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December 1, 2025

Dear Members of the Selection Committee,

It is with great enthusiasm that I recommend Dr. Jason Delaney, Professor of Economics at Georgia Gwinnett College (GGC), for the Felton Jenkins, Jr. Hall of Fame Faculty Award. Dr. Delaney's transformative teaching, innovative use of technology, and steadfast dedication to student success embody the highest ideals of academic excellence and make him an exemplary candidate for this distinguished recognition.

As a proud member of the University System of Georgia, Georgia Gwinnett College is dedicated to providing a supportive and innovative learning environment that opens doors for students from varied academic and socioeconomic backgrounds. Many of our students are first-generation college attendees or face significant challenges requiring robust academic and personal support to succeed. Dr. Delaney embodies the very spirit of this mission, going above and beyond to ensure his students not only overcome barriers to learning but thrive in their academic pursuits.

Dr. Delaney's commitment to student success is evident in every facet of his work. A recipient of GGC's 2025 Outstanding Teaching Award, he has consistently demonstrated how thoughtful pedagogy and technology integration can elevate learning outcomes. His Scholarship of Teaching and Learning (SoTL) research demonstrates measurable gains in student achievement: through innovative use of technology and active learning strategies, students in his courses improved performance by a full letter grade on comparable assessments. These outcomes underscore his ability to translate pedagogical theory into practice that directly benefits learners.

In his own courses, Dr. Delaney consistently employs high-impact, student-centered practices such as applied projects, formative assessments, and collaborative learning. His integration of ethical artificial intelligence tools into coursework prepares students for a rapidly evolving workforce while reinforcing critical thinking and communication skills. This balanced approach ensures graduates are technologically proficient and equipped with the intellectual agility needed for success in professional environments.

Dr. Delaney's influence extends far beyond his own teaching. Over the past decade, he has shaped the instructional culture at GGC through mentorship and faculty development initiatives. As SBA Assistant Dean for Faculty Development during the 2020 shift to online learning, he partnered with the Center for Teaching Excellence to fast-track virtual training for faculty across multiple schools, ensuring instructional continuity during a period of unprecedented disruption. His leadership included daily online collaboration sessions for seven weeks, followed by twice-weekly sessions throughout the summer, efforts that sustained instructional quality while fostering a sense of community among faculty navigating new modalities.

Dr. Delaney continues to mentor instructors in management, economics, and quantitative methods while collaborating with colleagues in English, Biology, and Information Technology to advance evidence-based teaching innovation across disciplines. His work reflects a deep commitment to faculty empowerment, recognizing that student success is amplified when educators are supported and equipped to excel.

A respected scholar, Dr. Delaney has co-authored publications on optimal course sequencing in economics and accounting and is preparing a forthcoming paper on the integration of AI in teaching. His interdisciplinary approach bridges theory and practice, informing curriculum design and pedagogical strategies that benefit both students and faculty. Additionally, he has led campus-wide workshops on SoTL methods and integrative teaching through the GGC Center for Teaching Excellence and Freshman Learning Communities, reinforcing a culture of continuous improvement and innovation.

In summary, Dr. Delaney embodies the spirit of the Felton Jenkins, Jr. Hall of Fame Faculty Award. His work demonstrates:

- Sustained excellence in teaching, with documented improvements in student performance.
- Innovative leadership, particularly during critical transitions in higher education.
- Institution-wide impact, fostering collaboration and elevating faculty development.
- Forward-thinking pedagogy, preparing students for success in a dynamic, technology-driven world.

Dr. Delaney is a model educator whose vision and dedication have enriched student learning and strengthened faculty excellence across disciplines. I wholeheartedly recommend him for this prestigious recognition.

Thank you for considering this nomination.

