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UNIVERSITY of
NORTH GEORGIA
OFFICE OF ACADEMIC AFFAIRS

October 6, 2020

RE: Regents' Scholarship of Teaching & Learning Award Nomination of Caroline Munoz

Dear USG Award Selection Committee:

As the Provost of the University of North Georgia (UNG), it is my honor to write in full support of the nomination of Dr. Caroline Munoz for the Regents' Scholarship of Teaching and Learning (SOTL) Award. Dr. Munoz, Associate Professor of Marketing, was the recipient of UNG's Distinguished Scholarship of Teaching and Learning Award, the highest honor we bestow to recognize significant contributions in that area. Briefly, her SoTL efforts include nine empirical articles, a book, two book chapters and 12 conference presentations with a combined total of 729 Google Scholar citations. Her commitment to the continuous investigation of teaching practice coupled with innovative approaches to teaching and transformational influence on the field make Dr. Munoz the perfect candidate for this award.

As a professor of Marketing with a natural ability to scrutinize trends among groups, Dr. Munoz has been a practitioner of the Scholarship of Teaching and Learning process for her entire academic career. For example, an analysis of industry trends concerning social media marketing caused her to incorporate Facebook into early marketing courses. The analyses of this action resulted in important SoTL publications, such as "Social Networks: Facebook's role in the advertising classroom" (2010). This pioneering pedagogical research has impacted business and marketing classrooms around the world, as evidenced by 400+ of her peers who cited her work in their studies.

Meaningful, student-centered, and global teaching strategies are a hallmark of Dr. Munoz courses. Students in her Principles of Marketing course complete a Brand[U]LinkedIn project where they create a brand for themselves and market it in a website and LinkedIn page. Additionally, students in her Consumer Behavior course collaborate with others at Westminster University in London to examine cultural differences and similarities between the two groups. To further experience the "real world" of Marketing, Dr. Munoz assigns all students in her Social Media Marketing course a "client" from a list of 10 business partners. Students then publish social media content, such as event promotion, on behalf of those companies. Dr. Munoz is a current leader in the field of Marketing Education, particularly in regard to her work with Digital Marketing Certifications. Dr. Munoz championed the use of online resources early and her students can achieve Hootsuite and Hubspot certifications, among others, which give them an advantage over uncertified peers. To further investigate the potential impact of digital certification, she conducted multiple investigations of the views, usage, and implementation of digital certifications and subsequently published three articles including "Industry certifications in digital marketing and media education: Examination of perceptions and use among educators" (2020). She is now considered an expert in the area of Marketing

Education and has been asked to sit on two conference panel discussions at the Marketing Educators Association Conference and Society of Marketing Advances Conference.

As the Carnegie Foundation asserts, SoTL research is scholarship undertaken in the name of change in order to impact thought and practice. No one embodies this more than Dr. Caroline Munoz who remains ahead of trends in marketing, seamlessly applies knowledge in the marketing classroom, and publishes her findings for the benefit of others. In addition, the award criteria state that applicants' scholarship should focus on the instructional mission of the institution. As a State Leadership Institution whose mission is to "provide a culture of academic excellence in a student-focused environment" that also "develops student leaders for a diverse and global society," Dr. Munoz's student-focused scholarship involving real-world issues aligns perfectly with the full scope of UNG's institutional goals. The effect of her work will continue to impact classrooms and students around the world for many years to come.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gille".

Chaudron Gille, Ph.D.
Provost & Senior Vice President for Academic Affairs

The following document outlines my teaching philosophy that focuses on real-world application of concepts, adaptability that embraces technology and world/cultural events, student learning empowerment and instructor mentorship. The second section provides specific examples, consistent with pedagogy SOTL literature, of how I operationalize my philosophy in the classroom and my pedagogical research.

Teaching Philosophy

My overall goal in teaching is to facilitate interest in the course content that goes beyond the classroom. I am committed to real-world application of classroom concepts. Class material will be perceived as relevant and interesting to students if it is accompanied by examples taken from their personal experiences or areas of interest (i.e. specific product categories/industries). Another aspect of teaching, which I feel is of paramount importance, is a teacher's ability to adapt. Adapting not only involves catering to different styles of learning and/or student issues, but also to the culture around us. This perspective enables me to value rapid changes in technology and popular culture which are then utilized in the classroom as examples. My classroom use of technology (i.e. websites, social networking sites, wikis, Socrative, etc.) as well as popular culture references in my lectures provides students with learning opportunities that go beyond my class content; they become aware of new world issues and exciting technological capabilities that may otherwise go unnoticed.

Beside my responsibilities as a teacher, I firmly believe that students are also responsible for their learning. This belief materializes in the many opportunities for students to participate in class. I encourage class discussion, project sharing, group work and class questions. Each semester commences with a lecture instructing students of their important role in the classroom and their opportunity to learn by sharing their knowledge with others. Ultimately, I want to cultivate a classroom environment that prepares leaders for life-long learning. Lastly, I view myself as a resource to students outside of the classroom. Effective teaching goes beyond the classroom and into the school hallways and offices. It is my responsibility to mentor students and other colleagues on issues pertaining to courses, school and life in general.

