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# Application Summary

## Competition Details

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**Competition Title:** 2024 Geoffrey G. Eichholz Faculty Teaching Award

**Category:**

**Cycle:**

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

## Application Information

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**Application Title:** Stanzione Application

**Application ID:** 11580

**Submission Date:** 01/22/2024 10:39 AM

## Personal Details

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**Applicant First Name:** Christopher

**Applicant Last Name:** Stanzione

**Email Address:** christopher.stanzione@psych.gatech.edu

**Phone Number:** (201) 396-0945

### Primary School or Department

Psychology

**Primary Appointment Title:** Senior Academic Professional

## Application Details

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### Proposal Title

Stanzione Application

Nomination of Senior Academic Professional Christopher Stanzione for  
Geoffrey G. Eichholz Faculty Teaching Award

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Re: 2024 Geoffrey G. Eichholz Faculty Teaching Award

January 22, 2024

Dear Members of the Selection Committee,

Please accept this letter as my nomination of **Dr. Chris Stanzione** for the **Geoffrey G. Eichholz Faculty Teaching Award**.

Chris is the epitome of excellence in teaching, an exceptionally talented communicator and a visionary leader who shaped the undergraduate curriculum in the School of Psychology. He has actively promoted the integration of open textbooks into lower-level curriculum, established the very first internship program of the School and has been successfully serving as the Associate Chair of Undergraduate Education since 2021. Even though his leadership and administrative skills are admirable, I will focus on Chris 's excellence in teaching in general education undergraduate courses in this nomination, given the criteria for the Geoffrey G. Eichholz Faculty Teaching Award.

Chris joined Tech as a lecturer 10 years ago. Since the first semester, his primary focus has been the PSYC1101 -- Introduction to Psychology. Every semester more than 1000 Tech students across all majors take this course to learn about brain, cognition and behavior. Since 2014, Chris's sections have registered more than 5000 students across all six colleges of the Institute. His CIOS scores have been consistently excellent (~4.9/5) attesting to his excellence as a teacher.

Recently Chris took on a new challenge and started offering a section of the PSYC1101 online. Although we all had to transition to online education during the pandemic, pedagogical methods to maximize learning online are not yet widely implemented.



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Atlanta, Georgia 30332-0170 U.S.A. Phone: 404.894.2680

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He took the lead to scientifically address the educational outcomes across different modes of teaching, systematically studied students' performance and started to develop new pedagogical approaches to maximize learning. This is an excellent example of his devotion to excellence in teaching that goes beyond the classroom.

Chris's teaching statement clearly outlines how he ensures all of the learning goals are met, how all students feel heard and actively participate in the learning process, how (at times) challenging concepts can be communicated to ensure internalization of knowledge. Chris is an award-winning, role model teacher whose contributions to the general education at Georgia Tech has made a measurable impact. I hope you agree with the thousands of Tech students who evaluate Chris as an "excellent" teacher and will consider him as top candidate for the **Geoffrey G. Eichholz Faculty Teaching Award**.

Thanks for your consideration in advance.

Sincerely,

A handwritten signature in black ink that reads 'Tansu Celikel'.

Prof. Tansu Celikel  
Chair, School of Psychology

////////////////////////////////////  
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## Teaching Statement

I joined the Georgia Tech community in 2014 as a Lecturer. I was fresh out of graduate school and was eager to make an impact. My first teaching assignment was PSYC 1101 General Psychology, which included a sea of 230 students staring back at me. Ten years later, my teaching assignment continues to include PSYC 1101 each and every semester, having taught over 5,200 undergraduates in general psychology alone. It has become my staple course; teaching the science of psychology to the GT community, many of whom are not psychology majors. I am committed to excellent teaching, and am dedicated to be the window into psychological science for all GT students.

**Teaching Excellence & Commitment to Instruction.** During my tenure as a Lecturer, I am proud to report that I was the recipient of three teaching awards: 1) The Center for Teaching and Learning's Undergraduate Educator Award, which recognizes non-tenure-track faculty for excellence in teaching, 2) The Eric R. Immel Memorial Award for Excellence in Teaching, which recognizes contributions to undergraduate education and outreach in the College of Sciences, and 3) the Class of 1940 Course Survey Teaching Effectiveness Award which recognizes faculty who have a class response rate of at least 85% and a score of at least 4.9 or greater which reads "Overall, this instructor is an effective teacher." Having been promoted to Senior Lecturer, I aim to continue my contributions to teaching excellence. In averaging my CIOS results across the past 9 years, I have maintained a 4.86 out of 5 across 36 sections of PSYC 1101 in response to the prompt "Overall, this instructor is an effective teacher."

