Application Summary

Competition Details

Competition Title:	2020 Eichholtz Faculty Teaching Award
Category:	Institutional Awards - CTL
Award Cycle:	2020
Submission Deadline:	03/02/2020 at 11:59 PM

Application Information

Submitted By:	Mostafa El-Sayed
Appplication ID:	4311
Application Title:	Pamela Pollet
Date Submitted:	02/28/2020 at 8:33 AM

Personal Details

Applicant First Name:	Pamela
Applicant Last Name:	Pollet
Email Address:	pamela.pollet@chemistry.gatech.edu
Phone Number:	(404) 385-4484

Primary School or Department
School of Chemistry and Biochemistry

Primary Appointment Title:	Senior Research Scientist

Application Details

Proposal Title
Pamela Pollet

Georgia Institute of Technology

M.G. Finn, Ph.D.
Professor and Chair, School of Chemistry & Biochemistry
Professor, School of Biological Sciences
Chief Scientific Officer, Children's Healthcare of Atlanta
Pediatric Technology Center

February 17, 2020

To Whom It May Concern:

It is my pleasure to nominate **Dr. Pamela Pollet** for the **Geoffrey G. Eichholz Faculty Teaching Award**. Dr. Pollet's career has followed an unconventional path that has stimulated her to incorporate innovation into research, teaching and service in very effective ways. It is the combination of her ability to connect with students at every level and her desire to flavor her instruction with the excitement and value of research that makes her an outstanding candidate.

Dr. Pollet began her career at Georgia Tech in 2002, as a Research Scientist II following post-doctoral positions in Britain and the U.S., and a decade in research leadership positions in the chemical industry. She was promoted to Senior Research Scientist in 2009, and to Academic Professional in 2016 in recognition of her essential contributions to our instructional program. She has also served for the past eight years as chair of the School of Chemistry and Biochemistry's safety and risk management committee. As I hope to make clear below, Dr. Pollet brings a unique mixture of research perspective, practical knowledge, and teaching skill to the classroom, and has thereby made a major impact on our foundational core courses.

Dr. Pollet has been a major contributor to our core curriculum in organic chemistry, having taught CHEM 2311 (Organic Chemistry I) in the fall and summer of 2018 and 2019, and CHEM 1315 (Survey of Organic Chemistry) in the spring of 2018 and 2019, and both the fall and spring of 2016 and 2017. In total, this includes more than two thousand students in the past five years. Yet her style is extraordinarily personal: she maintains an active and positive relationship with students and spends a lot of time with individuals. She schedules copious office hours for the students, extra homework help sessions a couple of hours every week, and uses technology effectively to connect with large groups. Dr. Pollet records all her lectures which are then posted for students to review and uses in class "clicker" questions. Her course format can be described as hybrid between "flipped" and traditional formats, in which students watch asynchronous lecture videos before each chapter, freeing valuable lecture time for interactive problem-solving sessions.

In the past five years, Dr. Pollet's student ratings have been outstanding, consistently between 4.4 and 4.8 for class sizes of more than 150 students with an average response rate of 95 %. Over this time she has received 15 unsolicited "Thank a Teacher Awards". Representative written comments include:

- "Dr. Pollet is the best teacher I have ever had. If I were to name all of the strengths she had this would be an essay. Dr. Pollet is so excited and passionate about the material and I can say that she gave me a passion for it as well!
- "Very connected to her students and super helpful"
- "Pollet is the nicest professor I've ever had. She really cares about her students, and makes class fun."
- "Greatest strength is the learning styles that she taught with as well as making the class actually interesting. I find that most teachers lack what Dr. Pollet embodied the most, passion. And when you have passion for the subjects, the students naturally try to replicate that in learning."
- "Most definitely the best professor I have had at Georgia Tech.

As these comments indicate, Dr. Pollet is dedicated to the promotion of the scholarly growth and general welfare of the students in her classroom, with the same level of attention and care as for her research mentees and academic advisees. But even more telling than the numbers is her insight and her understanding of their issues. Students come to her help sessions and office hours and talk with her *a lot*. She listens and provides meaningful support to both strong and marginal students. In addition, Dr. Pollet is an outstanding research mentor, and she brings unique perspectives to the classroom derived from her core conviction that teaching and research are mutually reinforcing. Even in the most basic of classes, she brings the results of research to the discussion and thereby generates real excitement for learning and creativity.

