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January 4, 2017

Dr. Joyce Weinsheimer
Director, Center for Teaching and Learning
Georgia Institute of Technology

Dear Dr. Weinsheimer:

It is my great pleasure to nominate Dr. William Baron for the Geoffrey G. Eichholz Faculty Teaching Award. Dr. Baron is a Senior Academic Professional in the School of Chemistry and Biochemistry. He joined the school in 2002, after retiring from a long and highly distinguished career with Bell Laboratories. In this move, Dr. Baron found his second calling: as a very people-centered person, he has been extraordinarily helpful to students and faculty alike with his teaching, leadership, and willingness to share his extensive experience and insightful perspective.

The seed for Dr. Baron's move to Georgia Tech began in 1999, when he taught organic chemistry, general chemistry, and an MSE special topics course on Electronic and Photonic Materials as a visiting professor. His positive experiences with the students and faculty, and their very positive reactions in return, helped him define his objectives for his second career.

Freshmen Chemistry: Dr. Baron's impact on the School was immediate and profound in his first role as Director of Freshmen Chemistry. During an 8-year period in this role, he managed the introduction of a common syllabus across all CHEM 1310 sections, common lecture resources, common exams and on-line homework. During this time, as the Chair of our Undergraduate Curriculum Committee, he led the development of a multi-year roadmap that in 2010 introduced the current CHEM 1211K, 1212K and refocused CHEM 1310 courses and associated laboratory experiments. With CETL support, Bill and others designed and tested our first active learning experience in 2005, with the formation of peer-led team learning in CHEM 1310 recitation sections. These courses are the largest offerings of our undergraduate curriculum, and so impact many hundreds of students each year. These Baron-led changes dramatically enhanced the quality of the material offered, tailored it to different types of needs, boosted the students' satisfaction with the pace, content, and grading of the classes, and made it possible for the faculty to make substantive changes each year across all sections.

Undergraduate Studies: For the past 8 years, Dr. Baron has been the Director of Undergraduate Studies for our school, which involves continuing his direct interaction with many students in the classroom, but also overseeing the design of the overall curriculum and the activities of the incredibly dedicated and energetic group of academic professionals who teach and staff many of our classes. Dr. Baron delivers outstanding and consistently skillful leadership in this role, to the immense benefit of our students, faculty and curriculum. For example, he recently guided a major curriculum change for Organic Chemistry and the development and approval of a new course in Bioorganic Chemistry (CHEM 2313). He also masterfully defined new Pre-Health Science tracks for our Biochemistry and Chemistry majors. This included securing the necessary buy-in and approval across the College of Science, the College of Engineering, and the Institute's Curriculum Review committee. Dr. Baron's overall helpfulness across a wide range of initiatives was recognized in 2010 when he was awarded a College of Science Faculty Mentor award.

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Service: Dr. Baron's leadership and experience have carried over to the Environmental Health and Safety area. For 9 years he was Chair of the GT Chemical and Environmental Safety committee and a member of the GT Environmental Council. These are campus-wide faculty and EH&S professional teams that advise the Office of Environmental Health and Safety on policies regarding the safe ordering, acquisition, storage, use, exposure and disposal of chemicals in Georgia Tech facilities.

Technology Tools: Dr. Baron has always been a technology- and data-driven decision maker and instructor. When he first came to GT he personally wired the College of Computing lecture rooms 16 and 17 for use with the then-new (and now ancient) IR-PRS class response system. This led to active engagement of students in all of our CHEM 1310 sections and supported the deployment in other CHEM courses. He also introduced optical scanning for exam grading and analysis. Both tools are now commonplace and provide students with focused feedback. In 2011 the New York Times wrote an article about piazza.com and its ability to shift student Q&A into a 24/7 environment. Shortly thereafter the Founder and CEO of the Piazza platform came to GT for a faculty seminar on this new tool. Bill was the only person to attend the seminar but quickly became an impassioned champion on campus and has used this platform in all of his classes since. Students love this format and ask (and answer) anonymous questions about course problems. Lastly, Bill started video recording his lectures in 2008, flipped the classroom and has not turned back. He video records every lecture live. Students absolutely love the ability to play back lectures as they study, work problems and prepare for exams.