I am committed to quality instruction in many ways. One of those ways is by conducting the science of teaching and learning (SoTL) studies. Prior to the pandemic, I had my students take notes by hand instead of laptops because there was evidence showing students remember more if they take notes by hand (Mueller & Oppenheimer, 2014). However, it felt strange coming out of a pandemic where we forced students to rely on technology to now ditch it again. Dr. Keaton Fletcher and I conducted a study where we had students self-select into what we called "laptop and non-laptop zones". We then compared to see whether there was a difference in academic performance based on this self-section. Interestingly there was no difference in long term retention based on whether students took notes by hand or laptops (Fletcher & Stanzone, 2021). It seems creating laptop zones is an effective way to balance using technology in the classroom.

Further, I was a Chancellors Learning Scholar (CLS) for 2 years. I ran a faculty group on *Brain-Based Learning*, where I met with faculty across the Institute from different Schools and had meaningful conversations about teaching and learning. We read books, exchanged ideas, and even conducted our own independent studies using the neuroscience of learning in our classrooms.

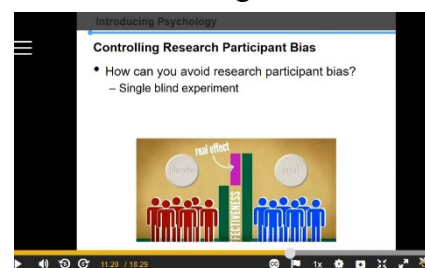
**Innovative Strategies.** The COVID-19 pandemic has changed the classroom. Students and professors alike have adapted to online education and engagement. While many folks on campus have welcomed back in-person classes, there is no denying that online education is here to stay. In the Fall of 2022, I took advantage of this new opportunity and piloted the first PSYC 1101 synchronous online class offered during a time when almost all College of Sciences courses were online. Simultaneously, I was teaching an in-person section of PSYC 1101. Drs. Celikel,

Catrambone, and myself teamed together to measure the effectiveness of in-person versus online learning to determine whether we can offer the same high quality education online. While the results are forthcoming, we are very optimistic the online class was an effective way to deliver material and maintain engagement.

Expensive textbooks have long been a barrier to access to education. With over 1,500 students enrolling in PSYC 1101 each year, I was motivated to find more accessible ways to get the science of psychology into the hands of our students. Marlee Givens, our librarian shared an opportunity with me called the Affordable Learning Georgia (ALG) grant. The purpose of ALG grants are many, and one of them is to pilot open educational resources (OERs) in colleges and universities in Georgia. I teamed together with Dr. Meghan Babcock and we received an almost \$30,000 grant to transform the educational experience in PSYC 1101. We piloted the OER materials in Fall 2022 in 3 PSYC 1101 sections and collected both qualitative and quantitative data on the effectiveness and perception of the materials. We are now presenting our findings at a national conference in 2024. The goal is to implement these materials across all PSYC 1101 sections at GT, providing a high-quality educational experience at a very low cost to the students; an impact that goes beyond the classroom.

PSYC 1101 is a course that enrolls many first year students: those who are new to higher education and are finding their footing. It is important that I be as clear and organized as I can to ensure these large classes run smoothly. For example, in Spring 2023 I implemented a new procedure called a *Slip Pass*. A slip pass allows students to be absent from 2 classes and/or make up 2 assignments past a deadline. Sometimes students have several exams on the same day, need to work late on a paper, or just need a mental health break. A slip pass allows to a student to self-reflect on their schedule submit an assignment late without penalty. See the form here: <https://forms.gle/NcnnSEUewfYa5BPN8>. This is a great innovative strategy to help students be more self-aware of their work demands and to lessen the administrative load on professors and teaching assistants.

**Student Engagement and Support.** Engaging students in large classes can be challenging. I use several different techniques to try and reach each student in my class. First, I've created video lectures for each chapter. These videos range from 8 to 15 minutes each, reviewing different subfields of psychology (e.g. research methods, memory, and social psychology). I keep them short to ensure students feel that they can finish watching an "episode" in one sitting. These videos are sometimes used as a flipped classroom approach, exam reviews, or MCAT exam study tools. Here is an example screen grab of a video. I find that students are more engaged in our in-person lecture after having reviewed some of the course videos.