Last summer, Dr. Pollet constructed a new organic chemistry course for the College of Science study abroad program - BEST Lyon in France. The course was designed to be a hybrid between an on-line and in-person course to provide students the flexibility needed for the study abroad program and still utilize in-person time in the most engaging and interactive way. To this effect, she utilized recorded videos, graded on-line discussions that integrated chemistry within the program's cultural activities (for example, exploring the role of chemistry in art restoration and wine-making). The posts from the students were far-ranging; from the chemistry of the macaron, sun-screens and blue cheese to the chemical structures of paint pigments, lubricants, and varnishes and the addictive compounds in coffee and chocolate. These contributions promoted deeper understanding of the fundamental concepts covered in the course. In response, students rated the course very highly: "Considering everything, the instructor was an effective teacher": **4.9** (Item # 21); "Instructor ability to stimulate interest": **4.9** (Item #18), "Amount learned": **4.9** (Item #6).

Our School maintains a rigorous program of faculty peer evaluation of teaching effectiveness, and Dr. Pollet's classroom performance is routinely highlighted as exemplary by this panel. Representative comments are provided below. For those accomplishments, Dr. Pollet was presented with the 2017 Vasser Woolley Award for Excellence in Instruction from the School of Chemistry and Biochemistry.

Faculty peer evaluations:

- "Dr. Pollet has a unique class interaction that is highly successful with a very challenging course (large, non-majors). It is impressive to watch the class chatter dissipate as she settles them into the lecture. .. Dr. Pollet does an excellent job, she is unique in her ability to handle this type of class."
- "Dr. Pollet creates a unique environment for learning. I would describe it as exceptionally friendly and collaborative." She excels at creating a friendly, collaborative learning environment. The level of student engagement was exceptional…"
-

Dr. Pollet also co-leads the organic chemistry tutoring program for all organic courses (CHEM 1315, CHEM 2311, CHEM 2312, CHEM 2313 and CHEM 2380). Each semester, this program involves about 30 teaching assistants, supporting more than 200 students, who make about 1400 visits.

In our School, navigation of the core curriculum is paired with intensive academic advising for our majors. Dr. Pollet is the Academic Advisor to about 20 undergraduate Chemistry & Biochemistry students. She guides them in course planning toward graduation and beyond, emphasizing the setting of short and long terms goals and encouraging students to think ahead. To set the tone, she very much likes to quote Dwight D. Eisenhower to her advisees: "In preparing for battle, I have always found that plans are useless, but planning is indispensable" Her approach is to inquire and pose questions to seed further and deeper discussions: "So now let's take a leap in the future; you have your diploma in hand, what will you do the next day when you get up? "What do you see yourself doing when you are about 40 years old? What's your plan to get there?" While the nuts and bolts of reaching graduation are important, Dr. Pollet is committed to doing all she can to see her students well equipped for fulfilling careers and full lives.

In summary, Dr. Pollet is an extraordinarily well-rounded contributor to our foundational courses and to the students who take them. I nominate her with great enthusiasm for the Geoffrey G. Eichholz Faculty Teaching Award. Appended to this letter is Dr. Pollet's statement on her teaching philosophy and practices, as well as a complete overview of her teaching evaluations.

Sincerely,

M.G. Finn, Ph.D.
Professor and Chair, School of Chemistry & Biochemistry

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Pamela Pollet
REFLECTIVE STATEMENT ON TEACHING

"Oh, I hated organic chemistry!"—This is the consensual and instinctive response of a vast majority of individual's right after I shared that I teach organic chemistry. Likewise, more often than not, students come to organic chemistry with apprehension and even horror stories from friends or family members. My response is simple: keep an open mind and let's take a look at organic chemistry together. I enjoy teaching organic chemistry and especially love introductory level and undergraduate research courses. Mostly, because these are windows to a new and unsuspected world for students: architecture at a molecular level.