Sincerely,



Chavonda Mills, PhD

Senior Vice President for Academic & Student Affairs and Provost

Curriculum Vitae

JASON J. DELANEY

AFFILIATION & CONTACT INFORMATION

Professor of Economics, Georgia Gwinnett College

Email: jdelaney@ggc.edu | [REDACTED]

EDUCATION

Ph.D., Economics, Georgia State University, 2011

Dissertation: “Three Essays on the Search for Economic Efficiency”

Directed by James C. Cox

M.A., Economics, Georgia State University, 2010

B.A., English, Pennsylvania State University, 2002

ACADEMIC APPOINTMENTS & TEACHING EXPERIENCE

Professor of Economics, Georgia Gwinnett College (2020 – present)

Associate Dean, School of Business (2022 – 2024)

Assistant Dean for Faculty Development (2019 – 2022)

Assistant Dean for Student Services (2016 – 2019)

Associate Professor of Economics (2016 – 2020)

Assistant Professor of Economics (2012 – 2016)

Previous faculty positions: University of Arkansas at Little Rock, Georgia State University

COURSES TAUGHT

- **Undergraduate:** Principles of Microeconomics, Introduction to Economics, The Global Economy, Statistical Analysis for Business, Quantitative Business Analysis, Intermediate Microeconomics, Game Theory
- **Teaching Approach:** Emphasizes **active learning, technology-enhanced instruction, and student engagement** through customized Excel-based assignments, AI tutoring, and real-world applications.

TEACHING INNOVATIONS & IMPACT

- **Excel-Based Learning Workflow:** Developed a system where students engage in customized problem sets with instant feedback, improving student performance by a third of a letter grade on exams.

- **AI-Driven Tutoring:** Integrated AI chat-based learning into microeconomics courses, encouraging real-time, structured engagement with economic concepts, increasing self-reported student efficacy and engagement.
- **Student-Centered Learning:** Uses gamification, collaborative in-class quizzes, and current events discussions to increase motivation, participation, and deeper conceptual understanding.

AWARDS & RECOGNITIONS

- GGC Outstanding Teaching Award (2025)
- Best-in-Track Award, GGC Teaching, Learning, & Research Symposium (2024)
- Excellence in Teaching Award, National Society for Leadership and Success (2016)

SELECTED PUBLICATIONS AND WORKING PAPERS (RELEVANT TO TEACHING & LEARNING)

To Enhance, Not Replace, Learning: Using AI in the College Classroom (with Grace Onodipe, Kathleen Burke, and Ali Kooti). 2025. Accepted at *Journal of Teaching and Learning with Technology*.

Learning While Doing: Custom Software-Based Assignments with Instant Feedback Improve Student Performance. 2025. Under review at *Journal of Statistics and Data Science Education*.

Does the sequencing of accounting principles courses affect academic performance? (with Yvonne Ellis, Wes Routon, and Andrew Stephenson). 2024. *Accounting Education*. Available at <https://www.tandfonline.com/doi/full/10.1080/09639284.2024.2366260>

Does Order Matter? Micro- and Macroeconomics Principles Courses at an Access Institution (with William Holmes, P. Wesley Routon, J. Taylor Smith, Andrew Stephenson, and Amanda Wilsker). 2019. *Journal of Economics and Finance Education*. Available at <https://www.economics-finance.org/jefe/issues/JEFE-Vol-18-Num-1-Summer-2019.pdf>

SELECTED PRESENTATIONS (RELEVANT TO TEACHING & LEARNING)

Academia 2.0: AI and the future of Higher Education. (with A.J. Kooti, Grace Onodipe). January 2024. Georgia Gwinnett College Teaching, Learning, and Research Symposium 2024.

Learning While Doing: Building Bespoke Quantitative Analysis Assignments in Excel with Instant Feedback. January 2021. Georgia Gwinnett College Teaching, Learning, and Research Symposium 2021.

COVID-19 Emergency Transition to Online: Temporary Solution or Schumpeterian Shock? (with Melinda Cline, Benjamin Akins, & Nannette Napier) January 2021. Georgia Gwinnett College Teaching, Learning, and Research Symposium 2021.

SERVICE & LEADERSHIP (TEACHING-FOCUSED)

Curriculum development

- Chaired SBA Curriculum Expansion Task Force. Worked with interdisciplinary faculty to gather student, faculty, staff, and external stakeholder feedback and then develop proposals for new master's degree programs.

- Worked with colleagues to develop Supply Chain Management and Economics concentrations within the BBA program. Both concentrations were approved and have grown substantially since their approval, despite COVID-related enrollment challenges.
- Co-developed ECON 4200 – Game Theory and shepherded the course through the design, introduction, and curriculum approval processes.
- Currently co-developing a Business Analytics and AI course to be implemented in 2025-2026.