Teaching: Dr. Baron came to GT primarily to teach, and he is spectacularly good at it. As department chair, I hear from at least a half dozen students at the end of every year claiming Dr. Baron as their favorite teacher in the Institute. He teaches the core chemistry courses that serve the largest number and broadest cross-section of GT students, including those classes vital to our large population of students headed for careers in health care: General Chemistry (CHEM 1310), Survey of Organic Chemistry (CHEM 1315), Organic Chemistry I (CHEM 2311), and Organic Chemistry II (CHEM 2312), utilizing the technology tools mentioned above plus his passion for teaching and helping others. Besides teaching MWF courses he also conducts twice weekly optional help sessions. He stresses the need for students to be self-regulated problem solvers and critical thinkers. Dr. Baron has also taught several sections of GT-1000 and led our CHEM 2801 Seminar Series course for our chemistry and biochemistry majors.

In addition to teaching, Dr. Baron has also mentored a Tech-to-Teaching graduate student in his CHEM 2312 course and mentored post-doctoral associates that have taught organic chemistry.

Since arriving at GT he routinely has high CIOS course survey results for attributes such as clarity, enthusiasm, effectiveness and more. As accomplished as he is, he is always open to student comments and feedback to guide continued improvement in his teaching style and methods.

Here is a sampling of student feedback.

- "Professor Baron is an excellent professor who I feel genuinely cares about how well his students do in his class, which is a surprisingly rare occurrence here at tech."
- "The recorded video lectures are amazing. I attended every class, but I did not realize how much of an asset the video lectures were until I tried using them to study."
- "The best aspect of this course was the professor's willingness to help his students. Although the course was really tough, he provided us with several resources to learn or to get help, and he was flexible to meet with students who wanted to meet him."

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- "This course was far better than my other courses this semester (two CHBE courses mentioned). The professor seemed that he thoroughly enjoyed teaching us this course and made me enjoy learning from him. I think a lot of other professors could learn from this man. I loved this course."
- "Dr. Baron's love for his students and passion for teaching is truly inspirational. He's one of the best teachers at Georgia Tech."
- "His greatest strength is that he truly cares about what he is teaching which shows in his teaching style. He added a lot of fun facts throughout the topics which wouldn't really be on exams but it helped me to get a real-world application of what I was learning and always kept me engaged."
- "Dr. Baron is extraordinarily interested in his students' success. Outside of his expansive office hours and weekly help sessions, he is also open to answering questions whenever he is available. Interacting with him makes it clear that teaching is his primary interest."
- "Honestly, I could tell that the professor was very interested in the subject. He is honestly such a genuinely nice person that it makes my heart happy. He was always ready to meet with me and always so happy to explain something even if I asked a couple of times. I am so glad I met Dr. Baron. I had heard amazing things but it was great to witness it myself."

Both in and out of the classroom and across campus, Dr. Baron has brought the highest level of professionalism, leadership, and experience to Georgia Tech. Based on his impact via all of the key courses that he teaches, and all of the improvements he has made in curriculum, content, and methods for our students, he is very deserving of the Eichholz award.

Sincerely,

A handwritten signature in black ink that reads "M.G. Finn" with a stylized flourish at the end.

M.G. Finn
Professor and Chair

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William J. Baron

Reflective Statement on Teaching

Background

Learning chemistry and its principles provides a valuable understanding of our world and how it operates. I have had the fortunate opportunity to apply this learning for 30 years as both a researcher and technical manager in Bell Labs. During the course of developing new technologies, I have learned a number of life's lessons that apply to teaching. Upon retirement from industry, I decided that I was ready to give back to the academic community through teaching the next generation scientists and engineers.

I believe that teaching should be fun, stimulating and experientially based. I believe that teaching needs to come from the heart, as well as the head. Most importantly, in order to teach our next generation professionals, scientists and technologists, I believe that sound problem solving skills are the essential tool for a successful future. In order to do this, I believe that the teacher needs to have great interpersonal skills, be approachable and find great joy in helping others to learn and solve problems.

These days, knowledge of applied science, i.e. technology, must be part of the intellectual fabric of any educated person. Today I believe that problem solving is the key to active and exciting teaching (not to mention research as well). Of course this may always have been true, but I think there can be no arguing that an ability to confront the problems of concern to scientists is especially important today. Our world is increasingly technological, and many of our problems, and the answers to those problems, have a scientific or technological basis. Anyone that hopes to understand the world that we live in, and to be in a position to competently evaluate many of the pressing questions of the present and the future, must be scientifically literate.