Teaching Strategies and Relationship to Pedagogy Research

Experiential exercises are used heavily in all my courses: Consistent with previous research advocating active learning strategies (Bal et al., 2015; Bicen & Laverie, 2009; Sautter et al., 2007; Vander Schee, 2007), I integrate a number of experiential exercises in all of my courses. To illustrate, each semester in my Content and Social Media Marketing courses, students work with a “real-life” client. To date, I have worked with 14 profit and non-profit companies. My student’s work has resulted in weeks of creating and publishing social media content, social ads, and promoting events via social media. Students are also exposed to a number of industry technology platforms. In addition, students participate in an online digital marketing simulation that has them perform many of the primary tasks of a digital marketer. Within the Digital Marketing course, students also participate in a weekly activities that have them perform a digital marketing task (i.e. create a buyer persona, design a landing page, select keywords) often using a marketing software platform. Lastly, I require and provide as extra credit opportunities digital marketing certifications to assist them, not only in knowledge acquisition but to also better

position themselves on the job marketing. The certifications are often on the technology platforms they have used throughout the semester. ***Application to My Research:*** My focus on real-life applications and developing skills sets has materialized in trying to understand what the industry desires in order to supply this/focus on these concepts within the classroom. Specifically, this has led me to study and publish papers addressing industry digital certifications and badges (i.e. what the industry wants, student's evaluations of importance, etc.). In addition, I have published papers evaluating classroom projects that mirror real-life applications.

Innovative Teaching Techniques and Projects: I have experimented with innovative teaching techniques and projects over the course of my career. Some of these projects focus on collaborative student learning (Bruffee, 1984) and are also consistent with high impact teaching practices (Brownell and Swaner, 2010; Kuh, 2008). For example, I have had students in my consumer behavior class work with a college class at Westminster University, London to complete an identically assigned project. After students completed the projects, they were discussed in each class with cross-cultural differences and similarities highlighted. I have also incorporated wiki technologies in my courses by having Principles of Marketing students collectively create a collaborative research library. They then use the collected resources/sources that they posted to help them write an environmental scan paper. My UNG Principles of Marketing students participate in a Brand [You] LinkedIn assignment, where they are tasked with branding themselves and developing their brand on LinkedIn. To continue this work, my UNG Digital Marketing students create a Brand [You] website to promote themselves. They apply many of the concepts learned in class in the creation and promotion of their own self-promotion website. This assignment is consistent with the course objectives and provides applied learning to advance their marketing social media related knowledge. ***Application to My Research:*** Attempting new types of projects requires that you assess their effectiveness and contribution to students' education. As such, I have written papers that have sought to establish the educational worth of these projects and student outcomes.

Technology Advocate: Technology is used and encouraged extensively in my courses. Ultimately, I have created communities of practice (Wenger, 2000) through the application of various technology platforms. To illustrate, each course utilizes D2L. Within D2L, all course materials are posted, along with announcements and discussions. I also have used Facebook and Twitter to post interesting and relevant marketing news stories. In Principles of Marketing, students are given nominal extra credit points if they post relevant marketing articles on Twitter and/or post images capturing marketing concepts on Instagram. In my advanced marketing courses, students are encouraged to work on group assignments using a wiki/google document. Lastly, I routinely use Socrative (an online quiz tool that they can use on their phone) in a majority of my classes to better understand students' retention of concepts. ***Application to My Research:*** Most of my pedagogy research, has examined the role and effectiveness of technology (i.e. Facebook) as a delivery system for education and the focus of education for digital marketers. I have also sought to understand the best practices of other instructors teaching on the topics of digital marketing/social media marketing by conducting research to inform curriculum decisions. This work has also resulted in PRJ publications and a book.

In my academic career, pedagogical research has always been an important research stream that I have pursued. Consistent with my teaching philosophy, I have sought to not only evaluate teaching assignments, but have also extensively explored the role that technology can play in higher education and stakeholders' evaluation of it. These efforts have resulted in the following:

- Nine peer reviewed journal articles
- One book
- Two book chapters
- Twelve conference presentations¹

Collectively, my pedagogy research has resulted in 729 citations². The goal of this document is to summarize and discuss various research areas (i.e., Digital Marketing Certifications, Social Media's Educational Role, and Project Evaluations) I have explored in my career. In addition, I will discuss other activities (i.e. Pedagogy Journal Reviewer, Teaching Innovation Fellowship, and Teaching Group Facebook Administrator) that I have performed which have also supported mine and other individuals' teaching endeavors.