PROVOST’S MOMENTUM TEAM & STUDENT RETENTION INITIATIVES

- Worked with Enrollment Management to redesign Grizzly Orientation to include school-based advising sessions and an “Academic Experience” to help students plan to build study skills and habits during freshman year.
- Focused on student success strategies & engagement, which recommended that the college adopt the School-of-Business-style Suggested Academic Maps and implement our Mentoring and Advising Model at the college level. Advisor hiring occurred in AY 2024-25 to meet these recommendations.

AACSB ACCREDITATION & FACULTY DEVELOPMENT LEAD

- Organized faculty teaching forums and pedagogical workshops.
- Proposed and planned online education training to facilitate transition to online instruction in conjunction with Assistant Dean for Technology Management and Communication and Center for Teaching Excellence. Faculty reported going from 60% to 96% “Somewhat” or “Very” prepared through the two-week training series.

EXPERIENTIAL LEARNING

- Currently serving as an Experiential Learning and Critical Thinking School Evaluator to help implement the SACSCOC QEP.
- SBA Study Abroad Coordinator (2016 – 2024) Expanded student global learning opportunities, supporting faculty and staff efforts to rebuild Germany Study Abroad after COVID and the loss of a faculty member who had been critical to the SBA Study Abroad program. The successful program launched in 2024 and was implemented again in 2025.
- Worked with an Economics faculty member to garner support for a sustained Undergraduate Research course, now linked to the Business, Economics, and Applied Research (BEAR) Center.

Reflective Teaching Statement

Over the course of my teaching career, I have changed almost everything about the way that I think about, build, and implement learning opportunities in my courses. What I have come to know is that learning is a thing that we do, as individuals, in community. The role of an educator is to build an environment that is conducive to that growth, a community where people know that they will be safe enough that they can take risks, and challenged enough that they can become more adept, more resilient, more expansive than they are when they enter into the community. The challenges students face aren't always or only the ones on the syllabus, or the ones on their quizzes and exams. But when they commit themselves to my course, to this community I am charged with shepherding, their problems become my problems, and helping them navigate those to make it to a place where they know more and have become more—that is the work that is in front of me.

I have discovered that learning is something that people naturally want to do, all the time. When we can see the value of knowledge, when we are given the opportunity to do work that helps us build our understanding, the reward is instant and profound and speaks to our deepest selves. It is *fun* to have a lightbulb moment, to bang our heads against a problem and then crack it, to discover some new capacity in ourselves we didn't know we had. I build my courses using every technology available to me, from pen and paper to artificial intelligence, to help put learners in a position of curiosity, skill, and challenge. A colleague once said about the work of building community, "it's not going to be easy, so it may as well be fun." My courses are never easy, but they're always fun.

I am a lifelong gamer. As a kid, my brother and I would take turns playing video games, each of us watching the other. Even then, I thought it was fascinating how much work we would put in—hours spent trying to solve puzzles, developing skills, all in pursuit of virtual goals that were placed in front of us. As a behavioral economist with a background in both computer science and English literature, the weaving together of technology and narrative to build compelling experiences that keep us coming back to struggle with hard problems has deeply influenced the way I build out my courses. I draw heavily from the work of Mihalyi Csikszentmihalyi, who studied the psychological phenomenon of "flow."

Csikszentmihalyi's work has been foundational in the fields of game design, experiential design, and user interface design: anywhere we want people to connect and move through an experience without getting stopped or stuck, but while taking on challenges and developing skills. When our skills outstrip the challenges in front of us, we get bored. I've seen students, friends, and family in this situation. We lose motivation, lose enthusiasm—we recognize that the tasks that we face are not worth our time.

As an economist, I grapple with the deep truth of scarcity often, and the time we have is our most finite and scarce asset. I share with my students a story about how I studied very, very hard for a final exam during my sophomore year of college. I sat down, and it was 30

multiple choice questions, and I was done in twelve minutes. Twelve! I felt so diminished—I had put so much work and care into preparing myself and I felt humiliated, like I had taken something seriously, but the instructor hadn’t; he had treated it like a box-checking exercise. When I decided to teach, I swore that I would make sure that the challenges I placed in front of my students would always be worthy of them.