With organic chemistry, students can build a systematic knowledge of the principles that govern atoms, molecules and ultimately reactions. It provides them with an entry into complex concepts and intricate molecular assemblies. By experimenting with scientific intricacies, students have the opportunity to sharpen rigorous, logical thinking and to build an understanding of the molecular world we live in. *Scientific rigor* is a far reaching but acquired skill which demands effort and practice. It is about observing, assessing, questioning and constantly refining your thought process. With the support of primary literature, such as research articles, students can build their scientific literacy and appreciate experimental pursuits. I found that it is so much more insightful to learn a reaction from the scientists who uncovered it, gathered the experimental results, formulated and tested hypotheses than from a polished textbook. Those examples make "chemistry on paper" comes to life. With "*real-world"* examples, we can meaningfully connect with our everyday world; but also critically challenge everything and everyone. Why is this reaction important? Why should we care? These questions are doors to discuss commercial processes, cutting-edge research happening on campus, laboratory protocols from instructional labs or biological processes. Every week, I hope that students and I do more than learn organic chemistry. We go on a journey of discovery.

Effective teaching in my view does more than transmit knowledge, for it supports, encourages and challenges students to meet their full potential. American universities are at the forefront of sustainable and relevant education-- i.e., an education that is instrumental in shaping a responsible citizenry in a globalized world. Globalization has been a fact in our universities for many years and diversity of the student body appears in the form of educational and social backgrounds, academic goals and interests, cognitive abilities as well as cultures, ethnicities, genders and personalities. My own (international, social, corporate and academic) experiences have given me insight into both the challenges and opportunities of the internationalized and diverse classroom. Organic chemistry can play a special role in this context, since its "language" is recognized and understood worldwide crossing cultural and physical boundaries. As philosopher John O'Donahue and poet David Whyte articulated: "The discipline of asking beautiful questions shapes more beautiful minds". At the risk of appearing biased, I cannot think of a better discipline than organic chemistry and a better place than Georgia Tech to do just that.

POLLET PAMELA
TEACHING EXCELLENCE

A. THANK A TEACHER AWARDS

Since I begin to teach undergraduate courses in Fall 2013, I have been the recipient of fifteen "Thank-a-Teacher" Awards. For the first time last semester (fall 18) Khaled Al-Kurdi, one of my teaching assistants, has also received a "Thank-a-Teacher" Award. I am most please at his accomplishment and grateful that he was rightfully recognized by one of our students. Few excerpt of the comments and letters are below:

From Ngoc-Tram Huynh

> "Thank you Dr. Pollet for being such a patient and enthusiastic professor! You were always so helpful and understanding when I needed help, and I want you to know how much I appreciated your excellent teaching and kindness."

Anonymous:

"…your passion and enthusiasm for the subject really shows in class, and it has helped me remember why I think chemistry is so cool. I can also tell that you want your students not only to succeed in the course, but to enjoy it, as well. .."

Anonymous:

> " Thank you so much Dr. Pollet for being more than a wonderful teacher but also a warm smile that make mistakes seem okay, and failures just one step closer to success. You are not only a great mentor and role model, but a bubbly personality that embodies care and faith in your student. All the little things you have done to help me along the way has been critical advice that I try to follow in order to be successful. Thank you again, and I hope you continue to impacting the lives of your student as you have done for me."

From Lo Christopher:

> "…I had heard horror stories about organic chemistry—that it was difficult, require a lot memorization, and just plain dreadful. But you proved that to be wrong…" "Thank you for making organic chemistry an experience I will cherish for a long time"

From Alexa Schlein:

> "..I really enjoyed your lectures and seeing you in office hours… and I certainly appreciate chemistry more than ever before"

From: Anna Rappaport:

> "Professor Pollet, being introduced to the realms of organic chemistry by you was incredible…..Thank you for making sure that we, as students, were doing okay – with regards to class as well as our mental health. …Thank you for helping me learn how to get on the magic school bus and ride around molecules until I understood chirality… "

B. COURSES PORTFOLIO

Courses taught in the past five years as Instructor of records unless indicated otherwise. A brief description of the courses is provided at the end of the table.