Digital Marketing Certifications

As an educator teaching an evolving topic, such as digital marketing, it is important to not only provide students with skills but also a means by which to communicate mastery in an area. Certifications or badges provide students with additional training and conclude with a test they must pass in order to be certificated. As faculty program lead in the digital marketing program, I have identified and required specific certifications to be offered across our curriculum. In addition, I offer additional certifications as extra credit. To ascertain how to better implement these types of certification/badges and inform other instructors, I (and my coauthors) have conducted research on faculty, student and industry certification/badge use and perceptions. Badges are a type of certification primarily offered by Salesforce (a leader in digital marketing software). To evaluate students' perceptions of their contributions and introduce badges to other faculty, the following article was written.

Humphrey, W., Laverie, D., and Muñoz, C. (2020, forthcoming). The Use and Value of Badges: Leveraging Salesforce Trailhead Badges for Marketing Technology Education. *Journal of Marketing Education*. [ABDC listed—B level; Cabell's acceptance rate: 17%]

Research Outcomes: Introduced badges to marketing faculty (first article on topic); Provided instructors with badge course suggestions; Student data (n=77) revealed significant support (p=.05 or less) that Salesforce badges significantly impacted their course satisfaction and job search contribution perceptions.

Understanding whether other instructors use certifications, their opinions of them and how they implement certifications in the classroom led to the following article:

¹ Please see my condensed vita for complete pedagogy citations.

² Google Scholar Citations - <https://scholar.google.com/citations?user=ncF0nokAAAAJ&hl=en&authuser=3>

Crowley, S., Humphrey, W. and Muñoz, C. (2020, forthcoming). Industry Certifications in Digital Marketing and Marketing Education: An Examination of Perceptions and Use Among Educators *Journal of Marketing Education*. [ABDC listed—B level; Cabell’s acceptance rate: 17%]

Research Outcome: An interdisciplinary survey of 122 college faculty who teach digital media topics was conducted. Findings revealed that certifications enjoy high awareness, with a small number receiving higher adoption rates. Users report a variety of benefits to themselves and to students, along with some challenges. We also identify sources of major perception gaps between users and non-users. These findings suggest that certifications are a permanent course fixture and are perceived as instrumental in securing job opportunities.

Lastly, to better understand how industry views certifications, specifically are they becoming a job requirement and if so, which certifications are desired, the following article was submitted. This line of research better informs which certifications I put my attention on in the classroom.

Muñoz, C., Crowley, S. and Humphrey, W. (2019). Hype or Help? Understanding the Desirability of Digital Marketing Certifications and Industry Need. *Marketing Educators Association (MEA), Phoenix, AZ (submitted paper – extended abstract published)*.

There is great interest in digital certifications amongst faculty and industry professionals. As such, I have been involved in two conference panel discussions on the topic. My work is among the very first on the topic. I anticipate future research will address how effective certifications are as a teaching tool. In conclusion, my research has supported the continued use of digital certifications in the classroom. Additional anecdotal from my students furthers my commitment to their use.

Example: LinkedIn Message from former student (March 9, 2020) “Just wanted to say thank you, thank you for requiring our class to get all of the hubspot and hootsuite certifications [sic]. I was in a job interview on Friday, and the VP of sales and marketing was so impressed by the certifications and said that was the first thing he noticed and why he pulled my app out to interview me! The certifications have been so helpful”

Social Media’s Educational Role

My most robust pedagogical research area has dealt with understanding the potential role that social media can play in education. In addition, I have sought to better assist faculty in understanding how social media is taught across the country and provided industry and educators resource material to better inform their social media practices through my co-authored book, *#Share: How to Mobilize Social Word of Mouth*. The following outlines these efforts.

Facebook in Education

I was a university faculty member when Facebook was introduced on college campuses in 2005. As a technology researcher and advocate I believed that Facebook had the potential to contribute

to my courses' pedagogy. Not only did I use Facebook in the classroom, but I also was curious about best practices on how to incorporate it, students' perception of its use and faculty's opinions. This work has resulted in numerous publications, book chapters and conferences. Specifically, my research has addressed and contributed the following items to the academic literature:

- Identified the educational benefits of social network sites
- Identified potential problems of integrating tools, such as Facebook, into the classroom
- Provided guidance on how Facebook could be implemented into the classroom
- Provided guidance on how advertising instructors could use Facebook in their courses
- Surveyed faculty and students on their use and perceptions of using Facebook for educational purposes
- Identified organic, informal educational Facebook practices amongst students
- Surveyed faculty and students on usage and perceptions of LMS (learning management systems) and Facebook as an instructional tool
- Evaluated and compared LMS and Facebook features

My coauthor (Dr. Terri Towner) and I were some of the first researchers to explore the potential role of social media in education. One of my earliest conference papers on the topic has over 400 citations and has become a seminal source when conducting research in this area.