When the challenges outrun our skills, though, it can be worse than boredom...it can break us. When I was a freshman in college, I was losing my fight with depression. I earned a 1.7 GPA in my first semester, and a 1.1 GPA in my second semester. I went home that summer, head bent. Not only was I not up to the challenges of my coursework, I hadn’t even faced them. I needed others around me to help me find my way back—family, mentors, friends, professional counseling—and I was lucky to have access to the resources I needed to overcome a challenge I could not face alone. When our students come into the classroom, they come as their whole selves, with a set of challenges they already face before I hand out the first problem set. I never lose sight of that. I encourage them to treat the work in front of us, in class, as part of the tapestry of all the challenges we face. We learn in community. We overcome challenges not only with our skills, but also with the support of trusted friends, colleagues, mentors, and family. Figuring out “how to do school” is part of every class we’re in, and it is an essential part of figuring out “how to do life.”

So what does this look like in practice? It looks like remembering the student when I am building a problem set. It means “play-testing” it, learning where they are going to hit pitfalls. It means using technology to tighten the feedback loop so that they’re getting instant, positive feedback when they’re on the right track. It means being available and approachable when they find that a challenge has surpassed their skills. It means relating my own struggles, when necessary, to disarm concerns that I won’t understand. It means setting expectations high, because I know that all of them can become successful at anything they set their hearts to, and it means extending grace, because each of them is a person facing challenges I can only imagine and never really know.

They come into my class sometimes not sure why they’re here or how this connects, and I help them start to make sense. “Why do we use Greek symbols?” “I’m just not a math person.” “Why do we even have to take this class?” These are ways students tell me that they want to understand, and not every question they have is going to show up on an exam, but they all deserve to be taken seriously.

And when I take my students seriously, when I treat them like people who know, somehow, that the work they’re doing fits into the story of the world, that learning will help them face the challenges in their life, present and future, they put their shoulder into it. Sure, it’s just problem sets, quizzes, exams, essays, but when you grow through this process, together, the next time you face something hard, I want them to remember about how, in my class, we proved in a way that they now know in their bones: they can do hard things and get stronger from it.

Teaching Artifacts and Innovations

Comprehensive Excel-based workflow

In BUSA 2000 – Business Statistics and BUSA 3000 – Quantitative Analysis of Business, all problem sets, quizzes, practice exams, and exams are provided in customized Microsoft Excel spreadsheets, created by the instructor.

For problem sets, quizzes, and exams, the materials are customized using quasi-random number generation, ensuring unique assignments while allowing the instructor to recreate any assignment as needed. Some problems are not customized, so they can be worked on in class as examples, but students can work together supportively without substituting one student's answers for another. Problem sets are supported by video walkthroughs, and at various checkpoints in each problem, students can enter their result, and if they are on the right track, the cell will turn green, providing instant positive feedback. Surprisingly, students now often go beyond the required problems, driven by the challenge of “getting it to turn green.”

Quizzes are administered in class, in small groups, so students can learn from one another, with instructor assistance and feedback. Quizzes, practice exams, and exams do not provide instant feedback, encouraging students to exercise their judgment in the absence of certainty. A working paper indicates that this Excel-based approach improves student performance on exams by a third of a letter grade over the semester (both hypothesis tests and regression results yield a $p\text{-value} < 0.001$), with the strongest results on the final exam.

AI tutoring and current events built into weekly problem sets

In ECON 2106 – Principles of Microeconomics, each problem set contains an expansive AI prompt so that students engage for 20 minutes in a ChatGPT session helping them work through their understanding of the material. The “AI tutor” asks them to back up their reasoning and helps them work through misunderstandings of the material, providing quick and responsive feedback to both correct and incorrect articulations of things like supply and demand, market structure, or how they can successfully negotiate in the labor market. Students submit their dialogue for completion-based grading, ensuring that they are spending substantial time and thought with the tutor. A recently accepted study found a positive effect of this type of AI use on students' facility and comfort with AI tools, critical for an evolving professional landscape, and for their overall performance in the course.

In addition, each problem set solicits student input on several potential topics for the weekly current events discussions. Students are thus made aware of the headlines in economic news each week, and they get to weigh in on which topic should be brought to the class for deeper discussion. This connects the material in the class to the work of moving about in the world and making sense of broader economic forces that affect their lives. Students consistently report that this practice makes economics feel more relevant and engaging, increasing both interest and motivation in the course.

Creative exercises for foundational topics

In many prerequisite courses, material that is critical to deeper understanding in later courses can be dry or abstract without students applying the concepts directly. These applications are often weeks if not semesters away for the introduction to the concepts. To help students develop a deeper understanding of these foundational topics, we implement “Creative Exercises.”

