



School of Biology
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February 2, 2014

Dr. Joyce Weinsheimer
Center for Enhancement of Teaching and Learning

Dear Dr. Weinsheimer:

On behalf of the School of Biology, I am truly pleased to nominate Dr. Linda Green, Senior Academic Professional, for the Geoffrey G. Eichholz Faculty Teaching Award. Dr. Green has earned wide acclaim from both students and fellow faculty for her teaching innovations and excellence. Ever since her arrival at Georgia Tech, Linda has re-shaped the learning experience for Georgia Tech students, from the relative large Biol 1520 (Introductory Organismal Biology), to Biol 2336 Ecology Laboratories, Biol 2400 Mathematical Models in Biology, and Biol 3600 Evolution, core classes required for all Biology majors. She has also developed a new course on Vertebrate Biology in partnership with Zoo Atlanta. Beyond the classroom, she has influenced teaching all over campus with her work in developing the TA development curriculum in association with CETL, in co-leading (with Dr. Chrissy Spencer) a series of workshops for faculty and postdocs on the principles of Scientific Teaching, and by co-founding the Grapes of Wrath bookclub that draws faculty from all parts of Georgia Tech.

Dr. Green attends 1 or 2 teaching conferences each year to keep up with biology education research and get ideas to implement in her classes. She attended the National Academies Regional Summer Institute in the summer of 2012. This is a week-long workshop for faculty at research universities, with morning sessions on Scientific Teaching, active learning, mentoring, and assessment. Groups of faculty also practice backwards design by creating a teaching module complete with learning objectives, formative and summative assessments, and creative activities to engage students in learning a difficult concept.

Because the Eichholz Award has a focus on teaching in large core classes, I would like to discuss how Dr. Green has radically transformed Biol 1520 over the last few years. She first began the conversion to active, student-centered learning by implementing clickers. She then began introducing think-pair-share, case studies, and other activities in every class session. She has twice participated in CETL's Class of 1969 Teaching Scholars program as a springboard to implementing change in Biol 1520. The first time, she sought ways to mentor students to improve their study habits and skills, with exam wrappers. When I thought about implementing exam wrappers in my own classes, I turned to her and she generously shared her own work with me.

Her latest Class of 1969 project is to fully "flip" the Biol 1520 class. She studied various models for the flipped class, including my own, and came up with her own unique and considered

approach. She is using weblinks, videos and animations along with a web-based student response system (Learning Catalytics) for students to first engage with content prior to class. In-class activities are interspersed with mini-lectures. Homework assignments via an on-line homework and tutorial system (Mastering Biology) caps off the student learning experience. I am nearly as excited as she is to see how well this works.

Another important aspect of Dr. Linda Green's impact on Georgia Tech's Introductory Biology courses is that she is the chair of the Intro Biology Faculty Group. She has led this group of faculty to standardize the syllabi for the courses, and led discussions of various types learning activities and group projects, as well as common policies for setting grades. Currently, she is shepherding the faculty to define learning objectives for every class session in both Biol 1510 and 1520.

Both in and out of class, Dr. Green's constant striving to improve the student learning experience in Introductory Biology, and indeed in all of the courses she teaches, makes her very deserving of the Eichholz Award.

Sincerely,



Jung H. Choi, Associate Chair
Director of Teaching Effectiveness

Endorsed by:



Terry Snell, Professor and Chair
Elizabeth Smithgall Watts Chair in Animal Behavior and Conservation

Teaching Reflection by Linda Green

Flipping the introductory biology course this spring semester has surprised me with how much it is invigorating my teaching practices. I have been moving away from traditional lecture in Introductory Biology for 3 years, but this has prompted me to design each class anew, rather than modify the slides shared among intro biology faculty. In the new classroom, it feels like a jigsaw puzzle to identify which material is conducive for student self-learning before class, and which material is best for in-class activities. I am really enjoying the process of teaching this way because it involves more creativity and teamwork between instructor and student. It also feels like a natural extension of the values I strive to promote in my classroom. In addition to the instructional component, I prioritize a goal of mentoring students in their overall study habits. I use exam wrappers to collect data on their study patterns and instill a step of reflection and self-assessment for how their habits have/have not changed since the previous exam. I think one impact of my mentoring practices can be measured in the number of students who approach me to discuss how to better align their study habits with the overall performance they are seeking.

I also seek to create a sense of collaboration between students, myself, and the TAs. I want students to recognize that I am interested in working together to accomplish something great during the semester. That may mean adjusting the exam content from what is listed in the syllabus to what we actually “cover” in class activities – because I’m not particularly focused on covering a set script, and instead I want to engage them in learning and allow for flexibility in what we spend more or less time discussing. I believe this model is comforting to students new to GT or biology, and refreshing to experienced students and/or biology majors.

