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Application Summary

Competition Details

Competition Title: 2024 CTL Junior Faculty Teaching Excellence Award

Category:

Cycle:

Submission Deadline: 02/9/2024 11:59 PM

Application Information

Application Title: Nomination of Dr. Lindsey Bullinger for CTL Junior Faculty Teaching Excellence Award

Application ID: 11742

Submission Date: 02/9/2024 7:05 PM

Personal Details

Applicant First Name: Aaron

Applicant Last Name: Levine

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Primary School or Department

School of Public Policy, Ivan Allen College of Liberal Arts

Primary Appointment Title: Associate Dean for Research and Outreach, Ivan Allen College of Liberal Arts

Application Details

Proposal Title

Nomination of Dr. Lindsey Bullinger for CTL Junior Faculty Teaching Excellence Award



Dear CTL Awards Committee:

It is my pleasure to write on behalf of the nomination of Dr. Lindsey Bullinger for the CTL Junior Faculty Teaching Excellence Award. As Chair of the School of Public Policy, I have had the opportunity to see the evidence of her excellence in teaching, through annual reviews and formal evaluations for promotion and tenure. I have also familiarized myself with the full portfolio prepared for this nomination. All the evidence suggests that Dr. Bullinger is an exceptional pedagogue, in and out of the classroom, and uniquely deserving of the CTL Junior Faculty Teaching Excellence Award.

Dr. Bullinger teaches the core public policy analysis course, both at the undergraduate and graduate level. This course is a difficult and essential course that underpins all our curriculum. In fact, her external reviewers for tenure noted how remarkable her student evaluation scores were, given the ratings that similar courses receive at their own institutions. For example, in Fall 2022, with 84% of students responding, she received a rating of 5.0/5.0 on overall effectiveness. In 2019, she was awarded the Class of 1934 Award from the Center for Teaching and Learning and in 2022, she was listed on the Honor Roll for this award. Part of the reason for the scores is her high level of enthusiasm. As her peer observer mentioned, she has a “dynamic and engaging classroom presence.” Students concurred:

- “I could tell you truly care about the education of your students”
- “one of the most engaging and valuable classes I have ever taken”
- “I really appreciate the effort you have made to accommodate to your student’s new needs and ensuring that our concerns are being heard”

Bullinger’s reflective teaching statement demonstrates the preparation and intentionality she brings to course creation and delivery. She details how she creates a structure for students to “generate their own research questions, find their own data, use what they learn in class to empirically answer their questions, and describe the limitations in interpreting and concluding.” She discussed how she encourages students to engage in productive dialogue through the Socratic method. For example, she notes that a peer observer counted that she asked 39 questions in a 75-minute course. The efficacy of this approach is clear in her course evaluations and unsolicited feedback she has received. For example, one student noted that they “went in to interview for a spring internship at the state capitol for a policy analyst, and he asked me a question very similar to the one that we practiced in class the day before.” She is able to produce this active participation in a “judge-free environment where all questions are welcome.” As one student recounted: “I never felt incompetent or dumb when I would ask for help in Policy Analysis, and your compassion for me, your other students, and the



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pursuit of good data spurred me to choose you for my internship advisor.” Inclusivity is a core element of her teaching and mentoring. Dr. Bullinger intentionally includes diversity in her reading list, keeps the cost of her course below \$25, and notes that 89% of the dozens of students she has mentored identify with minoritized populations.

Dr. Bullinger notes that “preparation is the key to a productive class.” That preparation is evident in her materials. Her peer reviewer stated that the “syllabus and assignment instructions were exceptionally clear, straightforward, and thoughtfully done.” A student remarked how Dr. Bullinger “masterfully weaves together varying assignment types, step-by-step replications, analyses of current literature, and statistical output results to rigorously embody what policy analysis is.” The practical application was highlighted by a student who stated: “3030 really defined the practical application of the public policy major and is probably the main reason I’ve stuck with the program.” Another concluded that “Dr. Bullinger’s class was one of the most informative, enjoyable, and rewarding classes I have taken of all my coursework at Georgia Tech.”

Dr. Bullinger brings the same dedication to mentoring outside of the classroom. In her short time at Georgia Tech, she has already supervised 45 students in her health policy lab, coming from all 6 colleges at Tech. As one letter in the package describes, she was instrumental in bringing a policy lens to a student who went on to pursue medical school. As the former student noted: “she made her research approachable, interesting, and had a way of framing very theoretical concepts in economics to be highly applicable to the average person’s health and wellbeing”. She has funded 17 of these students and serves on four dissertations. She has also supervised internships for 20 students and sponsored 8 independent studies. Outside of Tech, she mentors students with programs in professional societies. She has also launched a new conference at Georgia Tech, where she invites scholars from around the globe to discuss child wellbeing. She has meaningfully integrated students into this global network.

As her peer reviewer attests, she is among the very best teachers we have in the School of Public Policy, and we pride ourselves on our dedication to student success. I would strongly recommend her for this award.

Sincerely,



Cassidy R. Sugimoto, PhD
Professor and Tom and Marie Patton School Chair
School of Public Policy
Georgia Institute of Technology



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Lindsey Rose Bullinger
Reflective Teaching Statement

Teaching Philosophy

My teaching style is grounded in the literature on higher education learning, primarily based on a teaching and pedagogy course I took during my doctoral training. In my view, teaching is a delicate balance between (1) setting high expectations while maintaining trust from students; (2) encouraging active participation while keeping the dialogue productive; and (3) achieving course goals while maintaining flexibility. I elaborate on each below.