Feeling seen and heard is very important to me. Everyone deserves to have their voice heard, no matter how large a class. I work hard to learn as many names and pronouns as possible in my lectures. I do this by inviting students to my office hours, talking with them after class, or simply grabbing lunch or coffee. I'm accessible to students both in-person and virtually to maximize their feelings of support and access. Lastly, I send weekly emails to each student either

congratulating them on completing their weekly assignment or sending words of encouragement and tips on how to improve if needed.

Lastly, my job is to train the GT community to think like a psychologist – to challenge them to operationally define concepts like love, consciousness, and spirituality. I do this in several ways, but here I will highlight two. First, I have students design and write fantasy proposals. In this assignment, students are to apply the scientific method to their psychology concepts, get practice with writing, and try to predict results. I've received several emails in later semesters from students thanking me for this practice. Second, I have students write what I call *Apply It* papers. These papers ask students to apply a psychological concept to their life. Examples include keeping a sleep journal, taking personality assessments and reflecting on them, and analyzing different children's toys to see whether they are fostering cognitive, social, or emotional development.

**Georgia Tech Citizenship.** I am currently the Associate Chair for Undergraduate Studies in Psychology, one of the first non-tenure-track (NTT) faculty in this role in the College of Sciences, and the first in Psychology. My hope is that I can provide mentorship and leadership for other NTT faculty across campus and show how one can make an impact in their School or Department. As Associate Chair, I not only look after our undergraduate education and our students, but I also aim to set an example for our faculty. I lead by example when it comes to organizing undergraduate events, volunteering at important outreach opportunities, and working every day to create a more inclusive environment in our School and Institute. I am proud of the work I have accomplished, and am excited to see what will be next.



## Illustrations of Teaching Excellence

### EXAMPLE 1: Fantasy Research Proposal Assignment: General Psychology

**Purpose:** The purpose of this assignment is i) to simulate the process experimental psychologist go through when designing research studies and ii) to engage in scientific method in psychology

This assignment will help you practice the following **skills**:

- Formulating a hypothesis to explain a psychological phenomenon
- Critical thinking and experimental interpretation
- Finding, citing, and summarizing research from peer-reviewed scientific journal articles

This assignment will help you gain the following **knowledge**:

- Familiarity with PsychInfo and APA format
- Understanding of the links between a hypothesis and the experimental variables & methodologies

**Task:** This exercise asks you to think as an experimental psychologist, trying to answer one of the following research questions:

1. What classroom decor better helps students learn?
2. Can online brain games make you smarter?
3. Can you reduce individuals' implicit biases on age or race?

Once you have chosen your research question of interest, find 1 peer-reviewed, original journal article related to your research question and write a research proposal to address the research question. The research proposal should be approximately 5-8 pages in length, address the following points, and use proper APA format, including a title page, in-text citations, an Introduction, Methods, Results, Discussion, and references. See the following link for more information: <https://owl.english.purdue.edu/owl/resource/560/01/>

### **INTRODUCTION:**

1. Summarize what is known or important to know from the article(s) that serve as a basis for your research proposal
2. Identify a limitation of the article that can serve as the basis for your research proposal
3. Hypothesize: How do you think phenomenon arises? What are the processes or influences? Describe the relationship.

### **METHODS:**

4. Identify and operationally define your variables: independent variables, dependent variables, confounding variables, and any participant variables of interest. Note: the independent and dependent variable should follow naturally from the hypothesis.

5. Describe your participants in detail, including age, gender, education, ethnic background, etc.
6. Describe your methods, including detailed descriptions of the measures, and procedures, with sufficient detail to perform or replicate your study. Discuss the controls or measures undertaken to reduce identified confounds.

**RESULTS:**

7. State your expected results as predictions that relate back to your hypothesis. What results would support your hypothesis?

**DISCUSSION:**

8. Discuss your expected results and interpret them based on your hypothesis.
9. Discuss the limitations, alternative explanations, and future research based on your expected results and information from the introduction

### EXAMPLE 2: Apply It Paper

**STEP 1:** For this assignment, you'll be keeping track of your sleep habits and your dreams in order to analyze your sleep habits and examine dream theories. To begin, make a copy of [this sleep log](#).