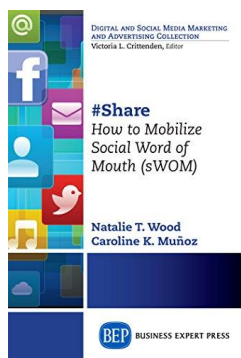
Social Media in Education

My teaching area and research revolve around social media. Social media is a new area being taught in the marketing, communications, public relations, sociology, and journalism disciplines. Only recently, has the subject been taught as a designated course. While the number of colleges offering this specialized course is growing, it is a relatively small number compared to most other subjects. As such, instructors seeking to teach on the topic do not have the resources (i.e. textbooks) or even other colleagues to assist them in class preparation. Recognizing this knowledge gap, a co-author and I sought to survey faculty teaching on the topic. This work resulted in the following article and book.

Muñoz, C. and Wood, N. (2015) Update status: The state of social media in the marketing Curriculum. *Journal of Marketing Education*, 37(2), 88-103. [ABDC listed—B level; Cabell's acceptance rate: 17%]

The purpose of this research is to examine how the topic of social media has been integrated and executed within academic institutions and marketing courses. An exploratory survey of marketing educators that taught social media in their course(s) was undertaken. The survey addressed how social media was embedded within an institute's curriculum, the amount of coverage given to social media, teaching approach taken, what specific topics were covered, instructional materials, type(s) of assessment, and unique pedagogical challenges the topic posed. Recommendations are provided to assist faculty in their social media curriculum development.

Wood, N.T. and Munoz, C. K (2017). **#Share: How to Mobilize Social Word of Mouth (SWOM)**. New York, NY: *Business Expert Press*.



In reviewing social media resources, both academic and industry related, I and a co-author (Dr. Natalie Wood) determined that there was an absence in material that provided a strong overview of social media and an emphasis on ethics. As such, we wrote a book that is used in our social media courses and sold online through the publisher website and Amazon.

Project Evaluations

In my courses, I provide innovative assignments to my students. To ascertain their pedagogical value, I have sought to evaluate their outcomes by employing student surveys and evaluating their course performance. The following briefly summarizes, four of these published projects:

- Using wikis to collaborate in a research library. Students were educated about wikis and then collectively created a research library for a project. This crowdsourced library was then used by every student to complete a project. Students were surveyed at the beginning and the end of the term.
 - Key Findings: For approximately 60% of the students surveyed this was the first time they had heard the term “wiki” before. After completing the project, students recognized that wikis could be a valuable tool in school (M=3.98/5) and business (M=3.98/5); They thought that using a wiki to create a collaborative annotated bibliography was a good idea (M=4.10/5) and that it made the project easier (M=4.24/5). Lastly, they used more research sources than what they would normally have used because of the wiki (M=3.98/5).
- Advocating for Situation Analysis project in Principles of Marketing. This paper proposed a semester-long experiential project for introductory marketing students. There was an outcome assessment of current and former students.
 - Key Findings: Students learned not only about conducting a situation analysis but it also improved specific skills. To illustrate, they better understood the product category analysis (M=4.2/5), competition analysis (M=4.14/5), and consumer analysis (M=4.22/5). The project also improved their field research skills (M=4.06/5), demographic research (M=4.06/5), and library/database information retrieval (M=3.98). Lastly, they valued the project and would recommend the course continue to require it (M=4.14/5).
- Cross-cultural collaborative exercise. This paper documented a project conducted at two American institutions and a university in London, UK. Students were given the same marketing research project at each school and then the projects were then shared between countries to explore cross-cultural differences. An outcomes assessment was conducted.

- Key Findings: In general (the U.S. students, more than the U.K. students), found that the project improved their understanding of cross-cultural research techniques (M=5.21), increased their understanding of projective techniques (M=5.02), Improved their understanding of cross-cultural consumption differences (M=5.36), was interesting (M=5.33) and enjoying (M=5.22).
- Digital Detox. To explore the dependency and role that marketers play in our digital lives, students were asked to do a complete digital detox for 48 hours and report. Student artifacts and a student outcomes survey were analyzed.
 - Key Findings: Students were highly involved in the detox project (M=6.39/7); They considered it interesting (M=6.02/7); Relevant (M=5.94/7); Increased their knowledge of Consumer Behavior (M=4.13/5), Clarified Consumer Behavior concepts (M=4.06/5); Enhanced their learning experience (M=4.0/5).
 - Quotes: “I have learned that I am seriously addicted to technology and being connected to everything around me, I don’t really enjoy not knowing what is going on.” – Female, 20 years.; “During the project I found it stressful, annoying, and didn’t see the point...but once we started editing it started to come together. I loved it and realized [how] good of a project it is. It helped me understand what we were covering in class”–Female, 21 years.

Leadership Activities to the SOTL community

The aim of much of my research is to share best practices and teaching ideas with other faculty. In addition to my published research and conference presentations, I also have given back to the SOTL community in other ways: member of the *Journal of Marketing Education* Editorial Board, journal reviews, Teaching Innovation Fellowship, and Founder/Admin of a Digital Marketing Teaching Facebook Group.