High Expectations and Student Trust. Students typically respond to high expectations by rising to them. At the same time, students need to believe their professor is invested in their learning. One way in which I balance these sometimes-competing principles is through a student-driven final project. The project has few requirements, but high expectations: apply the tools developed throughout the course to a research question of the students' creation. When students come up with their own ideas, they invest more in the project. Having few requirements unleashes their potential and fosters incredible creativity. Students generate their own research questions, find their own data, use what they learn in class to empirically answer their questions, and describe the limitations in interpreting and concluding. By experiencing how their newly acquired skills can be applied to multiple aspects of their lives, they are more inclined to trust that I set high expectations because I sincerely care about their learning.

Active Participation and Productive Dialogue. Throughout a semester-long course in pedagogy, I studied the literature on the best practices of teaching university-level students. I have adopted the approach of "those who do the most learn the most", and have tried to avoid heavy lectures, focusing instead on active engagement. Some teaching tools I employ to stimulate participation are (1) limit speaking to ten consecutive minutes before having students do an activity or engage in conversation themselves; (2) encouraging students to answer questions other students pose; and (3) saying students' names frequently. The first tool keeps students focused and prevents distraction by wandering thoughts. The second tool provides students an opportunity to articulate their thoughts, synthesize ideas, and learn to take risks. The third tool validates their presence and contributions. In return, I come to class genuinely excited to hear what the students have to say. They take note of this excitement, as the most frequently cited attribute on my course evaluations is my enthusiasm. It is also common for me to answer a question by posing another question. For instance, when my teaching mentor observed me, he counted the number of times I posed a question to the class: 39 times in a 75-minute class. This technique helps to create a judge-free environment where all questions are welcome. Remarkably, I rarely receive blank stares or silent voices, and engagement in my classes is typically distributed across students, rather than a handful of students dominating the discussion. My students' engagement implies they are more open to freely expressing their views and challenging one another in the context of public discourse. This kind of active learning enables a higher level of understanding while also teaching students to value and respect their colleagues. Sometimes, however, soliciting and following student-led discussion leads to off-topic tangents or inaccurate statements. Allowing misguided comments to serve as good teaching opportunities can help the dialogue remain productive.

Achieving Course Goals and Flexibility. Preparation is the key to a productive class. Being prepared and organized indicates that I take teaching seriously and that I expect students to take learning

seriously, as well. Identifying the bottlenecks beforehand and crafting ways to overcome them—by crafting additional examples or introducing various approaches to accommodate different ways of thinking—can prevent unnecessary confusion. Meticulous planning can lead to a tendency to micromanage. However, every class takes a life of its own and it is also important to be flexible and follow where students take the conversation. When students take control, a deeper level of their understanding follows. My experience in teaching has taught me that less is more. Rather than moving quickly trying to get through as much material as I can, I have instead traded breadth for depth. This approach requires recognizing when students have reached an impasse and need some time to delve deeper into the material. These times can often be predicted and planned, but sometimes these moments are unexpected. Adjusting the schedule and being able to adapt to these situations are signs of a confident teacher.

Teaching Experience

I have had the pleasure of teaching and mentoring curious, ambitious, and devoted students at both the undergraduate and graduate levels. At the undergraduate level, I teach Policy Analysis (PUBP3030), a core course in the bachelor's of science in public policy (BSPP) program. At the graduate level, I teach Public Policy Analysis (PUBP6201), a core course in the master's of science in public policy (MSPP) program, which also attracts students from all across campus.

Based on my teaching philosophy, features of my class include: solo and group presentations, short-writing form (memos), long-writing form (final policy analysis report), discussion board posts, case studies, and readings paired with podcasts. There is a large hands-on dimension to my classes; in both classes, students are trained in data analysis and visualization using programming and are responsible for collecting their own data for their final projects. I have also organized a "Policy Analysis Panel" with professional policy analysts to offer students a glimpse into potential career paths. Other attributes of my teaching include (1) scaffolding large assignments (i.e., breaking them down into smaller tasks), which provide opportunities for feedback throughout the course; (2) grading all assignments, including readings, providing incentives for students to complete them; (3) deliberately and intentionally connecting skills students are learning to potential scenarios in future careers; (4) ensuring that there is gender and racial/ethnic diversity represented through the readings; (5) incorporating multiple modes of content delivery (e.g., podcasts in addition to readings). Students have indicated in evaluations that each of these points is recognized and appreciated.

Another key feature of my courses is affordability. Due to my own personal experiences as a student, I am cognizant to the financial hardships many students and their families often face in pursuing a higher education. As a result, students in my class do not need to purchase an expensive textbook. Instead, I develop my courses using articles, case studies, and other materials that can be accessed via the course website, keeping the cost of course materials under \$25.

My student evaluations (CIOS scores) demonstrate I am an effective teacher. For example, during Fall 2022, with a response rate of 84%, my overall effectiveness for PUBP3030—a core course in the curriculum—was rated by students as a 5.0/5.0. In Fall 2019, I was awarded the Student Recognition of Excellence in Teaching: Class of 1934 Award from the Center for Teaching and Learning (CTL), which is only awarded to a maximum of 3% of GT faculty members each year. In 2022, I was named to the Honor Roll for this award, which is awarded to 10% of GT faculty. Several students have written unsolicited "Thank a Teacher" notes, along with several other messages indicating students appreciate the flexibility and support that I offer, without sacrificing rigor.