TERM	YEAR	COURSE		CLASS SIZE	CO-INSTRUCTOR	COMMENTS
FALL	2014	CHEM	1315	176	N/A	
SPRING	2015	CHEM	2312	175	N/A	
		CHEM	8002	33	N/A	**New** course content
		CHEM	2699	1	N/A	
SUMMER	2015	CHEM	2311	70	Dr. M. Evans	
FALL	2015	CHEM	1315	178	N/A	
		CHEM	2698	1	N/A	
SPRING	2016	CHEM	1315	151	N/A	
		CHEM	8002	22	Dr. S. Marder	
		CHEM	2699	1	N/A	
		CHEM	4698	1	N/A	
		CHEM	4699	1	N/A	
SUMMER	2016	CHEM	4698	2	N/A	
		CHEM	4699	1	N/A	
FALL	2016	CHEM	1315	159	N/A	**New** course content
		CHEM	4698	1	N/A	
		CHEM	4699	1	N/A	
SPRING	2017	CHEM	1315	149	N/A	
		CHEM	8002	49	N/A	
		CHEM	2699	1	N/A	
		CHEM	4698	1	N/A	
		CHEM	4699	2	N/A	
SUMMER	2017	CHEM	2311	24	Dr. C. Tyson	Abroad-BEST program
		CHEM	4698	3	N/A	
		CHEM	4699	2	N/A	
		CHEM	4694	2	N/A	
		CHEM	4695	1	N/A	
FALL	2017	CHEM	1315	179	N/A	
		CHEM	4698	1	N/A	
		CHEM	4699	2	N/A	
SPRING	2018	CHEM	1315	177	N/A	
		CHEM	8002	33	Dr. C. Fahrni	

		CHEM	4698	1	N/A	
		VIP	X601	10	N/A	**New course** (CHEMFLOW)
SUMMER	2018	CHEM	2311	15	Dr. M. Evans	Abroad-BEST program
		CHEM	4695	1	N/A	
FALL	2018	CHEM	2311	328	N/A	
		VIP	X601	17	N/A	CHEMFLOW
		CHEM	4695-I	1	N/A	
		CHEM	4695-A	3	N/A	
		CHEM	4698	2	N/A	
SPRING	2019	CHEM	1315	171	N/A	Pilot a **new** course in coordination with School and Division
		CHEM	8002	33	Dr. S. Marder	
		VIP	X60X	14	N/A	CHEMFLOW
		CHEM	4698	2	N/A	
SUMMER	2019	CHEM	2311	16	N/A	Abroad-BEST program. **New** format: hybrid distance learning & in-person
		CHEM	4695	3	N/A	
FALL	2019	CHEM	2311	235	N/A	
		VIP	X60X	12	N/A	CHEMFLOW
		CHEM	4698	2	N/A	

DESCRIPTION OF COURSES:

CHEM 1315: Survey of organic chemistry as the basis for biochemical processes and commercial applications. For non-majors and non-health tracks.

CHEM 2311: An introduction to structure and reactivity of organic molecules. Core course. For Majors, CHBE and health tracks.

CHEM 2312: The second course in the series dealing with the structure and reactivity of organic molecules. For Majors, CHBE and health tracks

CHEM 2698: Independent research conducted under the guidance of a faculty member.

CHEM 2699: Independent research conducted under the guidance of a faculty member.

CHEM 4695: Undergraduate Internship for academic credit, Juniors and Seniors only

CHEM 4698: Independent research conducted under the guidance of a faculty member.

CHEM 4699: Independent research conducted under the guidance of a faculty member.

CHEM 8002: Information Resources for Chemists and Biochemists including Responsible Conduct in Research/Scientific Ethics. Mandatory for all incoming first year chemistry and biochemistry graduate students.