In deviating from a lecture format, I contend with engaging 100+ students at all levels of mastery (including majors and non-majors). I strive to establish attainable goals by presenting clear learning objectives, content outlines, and providing consistent encouragement. In office hours, I help students see what their particular next steps are on this ‘ladder’ of success, whether they are near the bottom or the top. Student participation is essential in an active classroom, but this can be an obscure feat that often hinges upon whether the student values his or her learning of the material. I endeavor to engage my students by building context around the material. I explain why I think the content is important and how it connects to other course content as well as real world issues. I particularly enjoy when students share with me why they found a particular topic interesting, and I try to build that connection into future classroom discussions. It provides a more enriching classroom dialogue for the students and I, and I hope leads my students towards a point of truly *enjoying* class, not merely attending for the grade. If students value what they are learning, and expect to succeed in their efforts, the instructor can capitalize on this motivation to create a dynamic and productive classroom environment.

The faculty involved in the introductory biology curriculum maintain close collaboration by sharing resources and teaching practices. I have benefitted tremendously from the exchange of ideas and experiences within this group. In preparing for this semester, I sat down with a colleague to draw up learning outcomes for two units in the course. It was fascinating to discuss how and why we include particular topics and examples in each lecture, and to build together a cohesive layout based on both our practices. I look forward to sharing my approach this semester and seeing how individuals may adopt different components to their teaching styles. Ultimately, I believe the general framework I am using can be adopted by most introductory

courses. These ideas were crafted based on my experiences in the Class of 1969 Teaching Scholars. Students complete pre-class assignments that are guided, structured, and include assessment so that students receive feedback on how they are doing. The goal is to move the bulk of instructor-directed content outside of class and use class time to engage in activities where students drive the pace of learning. Thus, students spend class time recognizing what they know and don't know, and I can better assess student learning compared to when I am engaged in more traditional lecture delivery. Students have an additional opportunity to engage with the material in homework assignments that include animations, web activities, and multiple choice questions in an online homework system.

I want my students to remember their introductory biology class -- the process of scientific curiosity, the skills they used, and the emotional connections they made with the material. By connecting with their motivations, their confidence in succeeding, and the skills they need to do so, I am making an impact on their education.

Illustrations of Teaching Excellence and Impact on Student Learning

The outline below is excerpted from my instructor notes for the current semester of teaching.

Class 7 & 8. Modern Eukaryotes

Learning Objectives:

1. Differentiate between life cycles of eukaryotes (fungi, protists, plants, animals)
2. Describe metabolic diversity in eukaryotes and ecosystem services exemplified by protists, fungi, plants
3. Recognize major lineages of fungi, protists, plants, animals and the structural diversity among groups

Pre-class Material (class 7):

LO 22: Explore the Moss life cycle:

http://media.pearsoncmg.com/bc/bc_campbell_biology_7/media/interactivemedia/activities/load.html?29&C

Fern life cycle:

http://media.pearsoncmg.com/bc/bc_campbell_biology_7/media/interactivemedia/activities/load.html?29&D

Optional if want more practice with life cycle pattern: Fungal life cycle:

http://media.pearsoncmg.com/bc/bc_campbell_biology_7/media/interactivemedia/activities/load.html?31&B

LO 23: overview of Ecosystem Services: <http://www.nwf.org/Wildlife/Wildlife-Conservation/Ecosystem-Services.aspx>

For another time:

Utilizing natural filtering capabilities of roots

ESA Fact Sheet: <http://www.esa.org/ecoservices/comm/body.comm.fact.ecos.html>

Forests to Faucet study: http://www.fs.fed.us/ecosystemservices/FS_Efforts/forests2faucets.shtml

NY Streams and Dreams story: <http://player.vimeo.com/video/6061478>

Incoming Knowledge Evaluation (online "clicker" quiz):

Pull 1 q from each of above Mastering activities

Pine life cycle

What is an ecosystem service

Team In-Class Activity (conducted in teams of 7-13, broken into sub-groups of 3-4):

LO 22: Label new life cycle diagram that generalizes as haplontic, diplontic, alt of generations

LO 23: Describe feeding mode for various euks, connect to overall diversity of lineages

Pre-class Material (class 8):

LO 23: Nitrate pollution: Pearson animation

http://media.pearsoncmg.com/bc/bc_campbell_biology_7/media/interactivemedia/activities/load.html?54&E

LO 23: Colony Collapse Disorder videos

Popular culture overview: <http://www.youtube.com/watch?v=Zgc5w-xyQa0>

(BBC News coverage of EU ban: <http://www.youtube.com/watch?v=Q5YRNoUrx6E>) not assigned

Response from Syngenta's COO: <http://www.youtube.com/watch?v=CJHZsqSJku4>

Reading: http://www.xerces.org/wp-content/uploads/2012/03/NeonicsSummary_XercesSociety.pdf

(<http://www.ars.usda.gov/news/docs.htm?docid=15572>) not assigned

Incoming Knowledge Evaluation (class 8):

Pull 2 q from nitrate activity

2 q on bee collapse

What question is at the top of your mind in studying for exam 1?