Teaching Beyond the Classroom

Beyond the classroom, I lead a health policy lab. By Fall 2023, this group consisted of 14 students doing independent health policy-related research. We meet weekly for 1.5-2 hours. In total, I have supervised 45 students from all 6 GT colleges (IAC, Sciences, Computing, Engineering, Design, and Business). I serve as the primary advisor for 1 doctoral student and have been a member of 3 dissertation committees. I have funded 17 students as research assistants—including one President's Undergraduate Research Awardee—sponsored 8 students' independent studies/theses and supervised 20 students' internships. I seek out students of different backgrounds; for example, 39 (89%) of these students self-identify as female/non-gender conforming and/or members of an underrepresented population. Furthermore, these students contribute meaningfully to research that is undergoing peer review. Beyond GT, I have served as a mentor in the Association for Public Policy Analysis and Management Mentor Matching Program, the American Society of Health Economists Mentoring Program, and the Health Affairs Health Equity Fellowship for Trainees Mentor. In each of these cases, I worked with a Ph.D. student or post-doctoral fellow to help navigate the transition to independent research.

In addition to directly teaching and mentoring students, I have engaged with teaching by serving on grading and curriculum committees within the School of Public Policy (SPP). I have been a Ph.D. core comprehensive exam grader for three years and served on the undergraduate curriculum committee for two years. During this time, I led a subcommittee that was focused on the cluster requirement in the BSPP program. This process included a historical analysis of how the requirement came to be, analysis of student data during their exit interviews on the value of the clusters, and a benchmarking exercise to compare peer institutions' degree requirements. Finally, I was also on the curriculum committee that developed the recently approved health policy and economics minor.

Conclusion

My role as a professor is larger than teaching students course concepts. While it is important for students to learn theory, understand data, write collegially, and develop a skillset, students of higher education must also learn about self-discipline, responsibility, ethics, and appreciation of diversity. My students may pursue careers in which they work with vulnerable populations, provide public goods and resources, or serve in positions of authority. It is important for me to model the behavior that will be expected of them in their personal and professional lives. In my experience, balancing the elements I have described in this statement influences students to act with integrity, think with a critical and open mind, and behave empathetically, which I believe are some of the goals of higher education institutions.

Lindsey Rose Bullinger
Illustrations of Teaching Excellence and Impact on Student Learning

Formal Recognition

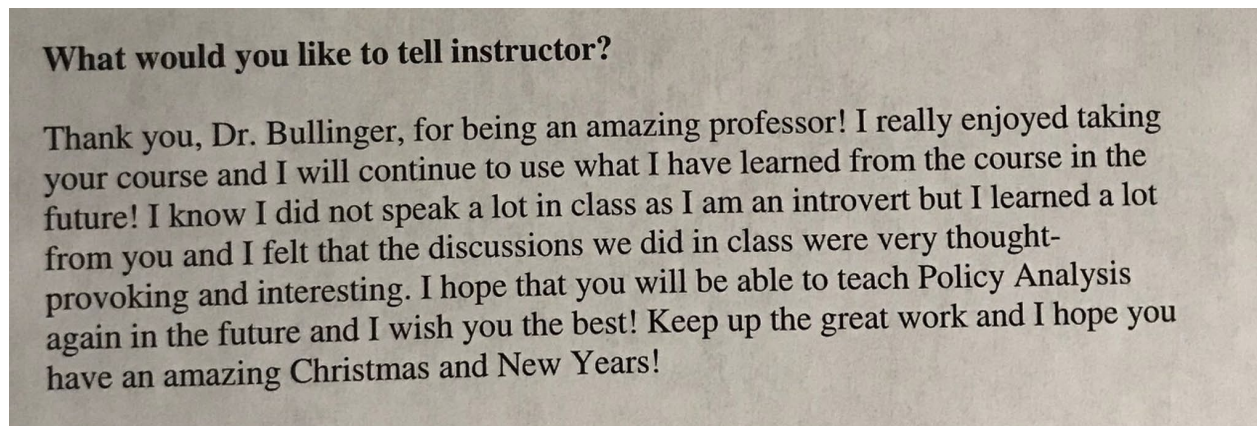
2023: Student Recognition of Excellence in Teaching: Class of 1934 CIOS Honor Roll (awarded to a maximum of 10% of faculty members across Georgia Tech’s campus each year)

2020: Student Recognition of Excellence in Teaching: Class of 1934 Award (awarded to a maximum of 3.5% of faculty members across Georgia Tech’s campus each year).

