. Letter of Support #6: Kunal Garga, MS in Analytics 2015, Data Scientist at Facebook

The chair of the CETL Awards Committee   January 14th, 2017

Sub: Nominating Dr. Cem Ozturk for CETL/BP Junior Faculty Teaching Excellence Award

I am writing to nominate Dr. Cem Ozturk for the CETL/BP Junior Faculty Teaching Excellence Award. In my opinion, as a student, he deserves the award for the extreme care and hard work he puts in his teaching.

I took the course in Marketing Research, taught by Dr. Cem, during my MS in Analytics from Georgia Tech in 2015. Although, there were a number of great courses that I took during my program, I do not need to think twice to say that I learned the most from Dr. Cem. He had structured the course extremely well - to cover a number of marketing research models and methods for analysis. The case studies that he included were such that students could directly apply the classroom learnings to analyze them. I am currently working as a Data Scientist at Facebook and I could look back and say that they were probably the most relevant case studies that could have been taught for that course.

Dr. Cem's method of teaching is also commendable. The course had covered quite a wide range of models, but he not only made sure that students learned the most important concepts but also applied them on example exercises in class. Since it was an easy to follow practical approach, it helped make sure that all the students followed and were on the same level. Even the course assignments were very elaborate and practical and I was just amazed at how much time Dr. Cem spent in grading them and providing detailed feedback.

Dr. Cem also used to talk about his research and illustrate how the analytical models that we were learning in the class were applicable in his research. This was personally very encouraging to me as I gained confidence that I am learning the models that are supporting cutting edge research and I would be very well equipped when I step out the university in the corporate world.

Kunal Garga
MS in Analytics, Georgia Tech, 2015
Data Scientist, Facebook