I believe that a sound fundamental understanding of mathematics, physics and the various disciplines within chemistry is the key to good problem solving. One of the many elements that I have learned from my Bell Labs research and development experience is that individuals need not only a strong multi-disciplinary background in science and mathematics, but also the ability to team with others. Problem solving is not an individual activity. It is best practiced in small groups such that people can learn from each other. It has been my experience that people find the exercise of explaining a problem to others enormously useful. With a well-formulated problem, one is well along the way to the final solution! During my AT&T/Lucent Technologies career, I have hired and supervised hundreds of professionals and providing them with the proper training to solve technologically advanced problems has been a critically important aspect of my career.

Essential Factors

It is the job of a teacher to create a positive environment in his/her classroom, which facilitates learning and increases knowledge. As with new technology

development, students learn best from others. They learn from each other through both informal study groups and more formalized peer led team learning sessions. They learn from instructors that have a passion for teaching and sharing both fundamental concepts and the application of those principles. Motivated teachers should reflect their enthusiasm on their students and encourage them to learn. They should also have a clear set of learning objectives and strategies to guide them along their mission.

A broad knowledge of the material is required, allowing the teacher to clearly explain important scientific concepts and give related examples from real world applications. In addition, strong command over fundamentals will help the instructor in being creative at clarifying certain principles, which make learning more interesting.

I have learned that creating the right workplace environment and classroom atmosphere is essential to motivating people. A nurturing, flexible and friendly attitude are essential in providing a comfortable atmosphere. Students (and employees) tend to be more involved, grasping information effectively around an approachable instructor in a stress-free environment.

As technical director for several technologies (e.g., fiber optics, photonic and electronic devices), I found myself making technical presentations to our customers on a frequent basis. It is very important to make highly technical subjects understandable to a broad audience and to create the environment that allows the audience to feel comfortable with asking questions and thus becoming involved in the subject. A well-designed presentation and classroom discussion are very important for student participation. Questioning new concepts and ideas and participating in classroom exercises is very important for learning independent thinking and enhancing problem solving skills. Student engagement in lectures is critical in maintaining interest.

Group interaction is vital to the learning process. Advanced researchers and developers learn from each other and collectively the synergy of their interactions leads to a more robust analysis and solution to real world technical problems. Students likewise can share knowledge with peers and solidify new concepts. Students learn from each other, especially when a group breaks a problem into essential components for problem solving and/or an individual explains how to solve a particular problem to peers. This works even in large classroom environments and I use this approach often in my classes.

Advanced technological tools used in the workplace, laboratory or classroom are very useful and should be employed frequently. Data and metrics are powerful in developing and improving any product or process and the same is true in the lecture environment. The use of personal response system (PRS) technology provides the opportunity for the student and instructor to gauge the extent of learning and provides an environment for both small group learning and individual discovery. It allows students to be engaged in the learning process and gives them immediate feedback in a near anonymous fashion. When students were asked the following question, "All things considered, did the use of the PRS unit during lecture enhance your learning experience?"

typically over 85% respond “yes”. This poll has been taken at the end of each semester in my classes over many years at Georgia Tech. Students love being engaged in a lecture.

I believe that teaching and learning are inseparable and a process that requires active engagement well beyond one’s college years. A great teacher is always learning and realizes the classroom is a two-way environment. By continuously modifying teaching styles and blending different strategies, teachers (and employees and managers) can improve their skills on a regular basis. Self-regulated learning and continuous improvement are huge.

Payback

I have acquired my passion for teaching through experience and outcomes in the real world. Often the audiences for my photonic and electronic technical presentations would say that I should become a teacher. I have now followed this advice in this post-retirement phase of my career. People need role models. Our role models need to be passionate about what they do, whether it is teaching or leading organizations and people.

The “slope” of scientific discovery continues to increase. As a scientific community, we learn more each year. I feel that it is essential to give today’s students a fundamental chemistry education and a sense of the thrill and excitement that comes with scientific discovery. I believe that my applied experience in materials, product development and technology transfer at Bell Labs and classroom and academic program management at Georgia Tech have been an asset and a key component in making learning “fun” for our superb undergraduates, even for technically complex courses.