CIOS Scores – Item #10 (“Considering everything, the instructor was an effective teacher”)

Term	Course	Class Size	Number of Responses	Interpolated Median
Fall 2022	PUBP 3030 – Policy Analysis	25	21	5.0
Fall 2022	PUBP 6201 – Public Policy Analysis	13	7	4.13
Fall 2021	PUBP 3030 – Policy Analysis	28	20	4.67
Fall 2021	PUBP 6201 – Public Policy Analysis	12	10	4.67
Fall 2020	PUBP 3030 – Policy Analysis	35	27	4.86
Fall 2020	PUBP 6201 – Public Policy Analysis	15	11	4.71
Fall 2019	PUBP 3030 – Policy Analysis	25	22	4.98
Fall 2019	PUBP 6201 – Public Policy Analysis	11	8	4.50
Spring 2019	PUBP 6201 – Public Policy Analysis	20	15	4.22

Student “Thank a Teacher” Recognition



PUBP 3030 student, Fall 2019

Note:

I absolutely loved your class! I'm graduating now and reflecting on my time at Tech. Your class stands out. It was easily one of the best classes I've taken. I appreciate you putting together such an engaging reading list and interesting lectures. Thank you for the impact you've had on me! I wish I got to take more classes with you!

BS in Public Policy student, PUBP 3030, Fall 2019

Note:

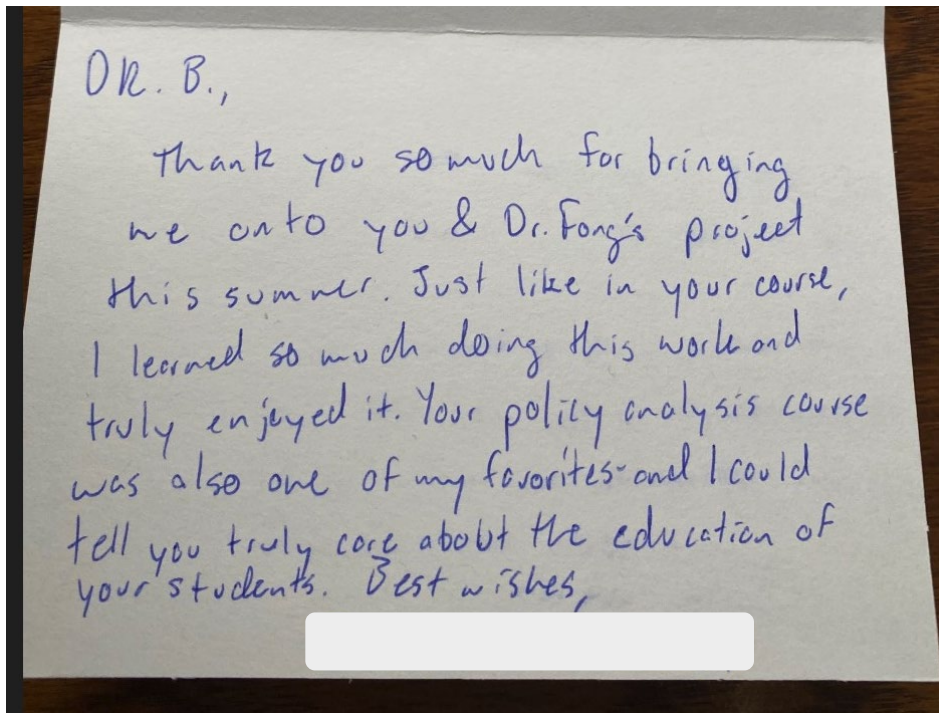
Thank you so much for teaching Policy Analysis this semester, Professor Bullinger!! I learned so much new information and really feel like I've gained a broader perspective through this course. I honestly didn't know any of the concepts we covered in class before taking the course, but can confidently say I know substantially more than that now! Your teaching style was really key to that; the variation of assignments and lectures and projects had a very positive impact on me and made the information really sink in. So, thank you!

I hope you have a wonderful winter break and that I'll see you around campus in the future :)

Best,

BS in Public Policy student, PUBP 3030, Fall 2021

Student Thank you notes



[REDACTED]

Dr. Bullinger,
I haven't had the easiest time in college. In my four years, I've spent the majority of my energy grappling with some pretty heavy personal stuff, and because of that, I've not been the best student. In fact, I was probably at my lowest when we first met in the fall of 2019. Despite this, I always felt like you believed in me. I never felt incompetent or dumb when I would ask for help in Policy Analysis, and your compassion for me, your other students, and the pursuit of good data spurred me to choose you for my internship advisor. I was far from the best in the class, but I cannot thank you enough for never making me feel that way. I don't know what the future has in store for me. I should hear back from law schools soon, and I've actually got an interview with a Data Analytics firm next Tuesday. Whatever I end up doing, →

I know I'll have your support and mentorship to thank. I will carry the ways you believed in me—even when I wasn't the easiest person to champion—for the rest of my life.

[REDACTED]

Unsolicited Student Emails

Hi Dr. Bullinger,

I wanted to reach out and express my gratitude for teaching what was one of the most engaging and valuable classes I have ever taken. Through the exercises and the final project, I believe my research skills have improved dramatically. I also really appreciate how you take feedback from students into consideration as well as encourage us to ask questions and talk in class. I hope you continue to teach this class and have a great rest of the year.

Email from BS in Public Policy Student (December 14, 2022) [Transfer student from GSU]

Good morning Dr. Bullinger,

I hope all is well and that you're having a wonderful winter break with your family. I wanted to thank you for making my first in-person semester at Georgia Tech as welcoming as it was, and I hope it was as memorable for you as it was for many of us.

I highly appreciate the vast array of topics your readings (and podcasts) covered and how interactive it was. For me, it was a wonderful opportunity to learn about issues I hadn't realized were prevalent from a more objective viewpoint while also making friends.