These exercises include in-class activities, such as physically demonstrating the benefits of specialization and gains from trade as well as diminishing marginal productivity through a beads-and-pencils production line, or getting a hands-on sense of mean and variance by weighing dollar-store toys on a kitchen scale. They also include role-playing as HR analysts to determine optimal staffing at a pizza place, designing “memes” to illustrate an economic concept, or engaging with films about economic events, such as *The Big Short*, *Margin Call*, and *The Informant*. By moving beyond the textbook into physical space and the broader culture, students build connections between the in-class material and the rest of their world. Students also have a chance to see these concepts embodied in physical reality, and to recognize them not as abstractions but as descriptions of the world as we observe it.

I am committed to evidence-based teaching. As a behavioral economist, my training gives me lots of ideas for what *might* work with supporting student learning, and my training also tells me that a hypothesis is just hypothetical until we test it. My most comprehensive innovation in teaching has been thinking about how to get students to engage in practice, to put in the work to develop skills. I firmly believe that students *want* to do work that is challenging and engaging. I converted the learning materials in my statistics course and my quantitative analysis for business course into customized, responsive Excel spreadsheets.

Excerpt from “Learning While Doing: Custom Software-Based Assignments with Instant Feedback Improve Student Performance” under review at Journal of Statistics and Data Science Education.

Relative to the pre-intervention structure of the course, this approach features much more frequent feedback and a much tighter linkage between the assessments to ensure that changes in assessment structure are not driving changes in performance, but instead that assessments are measuring underlying ability to the extent possible....

these cells, the software can return “Incorrect” or “Correct” for numerical questions, “Answers May Vary” for text-based questions (which will need feedback via in-class discussion or other means), and “Check carefully” for questions where it is possible the question is incorrect but there are too many correct

Name:		ID (9008)	900012346	
Workspace				Solutions
1. To be competitive with customers who care about precision, a car-parts manufacturer must machine a given part to close tolerances. The maximum allowable variance in the lengths of the parts of 0.00054. Suppose the sample variance for 36 parts turns out to be $s^2 = 0.00049$. Use $\alpha = 0.05$ to test whether the population variance specification is being violated.				
Use the drop-downs for symbols.				
H0:	σ^2	$\leq$	0.00054	Correct
Ha:	σ^2	$>$	0.00054	Correct
σ_0^2	0.00054			
s^2	0.00049			
alpha	0.05			
n	30			
n-1	29			
chi2	26.31481481			
LT	0.39137982			
		test stat	26.31481481	Correct
		pvalue	0.39137982	Incorrect
	Conclusion	Fail to reject	the null	Correct

REQUIRED: 1,3,4,6	
1a	H0: $\sigma^2 \leq 0.00054$; Ha: $\sigma^2 > 0$ Correct
1test stat	26.31481481 Correct
1pvalue	0.391379822 Incorrect
1cond	Fail to reject the null Correct
2H's	H0: $\sigma^2 \leq 0.00054$; Ha: $\sigma^2 > 0.00054$ Check carefully
2test stat	42.68230769 Incorrect
2pvalue	0.174126773 Incorrect
2cond	Reject the null Correct
3H's	H0: $\sigma^2 \leq 0.00054$; Ha: $\sigma^2 > 0.00054$ Correct
3test stat	13.52399737 Incorrect
3pvalue	0.520915487 Incorrect
3cond	Fail to reject the null Correct
4aH's	H0: $\sigma^2 \leq 0.00054$; Ha: $\sigma^2 > 0.00054$ Correct
4teststat	1.5876 Correct
4apvalue	0.039207694 Correct
4aconcl	Reject the null Correct
4b	Fidelity Correct
5 H's	H0: $\sigma^2 \leq 0.00054$; Ha: $\sigma^2 > 0.00054$ Correct
5 pvalue	0.79484E-05 Correct
5 cond	Reject the null Correct
6a	H0: $\sigma^2 \leq 0.00054$; Ha: $\sigma^2 > 0.00054$ Correct
6b	0.214497176 Correct
6c	Fail to reject the null Correct
7a	H0: $\sigma^2 \leq 0.00054$; Ha: $\sigma^2 > 0.00054$ Correct
7b	0.003699922 Correct
7c	Reject the null Correct

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ways for the student to specify an answer to be confident that an answer is incorrect simply because it does not match the pre-specified solution¹.