VIP X60X: CHEMFlow. Green chemistry and engineering are creating a culture change for the future direction of industry. Flow chemistry will be an essential tool to sustainable and tailored chemical-based processes. This project will design, build, test, and evaluate prototypes of flow reactors for targeted chemical processes. https://www.vip.gatech.edu/teams/chemflow

C. Vasser Woolley Award

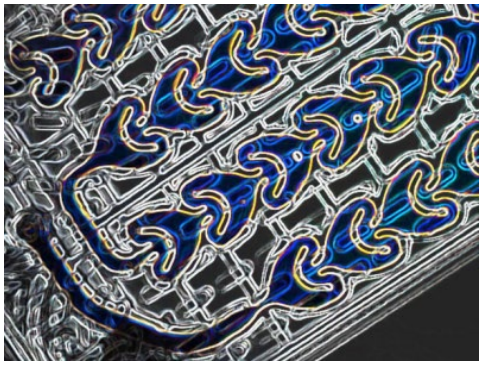
In Spring 2017, I was the recipient of the 2017 Vasser Woolley Award for excellence in Instruction from the School of Chemistry and Biochemistry. The award is a school-wide award open to tenure and non-tenure track academic faculty.

D. Mentoring, research and instruction

The process of discovery is exciting! For this reason, undergraduate research is a unique experience that can significantly impact a student's professional growth, career, and personal path. Research can consolidate learning and deepen the understanding of fundamental concepts from core courses. Early exposure to "real-world" research, setbacks and breakthroughs is a life-long insight. In 2017, I worked closely with two undergraduate students, Alex Aw and Marshall Fritz, on providing a blueprint to transfer chemical processes from batch to flow mode with the proof of concept reaction of diphenyldiazomethane with p-nitrobenzoic acid. With guidance, Alex (a business major) and Marshall (a chemical engineering major) worked collaboratively. As a result, they shared first co-authorship of the peer-reviewed manuscript entitled "Continuous Flow Chemistry: Reaction of Diphenyldiazomethane with p-Nitrobenzoic Acid" published in the Journal of Visual Experimentation (J. Vis. Exp. 2017, (129) e56608, doi:10.3791/56608.) The video article is avialble to view on the link below: https://www.jove.com/video/56608/continuous-flow-chemistry-reaction-diphenyldiazomethane-with-p

After graduation Alex joined the Mercer Medical School and Marshall has applied this fall (18) to graduate schools. The success of Alex and Marshall's was the foundation to the VIP (Vertically Integrated Project) course, CHEMFLOW, which has now been offered for three semesters.

Flow synthesis enables *in-situ* generation and subsequent use of highly reactive intermediates or reagents in an effective and safe manner. With continuous technologies, chemical pathways that presented risks that were not satisfactorily manageable in batch-mode (at research and industrial scales) are now viable. Furthermore, chemical transformations in flow mode are benefitting from enhanced mixing and heat transfer capabilities in tubular reactors. In the "ChemFlow" VIP course, undergraduate students from freshman to senior levels across disciplines (Chemical Engineering, Chemistry, Biochemistry, Material Sciences and Engineering, Computer Sciences) are contributing to creative research. The students conduct research in teams under the mentorship of a post-doctoral associates. In weekly group meetings, students present their results, propose "next" experiments to advance the project, review and critic literature articles for the group. Accurate and rigorous record-keeping is integral to the course and assessed. The results of their research efforts is to be published in peer-review publications and presentations with students as co- authors. In addition, one of the project in the VIP course is aiming at developing experiments that introduced flow chemistry in undergraduate instructional curriculum. Students from the VIP course made a video of their project. The video can be accessed on the link below:



https://youtu.be/IX7y9m2R978
More information can be accessed in this link:
http://www.vip.gatech.edu/teams/chemflow

E. Public and Community Service

2019	NCUR (National Conference for Undergraduate Research)- Reviewer
2018	Science Fairs, Atlanta Public School - Inman middle school, Atlanta (Judge)
2010-2015	Outreach activities with the Center for Chemical Evolution, Science nights at Morningside Elementary School
2008	International Science Fair, Atlanta (Judge)
2005-2010	Science fairs, DeKalb County, Atlanta (Judge)

F. Research, Scholarship, and Creative Activities

Publications: 5 Book Chapters, 62 Journal papers (peer-reviewed), 8 Patents.

h-index = 23

Average citation per item 17.78
Sum of times cited: 1,901
Citing articles: 1,497
ISI Researcher ID K-3381-2012