In addition, I wanted to thank you for all the support you provided throughout the semester despite your busy schedule. It's an incredibly motivating factor that allowed me to feel more confident when presenting our policy memo topic.

I look forward to possibly seeing you on campus next semester as well!

Email from BS in Public Policy Student (December 21, 2021) [Transfer student from Augusta University]

Hi Dr. Bullinger,

Just saw your feature in the latest Georgia Tech Daily Digest. Excellent stuff! A great read!

I'm writing this e-mail because I never properly thanked you for your efforts last fall. I still remember your policy analysis class very fondly despite the difficulties imposed by the virtual format. I could tell you were frustrated when people wouldn't turn on their cameras, so I always tried to have mine on whenever I didn't look like an embarrassing train wreck.

Regarding the class itself, 3030's content has proven incredibly useful and was profoundly useful in research methods with Dr. Marco and my own research endeavors in my VIP. Moreover, 3030 really defined the practical application of the public policy major and is probably the main reason I've stuck with the program. You teach incredibly well, and I thank you for that.

Email from BS in Public Policy Student / Environmental Studies Minor (May 20, 2021)

Good afternoon Dr. Bullinger,

I just wanted to let you know that I really enjoyed class today and the data walkthrough was really helpful not only for this class, but other classes I am in right now as well. I am a transfer student and co-reqing policy classes all online during my first semester at Tech has not been easy as a lot of the material and ideas are still really new to me. That being said, I really appreciate the effort you have made to accommodate to your student's new needs and ensuring that our concerns are being heard. I'm sure adjusting to teaching this semester has not been easy and I just wanted to let you know that your efforts are seen and greatly appreciated. Thanks for all you do!

Email from BS in Public Policy Student (October 12, 2020) [Transfer Student from Clayton State]

Hi Dr. Bullinger,

I just wanted to say thanks for teaching this semester. I really enjoyed the policy analysis class and feel I learned a lot. I hope you have a great holiday break!

Email from PhD student in Material Sciences and Engineering who enrolled in PUBP 6201 (December 20, 2020)

Dr. Bullinger,

Hope you've been doing well since class ended! I wanted to let you know that on Wednesday I went in to interview for a spring internship at the state capitol for a policy analyst, and he asked me a question very similar to the one that we practiced in class the day before.

I got a call today that I got the job, and wanted to thank you for having it as an in class exercise!! I learned a lot in your class over the semester, but it's rewarding to see such an immediate application. :)

Email from BS in Public Policy Student / Minor in Earth and Atmospheric Sciences (December 5, 2019)

I also wanted to take a minute to thank you for serving as my faculty mentor. I appreciate your flexibility and availability, especially given how crazy of a summer it's been, and that you focus more on my personal and academic development rather than my grades. I've learned a lot, and I'm appreciative of your support throughout this learning journey, and sticking with me through all the twists and turns.

Email from BS in Public Policy Student / Minor in Sustainable Cities

Hi Dr. Bullinger,

I have been meaning to reach out to you for a while but just now have had the chance to sit down and better collect my thoughts now that I am done with finals.

I just wanted to thank you for all you've done this semester and let you know how much your comments about the cards project a few weeks ago meant to me. The past couple months have been pretty tough for me,

However, as the week of the project got closer, I started to feel doubtful and overwhelmed. People who had committed to help backed out at the last minute, campus departments were not very helpful, and I largely felt alone. The week began, and standing by myself on Tech Walkway for 4 hours each day quickly became exhausting. I worried that we weren't doing enough to get more cards written, and being constantly ignored as students walked past made it difficult to maintain a positive persona. By the time I got to your class on Tuesday afternoon, I was not in a great place.

I cannot stress enough how much better it made me feel when you shared your story and conclusion about perspective. I was so caught up in numbers of cards and marketing the table that it kept me from seeing the bigger picture. It is so easy to stay buried in the foreground of our own thoughts and lose sight of the fact that everyone is living a life just as vivid as our own. Whether it's a hospitalized child, college professor, or student ignoring tablers on Tech Walkway, everyone has their own dreams and struggles and deserves to be treated with compassion. Your story made me realize that the act of card-writing was not only producing messages to spread joy to hospitalized children who need it most, it was also giving the opportunity to people to step out of their own head and put the situation of another human being into their perspective - even if just for a minute. The fact alone that you felt compelled to share your experience of card-writing to our class made every bit of work that went into the project worth it, and gave me a fresh outlook on the week and hardships in my personal life.

We ended up getting over 1,500 cards written for children this holiday season, and you helped me realize that working on stuff like this truly makes me happy. This experience has inspired me to work towards chartering an organization at Tech devoted to uplifting card/letter writing - I'm thinking of the acronym SMILE (Spreading Messages In Love and Encouragement). I hope that we'll be able to make the hospitalized kids event annual/higher scope, and also want to focus efforts on getting cards written to GT faculty, custodial staff, dining staff, transportation staff, GTPD, and incoming students. There are also national organizations we can partner with to get cards to wounded soldiers, natural disaster victims, and school shooting survivors.

Thank you for all you have done both inside and outside of the classroom this semester. I wish you could have seen me in a more cheerful state at times, but I want you to know that I found your class to be very educational and relevant to internships/jobs. I am currently in a good place, and look forward to bringing a fresher perspective into the new year. I hope you have a wonderful break and holiday season!

Thanks so much!