Member of Journal of Marketing Education Editorial Board and Journal Reviewer: I review papers in our two primary pedagogy journals – *Journal of Marketing Education and Marketing Education Review*

Teaching Innovation Fellowship: In my previous institution, I was appointed as the Bartlett Teaching Innovation Fellow. For two years, I gave individual counsel to faculty on how to integrate technology into their teaching practices. In addition, I gave multiple college-wide seminars on how to use technology (such as social media) in their courses.

Digital Marketing Professors Community Group: This past year, I founded and am the administrator of a Facebook Digital Marketing Professors Community – we have approximately 400 members from around the world. The purpose of the group is to share best practices for teaching digital marketing topics. The group consists of communication, marketing, and public relations instructors. Each week, I share articles, my experiential exercises and engage in discussions about teaching digital marketing. This group has also been a resource for faculty who have had to adjust their courses to online formats attributable to the COVID-19 pandemic. To support this group, I also have a Twitter account where I post teaching related articles and resources.

Caroline Lego Muñoz, Ph.D.

Associate Professor of Marketing

**Contact: cklmunoz@ung.edu
(201) 572-7199**

**College: Mike Cottrell
Department: Management and Marketing**

Pedagogy Related

Publications, Books/Book Chapters & Conference Presentations

A. Refereed SOTL Journal Articles

Wood, N. and Muñoz, C. (2020, forthcoming). Unplugged: Digital Detox Enhances Student Learning. *Marketing Education Review*, 22(1), 21-26. [ABDC listed—C level; Cabell's Acceptance Rate: 20%]

Crowley, S., Humphrey, W. and Muñoz, C. (2020, forthcoming). Industry Certifications in Digital Marketing and Marketing Education: An Examination of Perceptions and Use Among Educators. *Journal of Marketing Education* [ABDC listed—B level; Cabell's acceptance rate: 17%].

Humphrey, W., Laverie, D., and Muñoz, C. (2020, forthcoming). The Use and Value of Badges: Leveraging Salesforce Trailhead Badges for Marketing Technology Education. *Journal of Marketing Education*. [ABDC listed—B level; Cabell's acceptance rate: 17%]

Muñoz, C. and Wood, N. (2015) Update status: The state of social media in the marketing Curriculum. *Journal of Marketing Education*, 37(2), 88-103. [ABDC listed—B level; Cabell's acceptance rate: 17%]

Muñoz, C.L. (2012). More than just Wikipedia: Creating a collaborative research library using a wiki. *Marketing Education Review*, 22(1), 21-26. [ABDC listed—C level; Cabell's Acceptance Rate: 20%]

Muñoz, C.L. and Towner, T. (2011). Back to the Wall: How to use Facebook in the classroom. *First Monday*, 16(12). Retrieved from <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/3513/3116> [ABDC listed—B level; Cabell's Acceptance Rate: 15%]

Muñoz, C.L. and Towner, T. (2010). Social Networks: Facebook's role in the advertising classroom. *Journal of Advertising Education*, 14(1), 20-27. [ABDC listed—C level; Cabell's Acceptance Rate: 26%]

Huser, E.A. and Muñoz, C. L.* (2008). Experiential and cooperative learning: Situation analysis project in principles of marketing. *Journal of Education for Business*, 83(4), 214-220. [ABDC listed—C level; Cabell's Acceptance Rate: 33%] * equal authorship

Muñoz, C. L., Cherrier, H. and Wood, N. T. (2006). It's a small world after all: Cross-cultural collaborative exercises. *Marketing Education Review*, 16, (Spring), 53-57. [ABDC listed—C level; Cabell's Acceptance Rate: 30%]

B. Books and Book Chapters

Books

Wood, N.T. and Muñoz, C. (2017). #Share: How to Mobilize Social Word of Mouth (SWOM). New York, NY: *Business Expert Press*.

Book Chapters

Towner, T. and Muñoz, C. (2012). *Facebook vs. web courseware: A Comparison*. Transformation in Teaching: Social Media Strategies in Higher Education, Catheryn Cheal, John Coughlin, and Shaun Moore, eds., Santa Rosa, C.A.: Informing Science Institute.

Towner, T. and Muñoz, C. (2011). *Facebook and education: A Classroom connection*. Educating Educators with Social Media, Emerald Publishing.

C. Refereed Conference Proceedings (Papers and Abstracts)

Wood, N. and Muñoz, C. (2020). Unplugged: Abstaining from Digital Media Enhances Student Learning, Marketing Educators Association (MEA). Seattle, WA (paper submitted – extended abstract published).

Muñoz, C., Crowley, S. and Humphrey, W. (2019). Hype or Help? Understanding the Desirability of Digital Marketing Certifications and Industry Need. Marketing Educators Association (MEA), Phoenix, AZ (submitted paper – extended abstract published).