William J. Baron - 2016

William J. Baron, Ph.D.
Director, Undergraduate Studies
School of Chemistry & Biochemistry
Georgia Tech



Bill graduated from SUNY Buffalo with a B.A. in Chemistry in 1968. After leaving SUNY Buffalo, he earned a Ph.D. in Organic Chemistry from Princeton University, and performed post-doctoral research at der Ruhr Universität Bochum (Germany) and Columbia University. He joined AT&T Bell Laboratories in 1974 as a Member of the Research Staff.

He retired in June 2002 as the Bell Laboratories Director of optical fiber cable technology at Lucent Technologies - Bell Labs main fiber optics facility in Atlanta, Georgia USA, where he had been located since 1990. Bill was responsible for global optical cable product design and development. Prior to joining the fiber optics business, he managed a variety of manufacturing process development technologies at the Bell Labs Engineering Research Center in Princeton, New Jersey, as a member of research staff, research leader and department head.

Dr. Baron has broad-based expertise in telecommunications and associated manufacturing operations, which include fiber optics, electronic circuit assembly, semiconductor processes, environmental and materials technology. He has over 28 years' experience with Bell Laboratories in various levels of technical management. His management responsibilities have included R&D, product design, product development, manufacturing process development, manufacturing engineering, installation engineering, environmental health & safety and fiber outside cable and premise cable manufacturing operations.

He was also a strong advocate for constraint management as a methodology for multi-project product development.

In August 2002, he joined the Georgia Institute of Technology as a Senior Academic Professional in the School of Chemistry and Biochemistry. He is currently Director of Undergraduate Studies for the School of Chemistry and Biochemistry. Bill's responsibilities included chairing the Undergraduate Curriculum Committee, providing administrative supervision and support for the freshmen chemistry program and upper level lab coordinators (Analytical, Organic, Physical, and Biochemistry labs); overseeing undergraduate advisement; and for nine years chairing the GT Chemical and Environmental Safety committee.

William J. Baron

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EDUCATION

B.A.	Chemistry	1968	SUNY Buffalo (Advisor, Prof. Albert Padwa)
Ph.D.	Organic Chemistry	1972	Princeton University (Advisor, Prof. Maitland Jones)
Post Doc	Organic Chemistry	1973	Ruhr Universitat, Bochum, Germany (Advisor, Prof. Wolfgang Kirmse)
Post Doc	Organic Chemistry	1974	Columbia University (Advisor, Prof. Nicholas Turro)

CURRENT (Georgia Tech, School of Chemistry and Biochemistry)

2002-Present: Senior Academic Professional in the School of Chemistry and Biochemistry,

2002-2010: Director, Freshman Chemistry Program, responsibilities included a long range vision and planning for freshmen program; introduced common syllabus and common exams; introduced original IR-PRS system and optical scanning of exams across CHEM 1310 program. working with faculty and other colleges to establish new CHEM 1211K, 1212K and refocused CHEM 1310 courses, established course content and textbooks.

2011-2016: Director, Undergraduate Studies, responsible for BS Chemistry, BS Biochemistry, Chemistry minor and Biochemistry minor programs. This includes curriculum management and planning, managing undergraduate academic advisement program, UG student support, supporting laboratory coordinators in upper division lab courses, course scheduling and lab capacity management, UG awards program, managing degree audits, UG blog, supporting laboratory renovation, FASET management, and initiating Pre-Health Science degree tracks for Biochemistry and Chemistry majors.

Instructor: Courses taught include Organic Chemistry (CHEM 1315, 2311 and 2312), General Chemistry (CHEM 1310), Freshmen Seminar (GT 1000) and Seminar Series (CHEM 2801 S). Recipient of a 2016 Vasser Woolley Award for Excellence in Instruction from the School of Chemistry and Biochemistry.

Committees: Chair of the GT Chemical and Environmental Safety Committee (2007 to 2016) and member of GT Environmental, Health and Safety Council (2007 to 2016)

1999-2000: Adjunct Professor, Georgia Institute of Technology, School of Chemistry and Biochemistry, while working at Bell Laboratories taught 3 CHEM courses and co-taught 1 MSE special topics course with Prof. C. P. Wong.