Team In-Class Activity (class 8):

LO 23: Gallery Walk of discussion prompts for nitrate pollution and bee example

LO 24: LC quizlet on structural diversity/lineages

Gallery Walk prompts: 9 teams of 7-13 team members.

Nitrate Prompts:

1. Which organisms are benefitting from the excess fertilizer pollution? Likewise, which organisms benefit from those organisms? With so many benefitting, what is the problem?
 - a. Bacteria and archaea in soil, followed by phytoplankton, followed by bacteria/fungi that decompose the dead phytoplankton. The problem is the anoxic zone that results from decomposition, and causes fish (and other organisms) kills.
 - b. Ask where are the organisms when they benefit, why is oxygen depleted, how is the fertilizer applied to the fields
2. What remedies can be used to minimize anoxic zones?
 - a. Change the form of fertilizer to slow-release (e.g. compost, manure), create buffer zones in soil to take up more of the leaching nitrate, reduce overall application levels
 - b. Ask besides farmers, where else do these pollutants come from? Why does it matter if slow-release or fast-release?
3. Where do we currently have anoxic zones in the ocean?
 - a. Mouth of Mississippi, Nile, most any major river spillway.
 - b. Ask do they know how long they persist (all year in some cases), how big they are (as big as new jersey), can they occur in freshwater (yes, has occurred in Piedmont Park and area streams in recent years)

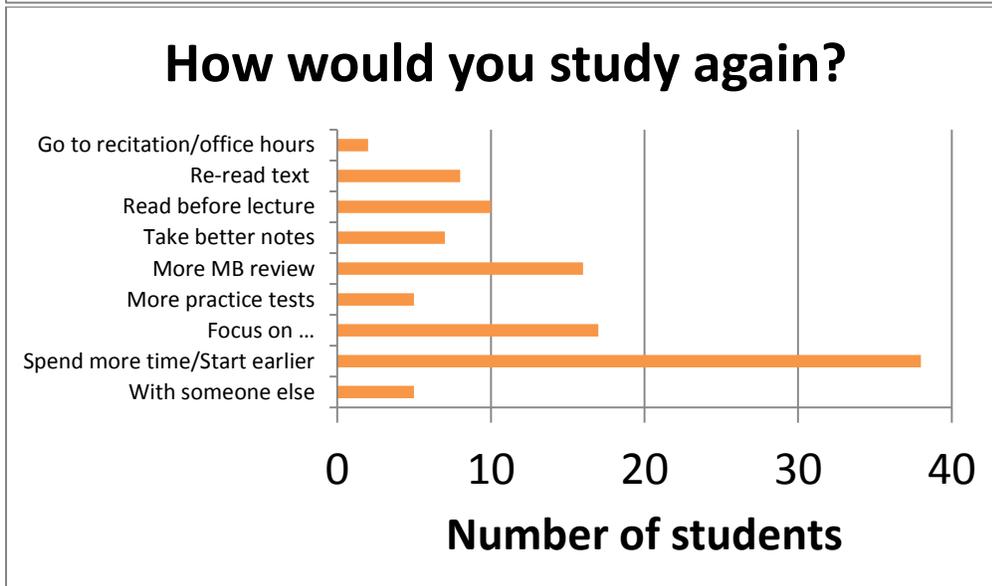
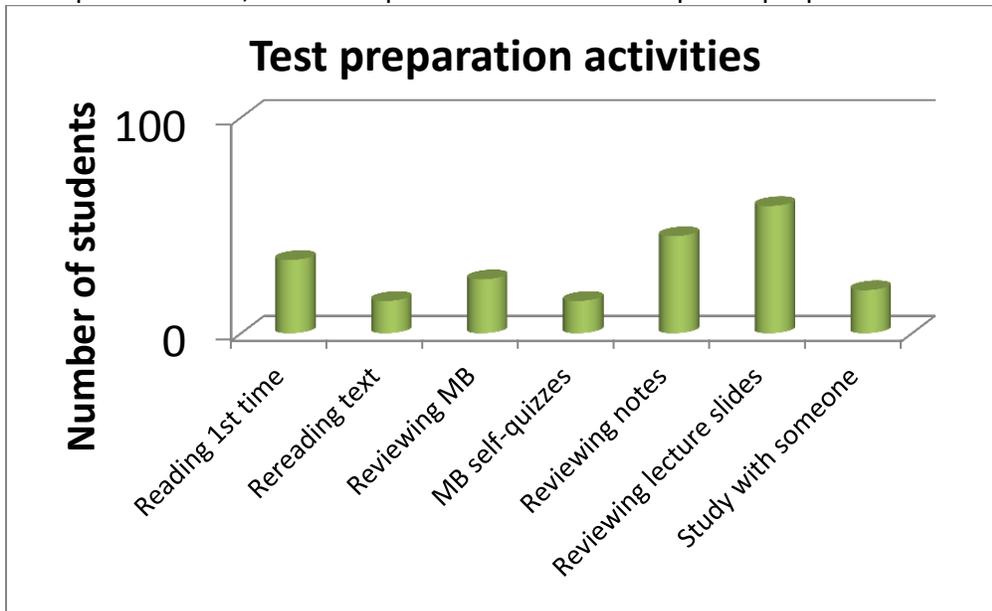
Bee Prompts:

1. The EU and Canada have banned neonicotinoid use partially or completely. The U.S. has not followed. What are some reasons why USDA/EPA officials have not banned neonic. use?
 - a. CCD may be on the decline in the US, without a ban. The evidence isn't clear, as sometimes colonies decline without evidence of neonics. Another pesticide, coumaphos, is more commonly found in hives (in one study). Neonics were developed to cause less harm to honeybees than other pesticides. Some high-pressure evidence putatively used unnaturally high levels of neonics.
2. What are the suggested or known ways in which neonicotinoid insecticides are harmful to honeybees?
 - a. Neonics are in pollen and nectar of plants. Neonics can persist in soils for months or years. Untreated plants can absorb previous year's neonics from soil. Direct exposure to the pesticides

are lethal to bees. Neonic exposure causes bee larvae to upregulate toxin-destroying genes, at the expense of development. Neonic exposure diminishes bee navigation, learning, overall foraging ability.

3. Varroa mites, Nosema gut fungi, IAP virus, beekeeper management practices, and pollen/nectar quality have all been implicated in CCD. Which factors are outside-the-hive, and which are inside-the-hive? None of these factors have been clearly connected to CCD vs non-CCD hives. You have been hired by the USDA to write a new policy intended to reverse the CCD trend and protect honeybees. What specific research question would you want to address first?
 - a. Could explore how to minimize excessive pesticide use, find alternatives. Explore how different causes are synergistic.

Data from F2013 Exam Wrapper on Midterm 1, which was reported back to students in class. I use the opportunity to discuss my expectations and how particular behaviors may/may not be helping them. I also report a histogram of the time spent studying and day they started studying. Altogether, I hope students take a moment to reflect upon what they did in light of their performance, and anticipate what the next step is to prepare for the next midterm.





800 Cherokee Avenue SE, Atlanta, GA 30315-1440 USA

Dr. Jung Choi
School of Biology
Georgia Institute of Technology

28 January 2014

To Whom It May Concern:

I am writing to express my strong endorsement of **Dr. Linda Green**, as she is being considered for recognition of her teaching performance at Georgia Tech. Let me start with a statement of introduction because it may seem unusual to your committee to receive a letter of recommendation for an academic award from a zoo-based scientist. My position at Zoo Atlanta is a full-time research position, evaluated based on grants received, peer-reviewed publications, and teaching evaluations (via courses taught as an adjunct faculty at Georgia Tech). Prior to taking this position in 2004, I was a tenured Associate Professor in Biology at Utah State University. Thus, I feel I am qualified to comment on Dr. Green's performance in an academic setting.

I have known Linda for about four years and we have co-taught a variety of courses together at Georgia Tech. Simply put, she is the very best teacher I have ever witnessed and I myself have learned much from her in terms of innovative approaches to teaching in my time spent with her in our courses. I have worked with her in a variety of very different teaching situations, including the lab, field sites (sometimes in atrocious weather!), Zoo Atlanta grounds, literature discussions with students in local coffee shops, and the traditional classroom. Together we have directed students through development of collaborative field studies, lectures with exams, development of student independent research projects, and lively debates on ethics and current matters-of-interest relating science and society. Linda is endlessly creative and flexible in her approaches to teaching under these very different scenarios and I have been so very impressed and inspired to watch her bring the entire group together conceptually, then challenge them into different directions, and finally lead them toward a group discussion that reaches their own satisfying and logical conclusion. She really can accomplish this interactive, inclusive, and comprehensive manner of teaching under all of the circumstances I described above.

The courses that really stand out for me are our collaborative efforts in developing a new course last year (Biology of Terrestrial Vertebrates) that included a non-traditional experimental segment and our approach the long-standing Tech course "Projects Lab" (BIOL 4590). Our version of Projects Lab uses the collections at Zoo Atlanta as our laboratory and the students develop and complete truly original research studies that she effectively channels toward an overarching theme (this year it is "Social networks at Zoo Atlanta: Investigating the microbiology, physiology, and behavior of social interactions"). Linda has brought insightful leadership to the unique opportunity to get the students off-campus and immersed deep into the facilities of a modern zoo. The students don't simply count head-bobs by a gazelle from the public viewing area with a clipboard. They are running corticosteroid assays, they are screening bacterial diversity for oral cultures using PCR-based techniques, they are building Y-maze orientation studies and they are creating their own applications for thorough review and approval

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by the Zoo's equivalent of an IACUC review (and modifying them appropriately if the review panel rejects the proposal). She empowers the students with the emphasis that their projects really are original and, if appropriately designed, will bring novel insights to their own central questions. I myself get inspired by watching what she coaxes out of the students in terms of quality and hard work. One study from this course last year was published in a peer-reviewed journal; I'm not sure there is much precedent for that level of productivity from Projects Lab courses in the past.