Muñoz, C. and Wood, N. (2012) M-Learning: Creating Social Presence through Mobile Social Media, *DMEF Conference* (Paper)

Towner, T. and C. Muñoz (2010). Let's 'Face' It: Facebook as an Educational Tool for College Students. *ELearn Conference* (Paper)

Tuten, T., Welsch, L. and C. Muñoz (2010), Conversation beyond the classroom: Social Media and Marketing Education. *Academy of Marketing Science*. (Abstract)

Muñoz, C.L (2009). Educational Networks: Facebook's Role in the Marketing Classroom. *DMEF Direct/Interactive Research Summit*. Available: <http://www.the-dma.org/dmef/researchsummit/presentations/Munoz.doc> (Abstract)

Muñoz, C. L. and T. Towner (2009). Opening Facebook: How to Use Facebook in the College Classroom. Ian Gibson (ed), *SITE Conference 2009 Proceedings*, 2623-2627 (Paper)

Muñoz, C.L. and N.T. Wood (2008). Money Matters: Who is Responsible for Educating International Consumers?. Working Paper Track, In John Kozup, Charles Taylor, Ronald Hill (eds.), *2008 Marketing and Public Policy Conference Proceedings, 18*, 113-144 (Extended Abstract).

Muñoz, C. L., Wood, N., and Cherrier, H. (2007). Credit Cards and the International Student: Ethical Implications for Educational and Financial Institutions. Working Paper Track, In Manoj Hastak, John L. Swasy, Sonya A. Grier (eds.), *2007 Marketing and Public Policy Conference Proceedings, 17*, 134-135 (Extended Abstract).

D. Professional Conference Presentations/Panels (No Published Papers/Abstracts in Proceedings)

Bacile, T., Muñoz, C., Laverie, Debbie, and Wood, N (2019). Special Session Panel. Using Digital Marketing Certifications in your Classes: Best Practice Recommendations. Society of Marketing Advances (SMA) Conference. New Orleans, LA.

Bacile, T., Muñoz, C., and Wood, N (2019). Special Session Panel. Get Your Students Certificated: Using Third-Party Digital Marketing Certifications in Your Marketing Courses. Phoenix, Arizona: Marketing Educators Association (MEA).

Muñoz, C.L. (2009, March). Facebook Matters: How to Use Social Networking in the College Classroom. *NJ Faculty Showcase*, Madison, NJ. (refereed).

E. SOTL Leadership Activities

Reviewer for *Journal of Marketing Education*

Reviewer for *Marketing Education Review*

Editorial Board Member for the *Journal of Marketing Education*

Teaching Innovation Fellowship

Digital Marketing Professors Community Facebook Group

Administrator (Group Size=Approx. 400 members)



April 9, 2020

Center for Teaching, Learning, and Leadership (CTLL)
University of North Georgia
Gainesville Campus
Dunlap-Mathis-Building, 101
3820 Mundy Mill Road
Oakwood, GA 30566

Dear CTLL Research and Creative Activities Evaluation Committee

This letter serves my enthusiastic recommendation for Caroline Muñoz to be awarded the Distinguished Scholarship of Teaching and Learning Award. From the time I was a doctoral student to about two years ago, I cited various combinations of Muñoz *et al.* in every article that was focused on the Scholarship of Teaching and Learning. I was fortunate to get to know Dr. Muñoz while working on several research projects. She truly is the dream collaborator in this discipline as she knows the literature, she is a trusted scholar, and she is a supportive and productive research partner and colleague. I know I will know more about research and our phenomenon of interest after every project with her.

Her work has been impactful on several branches of the academy as it has been highly cited, with 1204 citations (724 in the last five years).³ She has further established herself as a cutting edge researcher in key research streams, including the intersectional space of marketing education and technology, marketing education and social media, and student outcomes and implementation of certification programs in the classroom. She has truly been ahead of her peers and helped lead them to where students and industry need them the academy to be. When schools were still arguing if digital marketing was a necessary course, she was publishing on how to integrate Facebook into the classroom.⁴ While she builds on the work of other scholars, she set the foundation for much of the literature many of the SoTL researchers now cite as seminal and necessary to establish knowledge of the domain in a literature review.

Her recent work in the outcomes for students, faculty, and employers with the use badges and certifications in marketing courses as part of preparing work-ready, digitally savvy graduates meets many needs across constituents. She has a journal

³ Google Scholar as of April 9, 2020. See Appendix 1 for SoTL citation counts and selected works.

⁴ Cited 406 times: Muñoz, C. & Towner, T. (2009). Opening Facebook: How to Use Facebook in the College Classroom. In I. Gibson, R. Weber, K. McFerrin, R. Carlsen & D. Willis (Eds.), *Proceedings of SITE 2009--Society for Information Technology & Teacher Education International Conference* (pp. 2623-2627).