Data were collected from this course from all questions on all exams taken by all 290 students from fall 2018 through fall 2021. ...The data include 257 students: 136 students in the pre-treatment group and 121 in the post-treatment group. For each student, we observe performance on three exams, in which we can measure performance on a total of 17 different tasks, including 5 multiple choice questions and 12 problems. ...

As previously discussed, we report random-effects panel regression results (Table 4) where the normalized score on individual questions is the dependent variable, and the regressors include the treatment variable as well as a measure of the time trend, which can either be which exam (1, 2, or 3) the question appears on, or the order on a question-by-question basis (numbered 1 – 17) and an interaction between the treatment and the time trend to see how skill with the new tool changes over time.

Table 4. RE Panel Regression Results for score and item submission.

	Dependent Variable				
	Normalized Score	Normalized Score	Left blank	Left blank	Left blank
Excel-based	-0.062** (0.026)	-0.074*** (0.024)	0.628 (0.521)	1.300*** (0.482)	-0.156 (0.231)
Exam Number	-0.125*** (0.009)		0.272** (0.119)		
Exam Num × Excel-based	0.055*** (0.014)		-0.405 (0.246)		
Question Number		-0.019*** (0.001)		0.062*** (0.020)	
Q num × Excel-based		0.011*** (0.002)		-0.116*** (0.037)	
R ²	0.077	0.082	0.002	0.003	0.000075
n	257	257	257	257	257
n × T	4762	4762	3477	3477	3477
H: Excel-based = 0 (p-value)	p < 0.001	p < 0.001	0.251	0.007	0.502

Models estimating “Normalized score” report heteroskedasticity-robust standard errors in parentheses. Models estimating “Left blank” are random-effect logistic regression, report bootstrapped standard errors.

*: p < 0.10; **: p < 0.05; *** p < 0.01.

¹ It is difficult to adequately convey the enthusiasm with which students respond to the cells turning green. Many students have commented that they wish “real life turned green when you get it right.”

Under either specification, the Excel-based course design has a significant impact that is negative at first but becomes more positive over time, until on net the effect is positive. The net result is a highly significant effect on student performance: on average, students score 0.72 percentage points lower on their first exam under the Excel-based design, 4.78 percentage points higher on the second exam, and 10.28 percentage points higher on the third exam. This is again consistent with minor difficulty adapting to the new tool early in the semester, followed by realizing the benefits of the new design as they move into more advanced material later in the semester.

Student Engagement and Support

As the former Assistant Dean for Student Services, I have had numerous opportunities to learn from and share with colleagues best practices both in teaching and in mentorship. I integrate principles of transparency of teaching and learning. I mentor students well beyond the classroom and even long after they have graduated.



Dr. Delaney's BUSA 3000 class hard at work on a group quiz.

I redesigned our school's Advising & Mentoring Model in 2017, built and administered the Dean's Student Advisory Board to advance student voices within the school, co-created the Career Readiness Council, a faculty-staff-student collaboration to improve career readiness for our students, and developed the Corporate Affiliates Program, a way for local businesses to serve students through networking events, an annual panel for graduating seniors seeking early career advice, and a Lunch and Learn program that allows students to learn directly from local leaders in industry. Below are some supporting examples of my approach to student engagement and support.

Excerpt from Syllabus for ECON 2106 – Principles of Microeconomics demonstrating transparency in Teaching & Learning (abbreviated for space)

This course will be assessed using preliminary quizzes, post-lesson quizzes, problem sets, creative projects, and exams. The material is challenging but your commitment and effort will yield results that will help you clarify your understanding of the way the world works.

Post-lesson Quizzes (250,000 points, 25% of final grade) (usually 2/week)

- **What?** Lessons consist of ~30 minutes of videos with accompanying D2L quizzes.
- **Why?** The material in these videos will help you achieve the learning objectives. The quizzes help you check to see whether those objectives have been met, to prepare you to reinforce or shore up understanding as you prepare for exams.

Problem Sets (150,000 points, 15% of final grade) (usually 1/week)

- **What?** Applications of both current events and lesson materials to be addressed via questions of varying complexity and difficulty. For each problem set, you will share one response on a D2L discussion board and comment on three responses on the D2L discussion board.
- **Why?** Focused work helps you dig more deeply into the concepts. Providing and receiving feedback helps you develop a facility with economic language and with articulating your reasoning to communicate it to others.