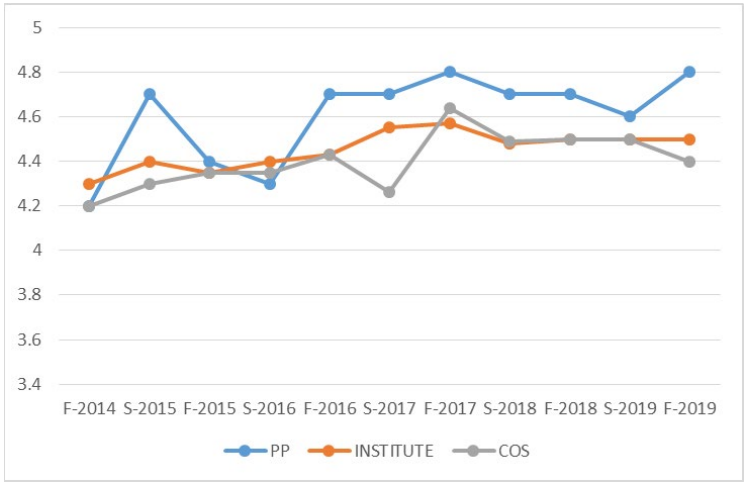
G. CIOS Scores

Course Surveys (CIOS) in past five years

Item 10: Considering everything, the instructor was an effective teacher

TERM	YEAR	COURSE		CLASS SIZE	INTER-POLATED MEDIAN	5: STRONGLY AGREE	4	3	2	1:STRONGLY DISAGREE	N/A
FALL	2014	CHEM	1315	176	4.2	67	52	29	12	1	0
SPRING	2015	CHEM	2312	175	4.7	99	41	16	2	1	0
FALL	2015	CHEM	1315	178	4.4	79	53	28	7	1	0
SPRING	2016	CHEM	1315	151	4.3	58	58	17	2	0	0
FALL	2016	CHEM	1315	159	4.7	82	42	11	3	0	1
SPRING	2017	CHEM	1315	149	4.7	83	39	11	3	0	0
FALL	2017	CHEM	1315	179	4.8	116	40	8	1	0	0
SPRING	2018	CHEM	1315	177	4.7	101	49	11	1	0	0
FALL	2018	CHEM	2311	328	4.7	186	84	32	7	0	0
SPRING	2019	CHEM	1315	171	4.6	79	40	10	5	2	0
SUMMER	2019	CHEM	2311	16	4.9	12	1	0	0	1	0
FALL	2019	CHEM	2311	235	4.8	161	40	9	1	1	0

		NORMATIVE		
TERM	PP	CLASS SIZE	INSTITUTE	COS
F-2014	4.2	>99	4.3	4.2
S-2015	4.7	>99	4.4	4.3
F-2015	4.4	>99	4.4	4.4
S-2016	4.3	>99	4.4	4.4
F-2016	4.7	>99	4.4	4.4
S-2017	4.7	>99	4.6	4.3
F-2017	4.8	>99	4.6	4.6
S-2018	4.7	>99	4.5	4.5
F-2018	4.7	>99	4.5	4.5
S-2019	4.6	>99	4.5	4.5



F-2019	4.8	>99	4.5	4.4

Item 6: "How much would you say you learned in this course?"

TERM	YEAR	COURSE		CLASS SIZE	INTER-POLATED MEDIAN	5: EXCEPTIONAL	4	3	2	1:VERY POOR	N/A
FALL	2014	CHEM	1315	176	4.1	58	60	31	12	1	0
SPRING	2015	CHEM	2312	175	4.1	52	66	29	9	3	0
FALL	2015	CHEM	1315	178	4.0	51	73	31	13	2	0
SPRING	2016	CHEM	1315	151	4.0	43	52	30	6	4	0
FALL	2016	CHEM	1315	159	4.2	50	58	23	5	0	1
SPRING	2017	CHEM	1315	149	4.4	64	46	21	5	0	0
FALL	2017	CHEM	1315	179	4.5	83	58	21	4	0	0
SPRING	2018	CHEM	1315	177	4.1	54	74	26	6	2	0
FALL	2018	CHEM	2311	328	4.6	172	97	39	2	0	0
SPRING	2019	CHEM	1315	171	4.9	108	20	5	2	1	0
SUMMER	2019	CHEM	2311	16	4.9	11	3	0	0	0	0
FALL	2019	CHEM	2311	235	4.8	142	57	11	1	1	1