**STEP 2:** Keep track of your sleep habits and dreams for a MINIMUM of 3 days.

**STEP 3:** While it's not guaranteed you will remember your dreams, you can take some steps to help. Begin by telling yourself you want to remember your dream, then print off the sleep/dream journal and have paper and a pen (or your phone) next to your bed right when you wake up. Try to review the dream in your head as soon as you wake up, and consider specifics such as the people involved, the location and setting, the storyline, or how you felt.

**STEP 4:** Submit your sleep journal and sleep essay based on the following prompt: Based on your sleep/dream journal and what you have learned about the purpose for dreaming, write a 1-2 page essay about your own sleep habits.

Your essay should include:

1. An analysis of your sleep habits. Do you go to bed at the same time every night? How many hours a night do you normally sleep? How could you be a better sleeper? Do you notice any patterns? What concepts from your text might apply to your sleep habits?
2. An analysis of your dreams. Why do you usually dream? Are there any patterns or re-occurring themes? Is there any consistency between the things you do during the day and the dreams you have? \*If you cannot remember your dreams, you can skip this part and spend more time focusing on the steps above and below.
3. Your conclusion as to what is the MAIN purpose that we dream and why. Consider the theories presented in your readings.

## EXAMPLE 3: ALG Grant Narrative re: OER

This Transformational Grant is guided by 4 project goals: 1) to increase cost savings for students enrolled in General Psychology courses, 2) to ensure these materials maintain and increase student success in this course, 3) to create new materials to adapt to the needs of our students, and 4) to ensure this intervention aligns with the educational goals of Georgia Tech in maintaining active learning and engagement. There are several barriers that students face when applying to and attending college, most of them financial barriers. These barriers disproportionately affect underrepresented minorities (URM's). The first goal of this project is to increase cost savings for all students to make Psychology more accessible for all. We plan to do this by implementing Lumen Learning's Waymaker courseware package because each package is available for a total cost of \$25 per semester, a 75% decrease in cost compared to typical materials used for this course. General Psychology courses at Georgia Tech serve on average 1,800 students in the Fall and Spring semesters, and 200 students in Summer semesters, totaling (on average) 2,000 students per calendar year. Overall, our students perform well in our courses, and we want to ensure this is maintained. Our second goal is to ensure these newly implemented materials maintain and increase student success in General Psychology. The Co-PIs plan on evaluating all material in Summer 2022 for implementation in Fall 2022 courses. The Co-PIs also plan on using experimental and control data to establish student success by use of these materials. This leads to goal three: the creation of new materials. Should we find that the needs of our students are different than some of the Waymaker materials, we will work with a team of undergraduates and graduate students in focus groups to learn the needs of our students and create new materials for General Psychology. Lastly, our final goal is to maintain a classroom of active learning and engagement. The Waymaker materials come with quizzes, videos, assessments, direct feedback, and more that allow students to recall, recognize, and relearn material—all techniques rooted in brain-based learning



January 22, 2024

### Geoffrey Eichholtz Teaching Award

It is my pleasure to write a letter supporting Dr. Chris Stanzione's nomination for the Geoffrey Eichholtz Teaching Award. I have known Dr. Stanzione for 8 years in my capacity as tenured faculty member in the School of Psychology at Georgia Tech. As well, I have worked with Chris closely over the previous 18 months following Chris' and my appointments to Associate Chairs in the School. For the past 3 years, I have been the School of Psychology Director of Teaching Effectiveness and have observed in-class teaching performances of all of our faculty, including Chris. In short, I think that I have very good knowledge of Chris' teaching and professional contributions to our school and am in a unique position to write this letter of support.

Dr. Stanzione is an exceptional professor who teaches some of the most important, mission-critical core courses in our department. Probably because of his reputation as an excellent teacher, his classes are among the most popular among students. Chris is a professor who brings passion, creativity and deep commitment to his work. He has a unique ability to engage his students and make complex concepts accessible and interesting. His lectures are well-prepared and he inspires his students to learn. I have had several students tell me that Chris is truly dedicated to his students' academic and personal growth and treats all of his students with great respect. He consistently provides individual help for students in need in order to help them achieve their full potential. Because of his teaching style and methods (outlined in his portfolio), Chris's students are not merely recipients of information but rather active participants in their own intellectual progress.