I believe the success, rigor, and popularity of all of Linda's courses is a testament to her really innovative nature and inspirational passion as a teacher. She challenges her students to levels I have not seen before, and she does so with a demeanor that inspires and encourages them, rather than frustrates and demeans them. I have seen her calmly defuse and constructively redirect the most frustrated and angry students one can imagine. I have seen her get a very fractious group of research partners to successfully work together, when all social signals suggested that such was impossible. Her facility with statistics is impressive, and even more impressive is her capacity to lead students toward (not *through*, mind you!) the statistical tools they need to address their hypothesis. She drives them with the concept of ownership of their own design and data, and that drive of personal pride brings even the most non-quantitative student to the task at hand with ambition that only Linda could encourage in a student. Statistics can be intimidating for some students, but under Linda's guidance they see it as the key to understanding the data they have worked so hard to collect, and to address a question that they worked so hard to frame on their own.

With her undergraduate research students, outside of Projects Lab, Linda has brought her solid research skills in aquatic systems and organisms (especially amphibians) to her students. As the scale of global amphibian declines clearly is one of the most pressing global conservation issues at stake right now, Linda guides her students to realize that their projects have enormous importance and I have watched her students step-up in rigor in care to produce the most meticulously careful data sets imaginable—a level of quality that matches the task, and is a result of her taking the time to make sure the students understand why their work is important. Linda is constantly working to create new opportunities for Tech students in the realm of undergraduate research and experience, and helping them realize the importance of their efforts and of basic research skills outside of the Ivory Tower in every rhetorical sense.

Linda Green is easily the very best, most creative, and flexible educator I have ever met. I hope you recognize her devotion, creativity, and energy in teaching with this award. Thank you for considering my opinions of my highly valued colleague.

Sincerely,

A handwritten signature in black ink, appearing to read "J.R. Mendelson III". The signature is fluid and cursive, with the first name "J.R." and the last name "Mendelson" being more legible than the "III" suffix.

Joseph R. Mendelson III, Ph.D.
Director of Herpetological Research, Zoo Atlanta
Adjunct Professor, Georgia Institute of Technology

2 February 2014

Dear Joyce and the CETL Awards Committee,

I write to support the nomination of Dr. Linda Green for the Eichholz Faculty Teaching Award. Linda is an Academic Professional in the School of Biology where she teaches Biology Introductory courses (BIOL 1520), Biology core courses (Math Models in Biology, Ecology lab, Evolution, Senior Project Lab), Biology electives, and where she helped devise and support the TA training curriculum (CETL 2000 and BIOL 4697). I have co-instructed with Linda in Math Models in Biology and in the CETL curriculum and will speak her to her teaching excellence, innovation to engage students, dedication to student success and how it can impact their lives, and her commitment a strong undergraduate curriculum for the School of Biology and in our board-enrollment introductory courses. Linda's dedication to excellent teaching shows through both the depth and breadth she brings to undergraduate teaching and learning.

Linda demonstrates teaching excellence in Biology core and elective courses, as well as in Organismal Biology, an introductory Biology undergraduate course that can be used by non-majors to fulfill a science elective requirement. In Organismal Biology, Linda is actively working this semester to flip her classroom by recording video lectures, incorporating case studies, working with learning catalytics to do just-in-time review before class and keep students engaged with the material while in class. In Math Models in Biology, Linda mentored me into a style of teaching that involves student problem solving in class, running the gambit from shorter 2 minute exercises to reinforce and breakoup the lecture to longer in-class exercises that can fill an entire 80-minute period with active learning.

Linda uses teaching innovations to engage and support students, including those not traditionally prepared for college-level work. This semester I am teaching Math Models solo, but Linda is actively building a new module on Geographical Information Systems (GIS) that she will run for two days toward the end of course. GIS is a burgeoning applied area of biological, geological, and atmospheric sciences that Linda recognized was missing from our program, and her work will build GIS into the Biology undergraduate curriculum in Math Models, and also incorporate GIs modules into a Biology Elective, providing the possibility for students to further explore GIS in their senior research projects in Project Lab. In Introductory Biology, Linda has focused on improving exam performance through reducing exam anxiety. She began this work as a CETL Teaching Scholar using exam wrappers before and after each Midterm exam, and has developed the exam wrapper questions over several semesters. She's found that these, in combination with Piazza and coaching in class and during office hours to obtain and utilize better study habits, has a strong impact of students who have come to Tech without those study habits engrained.