Charleston, SC, USA: Association for the Advancement of Computing in Education (AACE). Retrieved April 9, 2020 from <https://www.learntechlib.org/primary/p/31031/>

article and two conference proceedings in print, along with one additional paper in print; her pipeline remains robust despite these published and in-review works.

Her most recent publication in the *Journal of Marketing Education* is slated to be the lead paper in the August 2020 issue, and this research is the first scholarship focused on the top technology firm Salesforce and their badge-based education platform focused on self-paced learning on topics like customer journeys, customer relationship management, artificial intelligence, voice assistants (Alexa, Siri, Google), and other cutting edge topics related to her teaching. Salesforce identified it as the first scholarly research about their learning platform, and they anticipate doing publicity around the research once the turbulent environment calms down. I anticipate our paper will receive positive attention for our respective universities.

As one would expect with a respected scholar in marketing pedagogy, Professor Muñoz ‘walks the walk.’ She constantly evaluates her teaching and course activities to maintain relevance with industry needs, and she is guided by her specific and actionable teaching statement and yearly goals. While I maintain a similar document, I was daunted by the scope of what I recognize Dr. Muñoz implements in her role as a cutting-edge classroom educator.

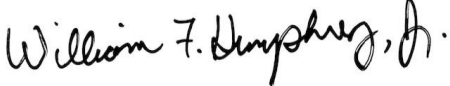
One innovative way Dr. Muñoz has done this is by establishing an online “think tank” of digital marketing professors on social media to discuss digital marketing pedagogy and effective activities. Not a day goes by that she doesn’t share some highly impactful way to teach the topics on Google Ads, Analytics, and other topics that are daunting to both students and professors alike; faculty have responded enthusiastically and engage regularly.

As I read her approach, I noticed students benefit from three main approaches. Dr. Muñoz brings to life how digital marketing is used in the marketplace by brands and agencies using experiential activities. Next, she uses badges and certifications in the form homework so that students are primed for the “how-to” prior to client work or class exercises, including Google Ads and Analytics, Hubspot, Hootsuite, Brandwatch, and others. These assignments serve as signals to the marketplace that graduates of her course have specific knowledge or skills. Finally, she often uses client assignments to synthesize both applied and theoretical learning. With this tripartite approach, students can say they understand a concept, have artifacts demonstrating they’ve applied the concept, and they have third-party endorsements in the form of certifications/credentials from top technology brands.

A coauthor on our last project said it best: “I’ve heard of Caroline for years and cited her, but I wish we’d met years earlier.” She’s a fantastic colleague, mentor, and collaborator. University of North Georgia, its students, and its faculty are incredibly lucky to have her researching marketing education and applying her learning in a classroom.

With such a successful career in teaching and research, I am certain that Dr. Muñoz is an exemplar of a thought leader in SoTL, and she has my enthusiastic and strong recommendation for this honor. Feel free to contact me if you have any questions.

Sincerely,

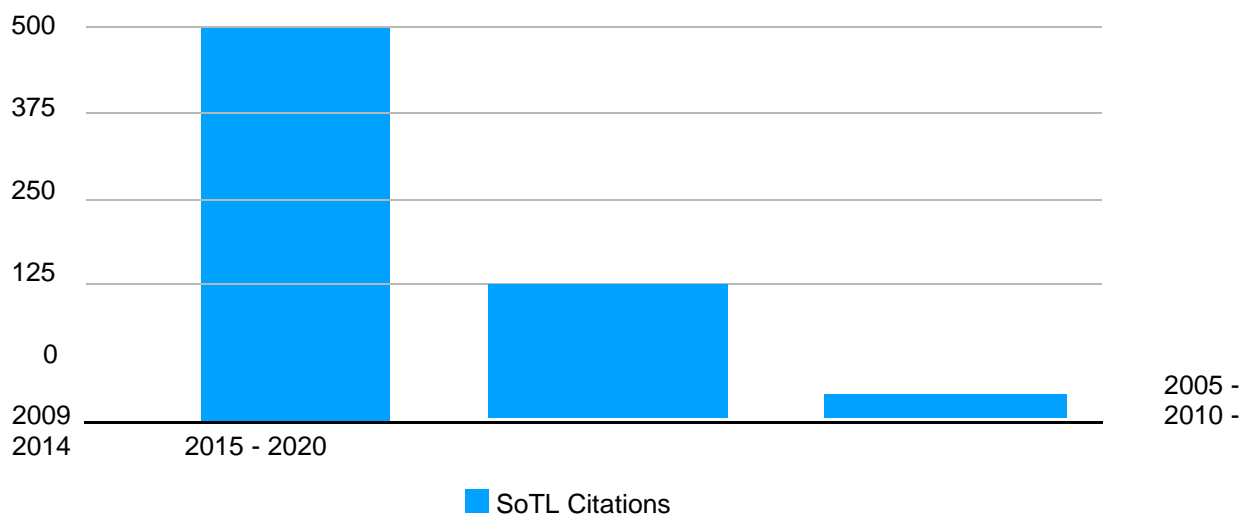
A handwritten signature in black ink that reads "William F. Humphrey, Jr." in a cursive script.