Creative Projects (50,000 points, 5% of final grade) (5 in entire course)

- **What?** Create original content in the form of images, memes, poems, songs, etc, related to the course material.
- **Why?** Using different methods and modes of thinking increases long-term memory storage. Creative exercises encourage the formation of metaphorical and parallel thinking that connects concepts to other areas of our understanding.

Excerpt from ECON 2106 – Principles of Microeconomics Problem Set demonstrating Prompt for AI Tutor (abbreviated for space)

AI PROMPT QUESTION (will take ~15-20 minutes)

To answer this question:

1. Copy the text below onto the clipboard.
2. Go to chatgpt.com and paste the text into the prompt.
3. Press [Enter] and then interact with the chatbot.
4. When you are done, click "Share" at the top of the page. Copy the link and paste the link as your response to this question.

The AI prompt: "You are an AI tutor, and your job is to help the users role-play with market structure. First, introduce yourself to the user: "Welcome back! This week I hope to help you practice thinking through firm behavior in different market structures!" Users will be working individually. Your goal is to help students learn about how firms set prices and make production decisions under different market conditions. Start by asking their name – first name and initial of last name. Wait for their response.

Ask the students questions by name, focusing on the differences between perfect competition, monopolistic competition, oligopoly, and monopoly. ...

Continue asking questions until a total of 7 questions are completed, regardless of the student's demonstrated understanding. ... Close the session by letting the student know how well they answered the questions (e.g. "Great job!" or "Here are some areas for improvement..."). Next, tell them to scroll to the top of the ChatGPT page and click on the SHARE button, copy the link, and share the link in their D2L Problem Set."

Syed Ali



11/11/2025

USG Award Committee

270 Washington Street, S.W.

Atlanta, GA 30334

To the Award Committee:

I am very happy to write in support of Jason Delaney's nomination for the Felton Jenkins, Jr. Hall of Fame Faculty Award. I have known Jason since I was a sophomore at Georgia Gwinnett College over 10 years ago. I have considered him a teacher, a mentor and a friend in this time. I have seen his commitment to leadership, learning and growth of students. I have looked to Jason for advice on personal and professional matters. I have also witnessed firsthand how Jason is committed to all his students and meeting their individual needs in a way that is very natural to him.

As a student, I did not know exactly what I wanted to do with my life as a college student. I was undecided on my major and also on my larger life goals. After taking Jason's class, I fell in love with the subject of Economics, especially because he was so enthusiastic in his teaching. We constantly connected the topics of the course to real world examples and current events. I enjoyed the course tremendously and decided I would focus on Economics as my major.

After such a great experience, I ended up taking two more courses that Jason was teaching which were also required for my major. Even though they were higher level courses, I found myself excelling in the coursework because of Jason's approach. The most difficult concepts were broken down into smaller pieces and we got plenty of practice. Jason encouraged me to take a leadership role by creating study sessions every week for struggling students. I began tutoring other students who were struggling in the same course every week. I felt so empowered seeing other students' success after my help that it led me



to consider teaching as a career. Through this experience, I began to view myself as a leader and someone who could make a real difference.

One part of my experience as Jason's student always stuck with me and I will probably remember for the rest of my life. I asked Jason for extra credit since I had been helping struggling students in his class. He told me that he would not give me extra credit, but I would come to understand that my hard work was much more valuable than the extra credit he would give. At the time, I felt disappointed. But when I sat to take my final exam, I realized I had a mastery over all the concepts. I ended with a very high grade in the class because I was teaching the concepts which meant I had to learn them. I learned a great lesson that I hope to pass on to as many of my own students as possible.

After graduation, I have been grateful to continue my relationship with Jason as a mentor. He guided me through a difficult time in my career as I transitioned from being a high school teacher to working in the corporate world. He would always provide a positive role and build my confidence to take on the next challenge. And when I confided in him that I wanted to return to teaching in some capacity, he helped me create a plan to become an Adjunct Professor so I could continue making a positive impact. I am still in this role today and am loving it.