Linda is dedicated to student success and how it can impact student's lives. Linda's exam wrapper project speaks to her promotion of student success. In my first semester teaching Math Models with Linda, I saw a powerful example of another way that Linda has impacted a student's life. One of our students that semester struggled all semester to arrive on time, to turn in assignments in a timely way, and it became clear that he had larger struggles as well. Linda reached out to him each time he fell behind, and eventually learned that he had health, financial, and family problems that all

interfered with his academics. When the semester ended with his academic dismissal, he felt a strong enough rapport with Linda that he agreed to meet with us, at our request. In the meeting, Linda asked leading questions, she showed compassion, she expressed concern; she also was practical, presented options, gave a personal side to her proposal that he take time off from school, earn some money, get his medical condition under control. He did leave Tech, and I was convinced we'd never see him again. However, 2.5 years later he has totally turned his life around and just successfully reapplied to Tech. Linda's work with this student, and with many that she works with, began with positive and non-accusatory nudges to arrive to class on time, to turn in his homework; she realized this student was in trouble and consulted with the Dean of Students office; she modified her approach to check in with him frequently. Linda saw immense potential in this student and supported him even though the result was likely to be academic dismissal, and that support was ultimately warranted by his return.

Linda is committed to creating and supporting a strong undergraduate curriculum, and support this commitment through departmental and institutional citizenship. Finally, Linda gives back to the Tech community by promoting others to teach excellently. She and I co-facilitated a series of workshops tailored to Biology faculty, called Fundamentals in Scientific Teaching. We based these four workshops on ideas we were exposed to at the Southeast Summer Institute, a week-long faculty teaching development workshop in Athens, GA in 2012. Linda has served as a member of the School of Biology Undergraduate Committee, which makes decisions about our majors curriculum, new courses, etc. She still is called on to consult with this committee because of her expertise, institutional history, and ability to think clearly about curricular decisions. She chairs the Biology TA Assignment Committee as well, which links nicely to her teaching in the CETL 200 TA training curriculum. Finally, she has served as School of Biology representative to the Faculty Senate and this capacity has worked closely with other programs such as APPH and MATH and craft Biology-specific and science-specific course content from those programs.

I have the pleasure of working and teaching collaboratively with so many colleagues in Biology, and it's always a give-and-take of ideas. From Linda, I feel lucky to be able to "take" ideas from her, and I seek out her teaching advise frequently. She is a natural teaching collaborator, in addition to the traits I've highlighted above, and I am pleased to support her nomination for the Eichholz Faculty Teaching Award.

A handwritten signature in cursive script that reads "Chrissy Spencer". The signature is written in black ink and is positioned above the typed name and title.

Chrissy Spencer, PhD
Academic Professional
Georgia Tech School of Biology

To whom it may concern,

It is with pleasure that I recommend Dr. Linda Green for the Eicholz Faculty Teaching Award. Her dedication to students distinguishes her among her colleagues, and I believe the following short stories about my experiences with her will elucidate her astounding qualities as a teacher and leader among Georgia Tech faculty members.

My experience as an undergraduate at Georgia Tech was complex, to say the least. I planned very carefully to balance my coursework so that I could study both Biology and Spanish. Without the help of a dedicated academic advisor, I would certainly have made scheduling errors, delaying my graduation. Unfortunately, the advisor assigned to me did not seem to understand the unique situations I found myself in from semester to semester, so I turned to Dr. Green, who at the time I knew as my Mathematical Models in Biology teacher. I had been impressed by her organization of the course and interactive teaching methods, and I realized after our first discussion that she would also be the academic advisor I needed. This was an undertaking she did not have to agree to; as I was not assigned to her, she could have simply told me to work things out with my own advisor. With the help of Dr. Green, I was able to develop schedules and embark on summer studies that allowed me to graduate on time with both the Biology and Spanish curriculum completed. Though the Spanish courses also were outside her area of expertise, she offered to help me with my schedules anyway. Dr. Green had made me a priority when I'm sure she had many others, and I will never forget that.

Her dedication as my unofficial academic advisor was by no means the only aspect of my exceptional experience. At the end of the semester in the Math Models course, she asked me, one of over forty students, if I would like to be a Teaching Assistant in the course. At this point, I wondered why Dr. Green had singled me out. I had earned an 'A' in the course, but it wasn't a high 'A', and I certainly wasn't her top performing student. I believe that Dr. Green had the ability to recognize my passion for working with and helping others, and though she may not have realized it, she had granted me the opportunity of a lifetime. I was at first apprehensive about taking a TA position at Georgia Tech, knowing from hearsay that the work mostly involved tedious grading. Under Dr. Green's wing, the experience was anything but tedious. Dr. Green was directly involved in a TA training program within the School of Biology, focusing on getting us more directly involved with students in the classroom. By designing the Math Models course in a way that promoted student group work and problem solving during lecture, I was given an opportunity to interact with students and help them at every single class meeting. The TA training course supported this classroom-based experience by providing me with an understanding of the importance of projecting highly professional dispositions, especially among students who were often older than me. With Dr. Green's help, I became experienced in demanding respect from students while still building rapport. I learned of effective problem-based methods that focus on student engagement and understanding. I found a passion for teaching at an unlikely school, and I pursued that passion. With the experiences in Dr. Green's classroom and her own recommendations, I was able to impress the hiring professionals at a local high school, where I am currently employed and teaching AP Biology.