In addition to his obvious successful classroom teaching, Chris is a well-respected and irreplaceable member of the School of Psychology. Chris has one recent accomplishment in particular that really stands out. Last year, he was promoted to a leadership role in the department, assuming the role of Associate Chair, Head of Undergraduate Education. While it may seem somewhat unusual for a non-tenured faculty member to be promoted to Associate Chair, in the case of Chris Stanzione, this was an easy call. There is nobody in our department, including among the associate and full professors, who is more suited for and more deserving of this promotion than Chris. In this new role, he has shown great leadership in developing new courses,



curricula and programs. Recently he developed a brand new BS/MS degree which will allow Georgia Tech Psychology and Neuroscience students to earn a Master's degree in 1 year. He has also been critical in recruiting, selecting and hiring new academic professionals in our school. I have met weekly with Chris for the last year and I have been able to see first-hand his creativity and outside-the-box thinking when it comes to education in Psychology. I have also been able to witness his sensitivity to and awareness of student needs. Recently, when a difficult conflict between one of our graduate students and one of our instructors was brought to my attention, my first thought was seek advice from Chris on how best to manage the situation. Like me, other faculty are eager and willing to seek advice from Chris on a wide range of issues.

In summary, Dr. Stanzione teaches mission-critical courses in the School of Psychology and he achieves excellent student ratings of teaching performance. He has earned the respect of all the faculty in our program. In his role as an Academic Professional and by teaching so many of our core classes, Chris is surely the most "forward-facing" instructor in our department and I cannot think of anybody better for that role. He has recently seamlessly moved in to a critical leadership role in the department and is transforming our education programs for the better. In short, I cannot think of a more deserving recipient of the Geoffrey Eichholtz Teaching Award and I recommend Dr. Chris Stanzione for this honor without hesitation or reservation.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Scott D. Moffat', written in a cursive style.

Scott D. Moffat, Ph.D.  
Associate Chair  
School of Psychology  
Georgia Institute of Technology

Dear Members of the Selection Committee,

My name is Alexis Bateh, a former student of Dr. Stanzione's General Psychology course in the Fall of 2022. I am honored to have the opportunity to write this letter in support of the nomination of Dr. Stanzione for the Geoffrey G. Eichholz Faculty Teaching Award.

From the moment I walked into our first lecture back in August, I knew my experience in Dr. Stanzione's class would be impactful. The passion that Dr. Stanzione brings to his classroom is unlike any other class I have taken in my three years at Georgia Tech. Twice a week, we would meet in the early morning, and Dr. Stanzione would greet us with a bright smile, positive energy, and a cup of coffee in his hands. Every conversation, every assignment, and every question always had a purpose. Not a moment of time was wasted in Dr. Stanzione's classroom, which burst with an enthusiasm for knowledge and opened the door to a new perspective of the world.

When describing how Dr. Stanzione engages the class, I would say that he is a professor that does not talk at, but talks **to** his students. Before class even began, Dr. Stanzione made it a point to walk around the lecture hall and check in on all of his students. His lectures consisted of a balance of learning and application of material. Every class period, we would have several mini-discussions with our peers as we learned new material. These conversations consisted of creating examples of recently learned concepts, answering questions to test our understanding of what was taught, and brainstorming sessions about the material. With a class of students that span different majors and years at the school, we were all able to come together and have thoughtful interactions with the material each week. Dr. Stanzione fostered this structure. Learning a chapter of material each week could be considered stressful, but in Dr. Stanzione's class, there was always something to look forward to, and these lectures quickly became one of my favorite parts of the week.

In addition to class engagement, it must be said that from day one, Dr. Stanzione established a safe, inclusive learning environment. While some professors can be intimidating and feel detached from the students or the course, Dr. Stanzione has set a standard for what I hope to see from my future instructors. Dr. Stanzione made himself accessible within and outside of the classroom. He took sensitive topics such as when we discussed psychological disorders into consideration before we tackled the material. On top of all of these factors, he constantly checked in on the well-being of the students, and was able to "read the room" for the mood of the classroom each day. I knew that whether I was going to lecture or visiting office hours, there would be a place on campus where I felt like I was heard and a place where I felt I belonged.

Dr. Stanzione holds the passion, ethic, and knowledge embodied by the best of the best professors. His commitment to student knowledge and excellence is unmatched. I am confident there is no one more deserving of this honor, and I hope you will consider him in the highest for the Geoffrey G. Eichholz Faculty Teaching Award.