Finally, I take inspiration from Jason's continuing ability to grow himself to better serve those around him. Jason took a leadership role in the transition to online learning during 2020. He has also been an advocate for responsible AI use and embeds AI tools where they can enhance the learning environment. Ultimately, I know that his students today have an educator who is authentic and cares about their future success. I know this because it is how Jason has always treated his students, including me and my peers.

I know Jason will continue to make a consistent and positive impact for his students. They will gain not just knowledge, but life lessons, self-confidence, and a desire for learning. For this reason, I offer a strong endorsement to Dr. Delaney's nomination. I hope he will be recognized for his profound ability to inspire a student to make a life that is worth living.

Best Regards,

A handwritten signature in cursive script, appearing to read 'Syed Ali', written in dark ink.

Syed Ali

November 16, 2025

To the USG BOR Felton Jenkins, Jr. Hall of Fame Faculty Award Selection Committee:

It is a privilege to endorse Dr. Jason J. Delaney, Professor of Economics at Georgia Gwinnett College, for the Felton Jenkins, Jr. Hall of Fame Faculty Award, an honor reserved for those who transform teaching and inspire learners. Dr. Delaney exemplifies the qualities this award seeks to recognize: innovative teaching, commitment to student success, and leadership that elevates colleagues and the broader academic community. I have had the privilege of working alongside Dr. Delaney for nearly twenty years, and in that time, I've seen firsthand how his passion for teaching transforms lives.

Dr. Delaney's teaching philosophy centers on active learning and individualized student engagement. Over a decade ago, he transformed our BUSA 3000 Quantitative Analysis course by integrating Excel and his programming expertise to improve student learning at no additional cost to students. This innovation went beyond basic skills; Jason developed systems that generated unique assignments for each student and provided personalized feedback based on their errors. These efforts significantly improved comprehension and engagement, serving approximately two hundred students annually and making him one of the most sought-after instructors in the School of Business. His teaching evaluations consistently place him among the top three economics and business analytics faculty members on campus.

I recently attended an event hosted by Supply Chain Management, where the guest speaker happened to be a GGC alum from the class of 2014. He was not one of my students at that time, but when we briefly chatted about faculty he remembered and which ones were still associated with GGC, the only one he remembered by name was Dr. Delaney. This alum is not alone; Jason's passion for the learning process makes him a standout in the minds of the students he serves.

Jason's impact does not stop at his classroom door. As Assistant Dean for Faculty Development during the pandemic, he played a pivotal role in ensuring instructional continuity. When faculty were suddenly required to move courses online, Jason organized large-scale training sessions and provided individualized support to those less comfortable with technology. His training efforts included over 75 faculty members, impacting thousands of students during an unprecedented crisis.

Prior to this role, Jason served as Assistant Dean for Student Services, where he designed and implemented an advising and mentoring model that remains a cornerstone of student success in the School of Business. He created four-year program maps and mentoring milestone checklists, and worked closely with struggling students to improve retention and progression. Today, the School of Business boasts the highest graduation rate of any major on campus.

Jason's influence extends beyond the School of Business. Through collaborations with the GGC Center for Teaching Excellence and faculty in English, Biology, and Information Technology, he has advanced evidence-based teaching innovations across disciplines.

He consistently remains ahead of the curve in technology adoption. While many faculty are only beginning to explore AI, Jason has spent years researching and piloting ethical AI integration in the classroom. He currently leads campus initiatives to train faculty on AI tools that enhance student learning, having completed over ten workshops to date. He is also developing curricula that teach students how to leverage AI for business analytics and problem-solving. His vision extends beyond GGC; Jason aims to establish himself as a recognized leader in AI-driven pedagogy and share best practices across USG institutions.

In addition to his contributions to economic theory, Jason has published multiple pedagogical papers. He co-authored studies examining course sequencing in economics and accounting to improve student outcomes and has a forthcoming paper on AI integration in business education. His scholarship reflects a deep commitment to evidence-based teaching and continuous improvement, with co-authored SOTL publications in journals such as the *Journal of Economics and Finance Education*, *Accounting Education*, and the *Journal of Teaching and Learning with Technology* (forthcoming).

Dr. Jason Delaney's record of innovation, leadership, and dedication to student success exemplifies the spirit of this award. I cannot imagine a more deserving recipient, and I personally know many students and alumni that would say the same.

Sincerely,



Amanda Wilsker, PhD

Professor of Economics and Chair, Department of Economics, Marketing, and Supply Chain Management

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