As an AP Biology teacher, I have been using similar methods to those Dr. Green modeled for me in her classroom. I make an effort to maximize the amount of time that students are spent working out problems on their own, increasing student engagement and thus improving student learning. As I learned in the Math Models course, an interactive teaching style is highly effective and carries the signs of a great teacher. Though I have not yet flawlessly organized my own course as Dr. Green has hers, I am working hard to be an expert instructor, and she is one of my biggest role models in that regard.

I realize now that I've ended up telling my own story of success. I hope it has come to your attention, however, that every aspect of that success story involves a triumph of Dr. Green's exemplary skill as a teacher and her dedication to me as her student. With this in mind, I find it impossible to believe there could be anyone more deserving of the Eicholz Faculty Teaching Award.

Sincerely,



Benjamin M. Prosser, former student of Dr. Green

Keely Jones
770-845-7106
kjones79@gatech.edu

January 29, 2014

To whom it may concern:

I would like to recommend Dr. Green in her nomination for the 2014 Elholz Faculty Teaching Award. Dr. Green was my Biology 1520 professor, and I can easily say that she has been the best professor I have had at Georgia Tech. Georgia Tech can be very overwhelming, and it is easy to become discouraged while in pursuit of a science degree. I had experienced this discouragement and had lost confidence in my field of study and ultimate pursuit of becoming a doctor until Dr. Green's class.

A lecture does not adequately describe Dr. Green's typical 50-minute class period. Instead, she captivates her student's attention through interactive lessons and even "real-life" case studies. A class with Dr. Green involves getting out of your seat, interacting with other classmates, discussing material together, and reflecting on key concepts with the entire class. Dr. Green is open to innovative strategies that allow students to answer questions through their phone or iPad, and the answers are displayed in class and can be reviewed later. My favorite part of the class was the case studies that investigated "real-life" events such as caffeine addiction or hormone imbalances. I could pretend to be the physician dealing with the case and use biology concepts that I had learned to solve the case, giving me a much deeper understanding and application of the material.

To be honest, before Dr. Green's class I had not enjoyed biology, and it functioned as a "necessary evil." After not doing as well as I would have liked on the first test, I quickly became discouraged by the subject again, but Dr. Green took the time to meet with me and help me to develop better study skills in order to do better on the next test. I took her advice, and I prepared for class so that I could truly engage in the activities and discussions. Through hard work and Dr. Green's amazing teaching, not only did I earn my first A in a science class at Georgia Tech, but I earned a love for biology that I thought I would never have. I am so thankful for Dr. Green, and her commitment to students achieving their dreams.

Sincerely,

Keely Jones

Dr. Jung Choi,

Date: February 02, 2014

I highly recommend Dr. Linda Green as a candidate for the 2014 Eichholz Faculty Teaching Award. As her previous student in Introduction to Organismal Biology, I have deeply valued Dr. Green as an instructor and a role model for her commitment to teaching, her enthusiasm for Biology, and her impact on my college experience.

I believe I can speak on Dr. Green's behalf when I say I have probably been one of the more inquisitive students in her years of teaching. I have always displayed a keen interest in learning details, digging deeper, and getting a firmer foundation through open class room discussions. Dr. Green not only took this in stride, but also facilitated and furthered my genuine interest on the subject by address all my questions with matched enthusiasm. Even the more difficult, detail oriented questions that she didn't have an answer for during lecture, were addressed via personal email to facilitate further teaching outside of the classroom. A few times, these emails resulted in memorable office hour conversations where we engaged in topics of biology, physiology, and even penguins! I can truly say, the overall rewarding experience through her teaching gave me a deeper, more thorough introduction to organismal biology than I could have possibly imagined. As a result, after passing her class, I decided to enroll in a non major, Anatomy and Physiology course, purely out of interest to further explore on what I had learned.

It should be noted, that I wasn't the only student to have benefited from her conscientiousness as an instructor. I can provide multiple examples from Dr. Green's piazza post and comments where she has gone above and beyond any other faculty I have ever met to follow up on students' questions and keep them engaged by provide interesting, relevant information out side of the class room. Dr. Green's genuine dedication to teaching through candid interaction with her students is exemplary of her commitment to ensure that not a single student's passion nor interest is extinguished by the overwhelming experience that is college and learning.