William F. Humphrey, Jr., Ph.D.
Assistant Professor of Marketing
Mobile Marketing Academic of the Year
Texas Business Hall of Fame Scholar

Appendix 1

Scholarship of Teaching & Learning Citation Count and Selected Publications from 2005-2020

Year	Citation Count	Citation
2009	406	Munoz, C. & Towner, T. (2009). Opening Facebook: How to Use Facebook in the College Classroom. In I. Gibson, R. Weber, K. McFerrin, R. Carlsen & D. Willis (Eds.), Proceedings of SITE 2009--Society for Information Technology & Teacher Education International Conference (pp. 2623-2627).
2011	90	Towner, Terri L. and Caroline Lego Muñoz (2011), "Facebook and Education: A Classroom Connection?," in Cutting-Edge Technologies in Higher Education, 33–57.
2008	79	Munoz, Caroline and Ann Huser (2008), "Experiential and Cooperative Learning: Using a Situation Analysis Project in Principles of Marketing," Journal of Education for Business, 83(4), 214–20.
2011	59	Muñoz, Caroline Lego and Terri Towner (2011), "Back to the 'Wall': Facebook in the College Classroom," First Monday.
2015	30	Muñoz, Caroline Lego and Natalie T. Wood (2015), "Update Status: The State of Social Media Marketing Curriculum," Journal of Marketing Education, 37(2), 88–103.



Note. Excludes other research such as political marketing, consumer behavior, and digital marketing articles unrelated to pedagogy.



Department of Management and Marketing
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Dahlonega, Georgia 30597

October 18, 2020

Distinguished Teaching Award Selection Committee:

This is a nomination letter for Dr. Caroline Munoz for the Distinguished Scholarship of Teaching and Learning Award.

In addition to other streams of research, Dr. Munoz has been pursuing pedagogically oriented projects. So far, she has had nine pedagogy related journal publications. She is currently on the Journal of Marketing Education (JME) editorial board. Other evidence of her research output can be found in book chapters and conference presentations she has given on innovative teaching research and techniques. There are additional research projects in the pipeline.

Her teaching philosophy extends to her pedagogical research that focuses primarily on real-world learning enabled by technology. For instance, she had done research on the importance of digital marketing certifications within the industry and how faculty across the country are integrating certifications for students. This work has resulted in peer reviewed journal and conference presentations. Importantly, this research serves to inform how she teaches the digital and social media marketing courses and provides guidance to our digital marketing program.

Dr. Munoz is the program coordinator for the digital marketing program and has been instrumental in implementing skills certifications throughout the curriculum for our students. Her research offers guidance as we continue to revise and evolve the curriculum. Further evidence of her seeking to understand and improve upon how the subject matter of social media is being taught can be found in her learning from other faculty. She surveyed them on their approaches to social media and the books, topics, challenges, etc. they use and encounter in teaching.

Consistent with her focus on technology and innovative teaching practices, a number of Dr. Munoz's peer reviewed journal publications and conference presentations focus on projects that she has employed in her classes. She has written about the use of Wikis to create a collaborative research library and emphasized the importance and need for a situation analysis project in Principles of Marketing course. Notably, Dr. Munoz was part of the first wave of faculty members in the nation to publish on the value of social media in the classroom. In particular, she was a very early advocate of incorporating Facebook. A conference paper published in 2009 on the subject has now received over 400 citations. This stream of Facebook

pedagogy research resulted in two peer reviewed journal articles, two book chapters, and five conference papers and/or presentations.

Dr. Munoz has also implemented High Impact Teaching practices in the classroom. She attended the UNG's HIT academy and incorporated her experiences into new service-learning projects in her class. Beyond helping students, she also tries to help other digital marketing faculty. She is the founder and admin of an active Facebook group for Digital Marketing instructors. The purpose of the group is to share best practices and teaching resources. She also extends her services as a reviewer for pedagogy focused marketing journals, for instance the Journal of Marketing Education and Marketing Education Review.

Dr. Munoz created an advisory group for the benefit of the digital marketing program and uses the group to bridge classroom learning with the industry practices. In addition, she is a respected member of the department faculty. She is professional in her approach is willing to assist with accomplishing the mission of the College. In summary, I believe Dr. Caroline Munoz is the type of faculty that we need to encourage within the department and College. I am delighted to nominate her for the Distinguished Scholarship of Teaching and Learning Award. Let me know if you have any questions or need any clarifications.

Sincerely,



Mohan Menon, Professor and DH
Department of Management and Marketing
Mike Cottrell College of Business