PRIOR WORK HISTORY: 1974-2002 AT&T Bell Labs and later called Lucent Technologies - Bell Labs

8/74 - 8/78	Member of Research Staff, Bell Labs-Engineering Research Center (ERC), Princeton New Jersey, Chemical Process Group
8/78 - 2/79	Member of Research Staff, ERC, Electronic Circuit Imaging Group
3/79 - 5/82	Research Leader, ERC, Polymer and Analytical Process Group
6/82 - 9/83	Research Leader, ERC, Interconnection Processes Group
10/83 - 6/86	Department Head, ERC, Advanced Materials and Thermal Processing
7/86 - 5/90	Department Head, ERC, Materials and Environmental Technology
5/90 - 2/92	Department Head, Bell Labs Optical Materials Development and Engineering, Norcross Georgia
2/92 - 11/01	Director, Bell Labs Optical Products Design and Technology, Norcross Georgia
11/01- 6/02	Director, Optical Products Design and Technology, Norcross Georgia (<i>after Furukawa acquisition</i>)

GEORGIA TECH TEACHING ACTIVITIES (2002 to present)

- Courses taught: General Chemistry, Survey of Organic Chemistry, Organic Chemistry I, Organic Chemistry II, special topics seminar series and the freshmen seminar.
- Managed Freshmen Chemistry program that impacts about 2500 students per year (2002-2010). Established common syllabus, common exams, course administration and management for Chem 1310 - General Chemistry. Continued to "reengineer" the freshman chemistry program and supervised associated personnel. Supported about 12 faculty per year that teach general chemistry.
- Established Peer Led Team Learning workshop trials in General Chemistry. Project Plan developed, course structure developed, identified, interviewed, hired, trained and evaluated undergraduate facilitators.
- Chaired committee that selected new general chemistry textbook and associated web technology. Managed reengineering of freshmen chemistry from a one semester general chemistry course to a two semester sequence for chemically oriented majors
- Managed transition from General Chemistry course to new CHEM 1211K, 1212K, and refocused CHEM 1310 courses, included review and approval across GT schools and colleges.
- Supervisory support for academic professionals that coordinate General chemistry labs, Inorganic Labs, Analytical labs, Physical Chemistry labs, Organic labs, Biochemistry labs and Capstone labs.
- Established end-of-course lab practicals across all undergraduate labs.
- Oversee training and evaluation for over 75 graduate teaching assistants per year (2002 to 2010).
- Established a teaching assistant performance evaluation process (2003-present). TAs have a written evaluation 2 times per semester.
- Established personal response system in General Chemistry course, now used by over 3000 chemistry course students per year. Survey result: 85% of students feel utilization of the PRS system enhanced their learning experience.
- 2010 awarded College of Sciences Faculty Mentor Award
- Establish course schedules and teaching assignments for faculty. Utilized Constraint management principles for planning and staffing all undergraduate courses.
- Undergraduate Academic Advisor for about 50 students per semester and management of overall school advisement program

SAFETY (2002 to 2016)

- Chaired school safety committee (2002-2006) and Right to Know coordinator for department. This includes faculty, staff and students. Established safety training course for first year graduate students.
- Establishing a culture change within the department to drive safety responsibility and accountability into the research groups and teaching labs.
- Developed and implemented a department wide safety self-inspection program. This included tracking and corrective action reviews.
- Supervisory responsibility for design and implementation of chemical inventory system in the School of Chemistry and Biochemistry. Developed Emergency Response Plan for buildings associated with the School of Chemistry and Biochemistry.
- Revised departmental safety website and associated safety manual to web based interactive resources.

Geoffrey G. Eichholz Faculty Teaching Award
Student Recommendation Letter
Nominee: Dr. William Baron

As a student at Georgia Tech, one of the biggest impediments I see to learning is not the difficulty of the material, but rather how a professor treats his class when it is clear that the lecture material has become difficult or confusing. Dr. Baron is a master at making challenging material seem doable and possible. Another area Dr. Baron excelled in was providing an environment where students felt optimistic and motivated while struggling to learn complex material. Dr. Baron was my professor for Organic Chemistry 2 (CHEM 2312), and no professor in my three years of experience in academia has been better at providing an uplifting atmosphere for students who conceptually understood very little of what they needed to know. Dr. Baron's lectures were informative and very helpful, but organic chemistry is a subject that requires a lot of work outside the classroom to truly master. Not every student has the drive to pursue this monotonous and very challenging task, but Dr. Baron was able to encourage most of his class by simplifying the most difficult material into building blocks that students could start with and grow from. In addition, I always felt like he was on my side because he offered tutoring sessions, plus sessions, office hours, Tegrity recordings of every class, and from the very first day of class advertised an expanding list of helpful resources for organic chemistry. He never makes students feel embarrassed or stupid. For struggling students, there was no easier way to get help than to simply go to Dr. Baron and ask for advice. He always provided encouragement and helped students develop a new game plan, never once did I see or hear of him make a student feel hopeless in his class.