Dr. Green's commitment to teaching isn't limited to her classroom, but also inclusive of the Biological curriculum as whole. I clearly remember her dedicated efforts in collecting feedback from students through the Insight Committee. This committee's objective was to collect student feedback and formulate solutions for improving BIOL1520. As a result of her dedicated effort, I recognize Dr. Green as a proactive faculty member, genuinely interested in listening to student feedback and thus providing means for communication between the student body and instructor/administration. Such efforts were well received as evident by students' active involvement on the committee during the semester I was enrolled in her course. I can only imagine the great benefits subsequent semesters have inherited through her efforts.

With this award, I believe Dr. Green would be appropriately recognized for raising the standards that we currently use to define an effective teacher. If you have any further questions with regard to my recommendation or would prefer more details, please do not hesitate to contact me by phone or email. Thank you.

Sincerely,

Mayank Tahilramani

C: 678-362-4479 | E: Mayank.Tahil@gmail.com

February 2, 2014

To whom it may concern,

I am writing this letter, to give my personal recommendation on behalf of Dr. Linda Green. I took her course, *Intro to Organismal Biology* in the spring of 2012. It was my second biology course at Georgia Tech. I expected it to be a course with a huge basis on memorization and fact regurgitation. However, in the course Dr. Green did an incredible job in making the class interesting and interactive. Instead of simply giving the class facts to memorize, she did an excellent job in giving great examples and case studies in which other students and I could relate to. She also did a great job in making the course very interactive, which is difficult to do in a class of that size (I believe the class had approximately 150 people registered). She had students form groups of 4 to 6 people, and really put a focus on group work. I think that worked really well because it got everyone involved, especially students who wouldn't be comfortable speaking in a large lecture setting. At the end of the semester, she had each group do a brief presentation on a selected topic. My group chose to research and present on the topic of the musculoskeletal system. I enjoyed that because we got to learn about something that was interesting to ourselves. Also, we didn't present in class, but rather we had to create a video. Creating the video made the presentation a lot more fun because it didn't feel as formal or stressful as presenting the information to a classroom of 150 people.

I have also had some interaction with Dr. Green outside of the classroom. I had a group of high school students join me at Georgia Tech, where I was showing them around the campus. I asked her if she would be okay if I brought them to the Biology class she was teaching, and she said yes. After the class, she talked with them briefly and answered all of the questions they had about her class or Georgia Tech in general. I also had the opportunity to connect with her at a forum about student mental health at Georgia Tech. She was one of a few professors who was in attendance at the forum. I believe that she truly cares about her students, their mental and physical health, and their academic experience.

Dr. Green has been one of the most memorable professors I've had at Georgia Tech. It's very apparent that she does all she can to make her courses a great experience for her students. She's very open to her students, and she really tries to connect with them. In the biology course I took with her, she put forth an effort to learn the names of most of the students in the class. I also felt comfortable with attending her office hours, and she'd even open times to meet when I couldn't come during her usual times. I believe that she would be an excellent candidate for the 2014 Eicholz Faculty Teaching Award.

Sincerely,

J. Matthew Kinnemore

To Whom It May Concern:

I am writing on behalf of Dr. Linda Green regarding her nomination for the 2014 Eicholz Faculty Teaching Award. Dr. Green was my professor for BIO1520 my freshmen year and she is also my academic advisor. During my college career, she has been a great influence in my academic choices as well as a great impact on my perspective on biology since I took her class.

During my semester with her my freshmen year, I had the pleasure of being in her class. Dr. Green has been one of the few professors that I encourage other students to take classes with. Her teaching skills are characterized by her clear organization, a very detailed explanation of the concepts, her ability to engage and challenge students through her in-class activities, and her dedication to the students by being approachable and available to the students any time help is needed. She is one of the best professors I have had at Georgia Tech. Her class inspired my passion for biology and helped me through the adaptation to the college rigor. Although the class was challenging, Dr. Green's curriculum provided us with more than enough resources to be successful in the class. For instance, I remember having a hard time with every single one of the homework assignments, but when it was time for the exams I felt prepared.

Dr. Green is a professor that makes sure everyone in the class understands. For example, every time we would have clicker questions she would take the time necessary to explain the correct answer. We would also have in class activities and she would go around the lecture hall and answered any questions. She always tried to engage all the students in class and tried to make the material interesting.

Personally, her class had a huge impact on my life and career choices. I started off as biochemistry major, and after taking her class and talking to her for a while after class was over I changed my major to biology. Dr. Green to me, ever since I took her class, has been a role model. She is very passionate about biology and she demonstrates it with the effort she puts in every single one of the lectures. She has been one the professor during my college career that has demonstrate the most dedication to not only teaching but to her students as well. I remember walking into her office during office hours and talking to her about what I wanted to do and about my family, and always coming out of her office with a sense of relief, encouragement and support that no other professors has demonstrated. Her guidance helped me decide what to do even before she became my advisor.

She is passionate and dedicated to biology and her career, and one of the most caring professors I have had when it comes to her students. I could not think of any other professor more deserving for this award than Dr. Green.

Anyul Ferez
School of Biology
Georgia Institute of Technology