Email from BS in Public Policy Student / Law, Science and Technology Minor
(December 9, 2019)

Individual Student Guidance

Doctoral Students

Student	Program	Role
Caleb Ziems	Interactive Computing	Funded Graduate Research Assistant
Jiajing (Scarlette) Shi	Joint Public Policy/GSU	Funded Graduate Research Assistant
Georgina Cobla	Public Policy	Funded Graduate Research Assistant
Pravara Harati	Industrial and Systems Engineering	Dissertation Committee Member
Natasha Malmin	Joint Public Policy/GSU	Dissertation Committee Member
Aubrey Incorvaia	Public Policy	Dissertation Committee Member

Master's Students

Student	Program	Role
Stevan Marcus	Public Policy	Funded Graduate Research Assistant
Marie Ozenua	Industrial and Systems Engineering	Funded Research Assistant
Kate Benson	Public Policy	Internship Supervisor
Phillip Carnell	Public Policy/City & Regional Planning	Funded Graduate Research Assistant
Alexandra Slack	Public Policy	Independent Study Sponsor
Alana Barr	Public Policy	Graduate Thesis Supervisor
Mira Kaufman	Public Policy/City & Regional Planning	Independent Study Sponsor
Afshan Hasnain	Public Policy	Independent Study Sponsor

Undergraduate Students

Student	Program	Role
Vivian Wang	Chemistry & Biochemistry, Public Policy minor	Research Assistant, Independent Study Sponsor, Internship Supervisor
Iman Emdad	Public Policy	Research Assistant, Independent Study Sponsor
Sabat Siddiqi	Public Policy	Research Assistant
Addie Dascher	Public Policy	Research Assistant, Internship Sponsor
Mira Kauffman	Public Policy	Internship Supervisor
Andrew McGraw	Public Policy	Internship Supervisor
Caroline Brewer	Public Policy	Internship Supervisor
Lisa Medford	Public Policy	Internship Supervisor
Graysen De Jong	Public Policy	Internship Supervisor
Spencer Ballus	Public Policy	Internship Supervisor
Rebecca Lieber	Public Policy	Internship Supervisor
Arnav Gonella	Biomedical Engineering	Research Assistant
Alex Baldwin	Public Policy	Internship Supervisor

Katie Adcock	Public Policy	Internship Supervisor
Audrey Carroll	Public Policy	Research Assistant, Internship Sponsor
Lupita Quezada-Orosco	Public Policy	Internship Supervisor
Lydia Wiederholt	Public Policy	Internship Supervisor
Emma Menardi	Public Policy	Independent Study Sponsor
Lily Mason	Public Policy	Research Assistant
Isabel Knofczynski	Public Policy	Research Assistant
Aderinsola Aladesanmi	Public Policy	Research Assistant, Internship Sponsor
Sophia Abedi	Public Policy	Research Assistant
Julia Johnson	Public Policy	Internship Sponsor
Maria Komissovskaaya	Public Policy	Internship Sponsor
Bella Nowinski	Business Administration	Research Assistant
Rohan Daswani	Business Administration	Research Assistant
Alex Ames	Public Policy	Internship Sponsor
Adiba Syed	Public Policy	Research Assistant
Gracie Rodriguez	Public Policy	Internship Sponsor
Danielle Nicholas	Public Policy	Research Assistant



February 7, 2024

Dear CTL Awards committee,

I am pleased to have the opportunity to write in support of the nomination of Dr. Lindsey Bullinger for the CTL Junior Faculty Teaching Excellence Award. As a colleague of Dr. Bullinger's here in the School of Public Policy at Georgia Tech, and as one who has served in the past as part of the teaching review process, I have had the occasion to visit her class and see her teaching from the students' perspective. From this experience I have become convinced that Dr. Bullinger is one of the strongest teachers in our School. To put it plainly: I have visited many classes as a part of teaching reviews at Georgia Tech during my time here (which is nearing a decade and a half), and Dr. Bullinger's class was among the very best I've reviewed. I was equally impressed by Dr. Bullinger's class materials and additional student training activities.

Dr. Bullinger is a dynamic and engaging classroom presence. I visited her class on Oct. 10th, 2022. She was teaching PUBP 3030: Policy Analysis. This course serves as part of the core of the undergraduate Bachelor of Science in Public Policy degree. Class took place in DM Smith 208, and the room was packed with students. The session began with a review of critical feedback the students had provided, and Dr. Bullinger used this as a basis for discussion and for making genuine changes to the course. The classroom was set up so that there was a path cleared between the desks through the middle of the classroom so that Dr. Bullinger could pace back and forth in the center of the crowd. The day's topic was British Columbia's carbon tax policy. I liked the structure of the class session: Dr. Bullinger would give the students a technical question, they'd break up into small groups to discuss for just a few minutes, they'd return for a large class discussion, and then do this again and again. This appeared to be a very effective pedagogical strategy. Students were engaged, laughing at Dr. Bullinger's jokes, and seemingly everyone looked to contribute. Powerpoint slides were used, but only to support the class discussion exercise. The class session ended with a discussion of central takeaways and Dr. Bullinger let the class know how the case had played out over time in real life.