Dr. Baron also made sure never to spring a very difficult topic on an unprepared class, so we were always ready for the most challenging material. Dr. Baron was always prepared to teach each lecture with engaging insights and innovative techniques. In one class, he paused the lecture and showed a video about magic math as a prelude to the type of chemistry we would be covering. While this seems like an unimportant detail, this in fact made a lot of students feel very comfortable with the difficult topic we were about to cover simply because we had a professor who acknowledged that sometimes a reaction mechanism can be very confusing and really does seem like 'magic.' Dr. Baron recognized that even though he completely understood every detail of our organic chemistry class, it was completely foreign to most students in his lecture and the logic behind the science was not yet clear for us.

In addition to his efforts in the classroom, Dr. Baron also worked as an advocate for students interested in pre-medicine tracks. To me, this is a testament to his citizenship as a professor and commitment to making a genuine impact on the lives of his students. As an organic chemistry professor, many of Dr. Baron's students have lofty aspirations in the pre-medicine or pre-dental fields, and so he made sure to make brief in-class announcements regarding important lectures or talks that might be interesting for pre-med students. Perhaps most significant was the "How to Get Into Medical School" seminar that he organized with two doctors from Emory Medical School. This talk was a major player for me in convincing myself that medicine is the right path for me, and it was through Dr. Baron that I learned of the seminar. Organic chemistry has been a challenging subject for me. When I first took Organic Chemistry One, I dropped the class, and when I was finally able to retake the class it was a grueling, discouraging process. I was dreading having to take Organic Chemistry 2 but luckily I had the privilege of taking it with Dr. Baron. At the end of the course, when studying for the ACS

national organic chemistry exam, I realized how much I actually enjoy organic chemistry as a whole. Dr. Baron was able to explain the logic of the science to me in Organic Chemistry 2 so well that I found myself finally understanding Organic Chemistry 1. Dr. Baron was a caring, engaging and innovative professor who was able to make difficult material fun and most importantly understandable, and I sincerely believe that there is no better candidate for the Geoffrey G. Eichholz Faculty Teaching Award.

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January 5, 2017

To Whom It May Concern:

I am writing in support of Dr. William J. Baron who has been nominated for the Geoffrey G. Eichholz Faculty Teaching Award. I am a second year student that had the privilege to enroll in Dr. Baron's Organic Chemistry II class during the Fall 2016 semester and am thus fully familiar with the outstanding techniques he utilizes to facilitate student learning.

During class time, Dr. Baron promotes conceptual understanding of chemical fundamentals by annotating the lecture slides provided to the class and drawing all relevant mechanisms. After a period of lecture, Dr. Baron delivers clicker questions that are similar in difficulty to exam questions in order to prepare students to have the ability to apply the concepts learned to a new situation. By using the feedback from these questions, Dr. Baron pinpointed common areas of misunderstanding and adjusted his explanations accordingly. Furthermore, Dr. Baron promoted student growth by allowing students to drop their lowest midterm grade out of a total of five midterms given throughout the course of the year.

Outside of class, Dr. Baron provides numerous resources to facilitate student growth. He posts the annotated lecture slides and videos of all of the lectures online after class. Dr. Baron also dedicated countless hours over the course of the semester to hold two optional one-hour help sessions each week, in which he addressed student questions clearly with detailed mechanisms. Numerous additional summaries were posted online and, due to student feedback from a prior semester, there were no required homework assignments. This granted students the flexibility to study in the fashion that helped them the most. For example, I learned best by reading the textbook, making flashcards, working practice exams, and attending PLUS sessions, all of which I would likely not have had time for if we were assigned additional homework assignments.

I can confidently claim that Dr. Baron's outstanding teaching styles in Organic Chemistry II greatly facilitated my learning in the course and established a solid foundation for my chemistry and chemical engineering education at Georgia Tech. If you have any further questions, please feel free to contact me at the phone number and/or email address listed above.

Sincerely,



Angela Rao