Sincerely,

Alexia Bateh  
Biomedical Engineering Class of 2024  
Georgia Institute of Technology

Dear Eichholz Award Committee:

My name is Alejandro Vasquez, a current fourth year Georgia Tech undergraduate student writing to express my appreciation for Dr. Christopher Stanzione. Even after only one semester of having Dr. Stanzione as a professor, I have benefited greatly as a learner and as a student, making him a great nomination for the Eichholz Teaching Award.

My experience with Dr. Stanzione occurred during my fall semester of 2022, for General Psychology. Despite this being a virtual class, he taught with genuine passion. He would make connections and allow the students to talk about their personal stories and opinions with different topics. Similar to these interactions during lessons, Dr. Stanzione would talk to us in the time periods he had before or after classes and tests which strengthened his relationships with his students. This environment made attending class fun and engaging, allowing us to personally connect with his lesson plans and with him as a person. He would reference the things he learned about his students' to make the lesson plans more intriguing and fun to learn about. This allowed me to become comfortable to not only answer questions but to also attend his office hours.

General Psychology was a class that I struggled with at the beginning to learn. As an engineering major, I had taken most of my STEM classes and recently joined the pre-med class, making this course one of my first experiences grasping information differently than just practicing math problems. I had taken two other classes that were similar and I had struggled to master the learning styles needed to retain the content of memorization/theory-based type classes. With a rough start, I decided to attend Dr. Stanzione's office hours. In these experiences, he provided great resources and walked me through different approaches in mastering the topics at hand. He worked out study plans, made me develop connections with the different study cases, and allowed me to develop a good relationship that made me comfortable to ask "basic" questions and openly fail on challenging problems. Never in my time at Georgia Tech have I ever benefited and enjoyed office hours as much as I did with Dr. Stanzione. His commitment to check-up on my progress allowed me to develop a foundation towards becoming a great learner. My fear towards these types of classes now made me a more confident pre-medical student.

From all the professors I have ever had, I know that Dr. Stanzione is one of the best. With his great personality, amazing teaching methods, passion in class, and genuine helpful nature, I knew that I got lucky to be one of his students. His commitment as a professor, mentor, and friend to everybody he interacts with brings light into why Georgia Tech is a prestigious university. Dr. Stanzione is well-deserving of the Eichholz Award.

Sincerely,

Alejandro Vasquez



Dear members of the Eicholz Award Committee,

My name is Anthony White, and I was a student of Dr. Christopher Stanzione in his PSYC 1101 class last semester. I write this letter of support towards Dr. Stanzione's nomination with much enthusiasm. I was delighted to be asked, as he has brought me some of my fondest academic experiences here at Tech.

Dr. Stanzione made me look forward to my Tuesday and Thursday mornings. He wouldn't wait for us down at the front of the lecture hall, but he'd be milling around the room and chatting with us as we filled in. Every morning he'd engage us before starting lecture to check in on us and how we were doing. Beyond the scope of the class, he genuinely cares about the well-being of all of us as Georgia Tech students and made sure we knew it. The environment he created in the classroom was an inviting and comforting one that allowed everyone to be in their best frame of mind to learn that day.

Dr. Stanzione's lecture style feels more like a conversation than a lecture. All student's questions and ideas are given serious consideration and thought. Often, this would spark discussion on the fly, and he would always find a way to show us how that concept of psychology pertains to our lives. I learned a great deal about myself through Dr. Stanzione's teaching. Last semester, I went through a period with a lot of anxiety. This was very new to me and felt frightening in some ways. Being actively engaged in engaged in his presentation of the content, I was able to learn about the things my brain was doing and the way I was feeling which brought me peace of mind. He made the content glaringly relevant to us as people which motivated me to do well in the course for my own personal knowledge rather than just the grade.

In consideration of each of his students' learning styles, Dr. Stanzione made the classroom work for all of us. He divided the room into two different note-taking sections, one with laptops and one with paper and pen as to not distract the handwritten note-takers with the sound of typing. He also wasn't afraid to adjust his lecture plans depending on how we were feeling. If we didn't seem attentive to his lecture slides at times, he'd go off script and give other real-world examples, often drawing on his own personal experiences.

Outside of the classroom, I've never had more direct communication from a professor. He often provided words of encouragement and feedback on my work that left me feeling motivated and excited to learn more. He left me feeling enthusiastic to continue my education in further psychology courses while I finish out the rest of my time here at Tech.

I'm so thankful to have had the pleasure of taking a class with Dr. Stanzione and getting to know him. I cannot imagine a more deserving candidate for this award.

Sincerely,  
Anthony White  
Class of 2025