As a reviewer of Dr. Bullinger's teaching, I also had the opportunity to review the course's materials, as well as her additional activities. The syllabus and assignment instructions were exceptionally clear, straightforward, and thoughtfully done. The grading rubrics appeared fair and clearly laid out. In addition to course instruction for the School of Public Policy, Dr. Bullinger's teaching includes work on PhD committees, independent study supervision, as well as work with research assistants and student internships. In addition, her teaching activities include her leadership of the health policy lab, a group that has included more than 40 students over her years here at Georgia Tech.

////////////////////////////////////
Robert Rosenberger
Associate Professor of Philosophy
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Georgia Institute of Technology
Atlanta, Georgia 30332-0345 U.S.A.
Email: robert.rosenberger@pubpolicy.gatech.edu

I have come to consider Dr. Bullinger to be one of the best teachers at our university. I recommend her for the CTL Junior Faculty Teaching Excellence Award in the strongest possible terms.

with thanks for your attention,

Robert Rosenberger

Robert Rosenberger
Associate Professor of Philosophy
Georgia Institute of Technology
School of Public Policy
robert.rosenberger@pubpolicy.gatech.edu

February 5, 2024

Dear CTL Awards Committee,

I am writing this letter to provide my utmost support for Dr. Bullinger, who was my PI and professor for two years in college, for Dr. B's nomination for the CTL Junior Faculty Teaching Excellence Award. By way of introduction, my name is Vivian and I'm a current second-year medical student at the University of Pittsburgh. As someone outside the field of public policy, who studied biochemistry at Tech and had no experience with policy research or principles prior to working with Dr. B, I believe I am uniquely positioned to vouch for Dr. B's incredible mentorship, which was instrumental to my growth as a student and a future health professional.

When I was a sophomore, I came to the realization that I wanted to learn more about health policy and economics research, but had no idea where to start. Dr. B had only recently joined the SPP faculty, and I remember after our first meeting thinking that "this professor gets it" – she made her research approachable, interesting, and had a way of framing very theoretical concepts in economics to be highly applicable to the average person's health and wellbeing. After that, I was hooked. Under Dr. Bullinger's guidance and mentorship as my faculty advisor for the PUBP internship class, I was able to complete two virtual, highly competitive, life-changing policy internships in my last year of college – one at the U.S. Department of Health & Human Services' Office of Pandemics and Emerging Threats (HHS/OGA/PET), and one at RTI International's Global Health Division doing global health policy work. It is no exaggeration that these internships completely changed my worldview – both led to job offers and contracts after graduation – and I owe being able to navigate those relationships and workload, during the hectic time of the Covid-19 pandemic no less, to Dr. B. An example of this was when I found out I had received research funding from Tech during the same semester as my internship, which required a certain number of hours from both commitments. While I was cracking under the stress of overloading myself and being unsure how to navigate the awkwardness of having to turn down one for the other, Dr. B called me and stressed the importance of maintaining a credible work reputation and needing to be able to commit fully to what I was doing. It is a lesson I took with me to medical school and beyond.

Dr. B is also a formidable researcher and mentor, and I think that level of excellence is reflected in the accomplishments of her students, but also in her ability to be inclusive and equitable when it comes to student contributions to research. She was the first research mentor I had that always gave honest, incisive feedback while making sure to include me as an author and an equal during each step of the process, even two years after graduation when our research was finally published. I can honestly say that I would not be in medical school or interested in the intersection of health policy and medicine without Dr.

Bullinger, and I can think of no other faculty more deserving of this award. If there is any additional information I can provide, my contact information is below.

Sincerely,

A handwritten signature in black ink, appearing to read 'Vivian Wang', with a stylized, cursive script.

Vivian Wang

Vivian L. Wang

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February 8th, 2024

Dear Members of the Award Selection Committee,

It is with great excitement that I write this letter recommending Dr. Lindsey Bullinger for the CTL Junior Faculty Teaching Excellence Award. I first met Dr. Bullinger when I expressed my interest in working as one of her undergraduate Research Assistants (RA) at the beginning of Spring 2022. Ever since then, I have enjoyed having Dr. Bullinger as a professor and watching the amazing work she accomplishes in her field and at Georgia Tech.

I took my first class with Dr. Bullinger, PUBP 3030: Policy Analysis, in Fall 2022. Without a doubt, Dr. Bullinger's class was one of the most informative, enjoyable, and rewarding classes I have taken of all my coursework at Georgia Tech. Even before I took Policy Analysis, I had only heard incredible reviews about Dr. Bullinger and the class and from previous students. While I took her class and continued doing research with her, I saw first-hand how dedicated she is to her research *and* teaching. One of the reasons her class was so enjoyable was because she is a truly engaging professor and uses innovative strategies to teach all students and ensure they retain the knowledge.

An incredible skill that Dr. Bullinger brings into the classroom is her ability to seamlessly connect her extensive research to topics and exercises in the classroom. One of my favorite days in class was when we were learning difference analysis techniques. We had all read the paper she had published on adolescent fertility (The Effect of Minimum Wages on Adolescent Fertility: A Nationwide Analysis, 2017), and she gave us access to her dataset in class, so we could practice running differences-in-differences (DID) and other metrics in Excel. I distinctly remember that day in class because she very intentionally went at a slower pace to ensure no student was left behind. That class was particularly impactful for me because I realized how smoothly she gave all of us students a glimpse into the research she does in an engaging, comprehensible format. Her class always made me more excited to learn and prompted me to further challenge myself within my RA role.