Item 13: Instructor's respect and concern for students"

TERM	YEAR	COURSE		CLASS SIZE	INTER-POLATED MEDIAN	5: EXCEPTIONAL	4	3	2	1:VERY POOR	N/A
FALL	2014	CHEM	1315	176	4.6	91	45	20	5	2	0
SPRING	2015	CHEM	2312	175	4.7	104	40	11	1	2	1
FALL	2015	CHEM	1315	178	4.7	111	48	6	1	1	0
SPRING	2016	CHEM	1315	151	4.8	99	31	5	1	0	0
FALL	2016	CHEM	1315	159	4.9	123	14	1	1	0	0
SPRING	2017	CHEM	1315	149	4.8	103	24	7	1	0	2
FALL	2017	CHEM	1315	179	4.9	147	12	5	1	0	0
SPRING	2018	CHEM	1315	177	4.9	127	28	7	1	0	0
FALL	2018	CHEM	2311	328	4.8	229	51	25	5	0	0
SPRING	2019	CHEM	1315	171	4.2	56	44	31	3	3	1
SUMMER	2019	CHEM	2311	16	4.9	12	2	0	0	0	0
FALL	2019	CHEM	2311	235	4.9	181	26	6	0	0	0

Georgia Institute of Technology
School of Chemistry and Biochemistry

February 26, 2020

To Whom It May Concern:

It is a great pleasure to write a supporting letter for Dr. Pamela Pollet for the Eichholz Teaching Award since I consider her to be an outstanding educator.

I have known Pamela for approximately 20 years. During this period of time I have observed her interaction with students both in the classroom and in the laboratory. She is one of the most devoted teachers I have ever encountered. She loves the students and works hard to provide them with organized lectures. Her devotion to teaching goes even further. She is constantly working on her lecture material to fine tune her presentations. Her interaction with the students in her class does not stop with the lectures. She conducts small group and one-on-one meetings with the students in her class. She feels that this more personalized interaction will help foster the learning process.

Pamela is personally excited about chemistry and the process of discovery. This excitement is effectively transmitted to the students in her classes. I have often come to her office when she is meeting with individual students and small groups of students. It is obvious that she is making great efforts in helping them understand the intricacies as well as the excitement associated with organic chemistry. Her patience with her students is almost "saint-like." It is obvious her students appreciate all her efforts.

It is important to emphasize that, in addition to her devotion to teaching in the classroom, Pamela is actively involved in research. She helps direct undergraduate involved in undergraduate research, graduate students studying for their Ph.D., and post-doctoral associates who eventually will seek teaching positions at universities. She is active in seeking research grants and has an excellent publication record.

As I attempted to indicate above, Pamela is an excellent teacher who is devoted to her students. She is continually seeking to improve her teach skills to provide the students with an exciting learning experience. There is no question in my mind that Pamela deserves this teaching award.

Sincerely yours,

Charles L Liotta

Charles L. Liotta
Regents' Professor Emeritus
School of Chemistry and Biochemistry

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To whom it may concern,

It is my great honor to write a letter supporting Dr. Pamela Pollet for the Geoffrey G. Eichholz Faculty Teaching Award. I have never met a professor more deserving of this award than Dr. Pollet in my three years at Georgia Tech. She encompasses the character, dedication, and kindness required to encourage her students to achieve success. Her lively passion for organic chemistry motivates her students to find that same drive for their own majors. Additionally, her impact extends far outside the classroom as she instills in her students the true grit of problem solving and the resolve to never give up.

Within the classroom, Dr. Pollet offers a warm, enriching environment where students feel welcome to share their questions, comments, or concerns on the topics at hand. Even though the course load is indeed challenging, Dr. Pollet utilizes the resources available to create engaging material. She records videos for each of her lectures that explain the concepts in grave detail and includes worked out examples. She makes a classroom of 200 students feel like 20, and her light-hearted demeanor and expertise encourages students to ask any question no matter how simple with full confidence that they will receive a clear, comprehensible answer.