Another important experience from my time in class with Dr. Bullinger was witnessing her ability to challenge and motivate students. Dr. Bullinger is a professor who expects high-quality, thoughtful work for all her students— in both individual and group work. She is very intentional about the content covered in Policy Analysis, and she takes student feedback on the material and pacing of the course very seriously. With that comes her expectation of genuine student participation and involvement. Within one semester, we learned how to run regressions and various types of DiD as well as create pivot tables and basic data visualizations in Tableau. In any other class, I could have found this extremely overwhelming, but her infectious excitement about the class and her research pushed me and all my peers to engage, learn as much as possible, and achieve.

I remember frequenting her office hours in DM Smith that fall semester because I wanted my group project and data analysis portion to be as thorough as possible within our short semester timeline. She was always patient and encouraging when I would ask her question after question. Additionally, her feedback and suggestions on our project were always comprehensive; my group and I would always leave her office feeling reassured, encouraged, and having shared plenty of laughs.

Another particularly meaningful experience I've had with Dr. Bullinger was when she sponsored my Summer 2022 internship for public policy course credit. I was interning in the Health Promotion department of a local non-profit– Refugee Women's Network. There were also two other Public Policy students working in health-related internships, and Dr. Bullinger would take the time to organize a weekly meeting for us to share our updates and reflections on our work experiences. She would always listen to our updates very meticulously and ask thought-provoking questions as well as draw connections between all students' experiences which made our weekly meetings especially enriching.

Additionally, Dr. Bullinger was invaluable in helping me develop my research paper for this summer experience. This was before I had taken her Policy Analysis class, so she supported my endeavors in qualitative analysis and continually pointed me to resources to explore and learn more. Even now, over a year after this internship, Dr. Bullinger will reference my experiences and work from this time during our research meeting. Particularly to try to connect me to resources connected to community health workers and other health non-profits. These connections are special and meaningful to me because they are a reminder that I am being truly listened to by Dr. Bullinger and she is invested in my growth, development, and journey as a student.

Dr. Bullinger has been instrumental in my college career, and I am confident that many other students share this sentiment. She is one of the few Public Policy faculty with a health policy focus, and I am so grateful that I have been able to learn about the child and family health policy field from her. Dr. Bullinger has been a wonderful example, role model, and mentor for me; it is with the utmost sincerity that I support her nomination for this award.

Sincerely,

Derin Aladesanmi
4th Year Undergraduate Public Policy Student



February 7th, 2024

To the Center for Teaching and Learning’s Award Selection Committee,

I am writing to corroborate the nomination of Dr. Lindsey Rose Bullinger, Assistant Professor in the School of Public Policy, for the Junior Faculty Award. Dr. Bullinger's outstanding contributions to research, teaching, mentorship, and academic leadership make her an exceptional candidate for this prestigious recognition.

Very rarely have I been privileged enough to meet the kind of person who is as excellent of a fit for their “real-world job” as Dr. Bullinger is for her role as an academic. She publishes prolifically and teaches phenomenally. She mentors student researchers, the vast majority of whom are undergraduates, in her spare time—not that she has much to begin with. In many cases, through no fault of their own, professors bring less enthusiasm for a major core course than for courses in which they are subject matter experts. However, Dr. Bullinger brings fervor to Policy Analysis in a way that makes the whole degree “click” into place. She masterfully weaves together varying assignment types, step-by-step replications, analyses of current literature, and statistical output results to rigorously embody what policy analysis is. It is an illustrative, real-time demonstration of how to approach a policy problem and walk away with meaningful insights and recommendations, which is no easy feat.

In addition to teaching, Dr. Bullinger is deeply committed to mentoring the next generation of scholars. I had the privilege of being mentored by Dr. Bullinger for two years, first as a research assistant and then as an independent student researcher. Both times I participated in her weekly research group meetings. One thing that struck me was the fact that she pulled students onto her projects, showing us how researchers juggle multiple questions and publications to answer different pieces of the puzzle. Dr. Bullinger's mentorship extended beyond individual interactions; she facilitated a research group of former students, most of whom were women and the vast majority of whom were minorities. Dr. Bullinger's leadership fostered a supportive and intellectually stimulating environment that significantly enhanced our academic endeavors. This group provided a collaborative space for exchanging ideas, brainstorming solutions, and critically evaluating each other's work in a field in which we are underrepresented. She believes in her students’ capability to meaningfully contribute to the literature, emboldening us to imagine ourselves as successful academics.

Furthermore, Dr. Bullinger's commitment to academic excellence is evident in her role as the Atlanta Workshop on Public Policy and Child Well-being (PPCW) organizer. This conference serves as a platform for researchers from different disciplines to present research on child wellbeing from a variety of perspectives, examining diverse issues. It was the first professional academic conference I attended, and I felt lucky to have been invited as it enriched my understanding of how scientific literature is furthered through real-time peer review and debate.



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In conclusion, Dr. Lindsey Rose Bullinger's exemplary contributions to research, mentorship, and academic leadership make her an outstanding candidate for the Junior Faculty Award. Her dedication to advancing knowledge and fostering the professional development of others embodies the values of Georgia Tech's Center for Teaching and Learning. I wholeheartedly endorse Dr. Bullinger's nomination and am confident she will continue contributing significantly to the academic community.

Thank you for considering Dr. Bullinger for this well-deserved recognition.

Sincerely,

Iman Emdad

Iman Emdad
Undergraduate Student



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