She prioritizes the needs of her students above her own as she makes herself easily accessible. A professor's reaction to a student struggling with lecture material deemed too difficult to understand is a true testament of their character. As a professor of organic chemistry, Dr. Pollet was consistently faced with this challenge, yet she catered to the individual needs of every student. I experienced this interaction firsthand in the fall of my sophomore year when I was enduring some of the most challenging times in my personal and academic life. I had fallen behind in my organic chemistry course and was beginning to feel the ominous feeling of failure. I knew I needed immediate help, but due to my busy schedule, it was impossible for me to attend her allotted office hours that week. I emailed her requesting to meet at a separate time, and she did not hesitate to prioritize time to personally help me. I did not get out two words before I visibly began to break down under the immense stress I was feeling, and she was determined to explain concepts until I had a concrete understanding of the material. Even though our meeting was only supposed to last an hour, she sat with me for the next three hours patiently reteaching me from the beginning of the unit. However, her dedication and persistence to help me in my journey did not end there. Every week until the final, she worked tirelessly devising innovative strategies that engaged my specific learning style. For example, harnessing the ability to envision molecules in 3D was a crucial skill that I was struggling to comprehend. Since I am a visual learner, Dr. Pollet would use a modeling kit to build these molecules so that I could better grasp their stereochemistry and reactivity. It was evident throughout the semester that she deeply cared for her students and their understanding of the material.

To this day, Dr. Pollet remains invested in my career. Since taking this class, we have continued to meet at least once a semester to discuss future plans, and she is now one of my most trusted mentors. I have yet to come across a professor that is as intentional, supportive, and devoted as Dr. Pollet. She believes in me and is one of my greatest encouragers. I am thankful that Tech has given me the opportunity to not only experience her teaching but become her friend outside the classroom. Her character, dedication to learning, and kind nature has impacted the lives of countless students, and I sincerely believe that there is no other professor as deserving of this award than Dr. Pamela Pollet.

Thank you,

Graham Bryant

Farouk Marhaba
Sophomore, Georgia Institute of Technology

February 16, 2020

To whom it may concern,

I would like to write this letter as a reference for Professor Pamela Pollet whom I have known for the past year. Dr. Pollet was my Organic Chemistry I professor during the Fall 2019 semester, as well as my research advisor for a VIP team I participate in, ChemFlow. However, the impact she had on myself and my peers made Dr. Pollet much more than an expert at her craft.

Dr. Pollet is easily the *best* professor I have had at Georgia Tech. She presented material in specific ways to help facilitate understanding in the class, and made it clear to us that the field of Organic Chemistry was built on fundamental concepts and theories, which she reiterated anytime we moved to a new topic. Because of this, I feel that my Organic Chemistry II class (which I am taking this semester) is much easier than what I had thought coming into the class. Dr. Pollet also reminded us of the ample resources available to us, including optional recitations and review sessions which she organized herself.

During our VIP team meetings, Dr. Pollet made sure that everyone in the room understood the current topic being discussed before moving on to the next one. She often "pop quizzed" us in a light-hearted manner to see if we truly understood the material; if not, she would happily explain what was going on and "dial-down" the complicated jargon within the academic literature being presented. It was something that really helped reduce my imposter syndrome within the organic synthesis field, as I began to understand complicated research step-by-step.

Sure, she taught the material with an emphasis on understanding, but her distinguishing features lie *far beyond* the curriculum. For example, at the beginning of each class, Dr. Pollet made an effort to ask about how everybody's day had been going, and genuinely listened to what people had to say. On Mondays, she spent the first few minutes of class asking people how their weekends were, and engaged in authentic conversation -- of which had *nothing* to do with organic chemistry. My classmates and I mentioned that we've never had a professor genuinely care about students' lives like Dr. Pollet did. It was not only a respectable gesture by Dr. Pollet, but it also increased my attentiveness in the class, as the classroom environment was not unidirectional (like some other classes I've taken). She made it clear that she was available if any of her students needed someone to talk to -- organic chemistry related or not.

I would not hesitate giving Dr. Pollet this Faculty Teaching Award, and I hope the little information I shared demonstrates this. Please reach out to me if you have further questions. I can be reached at

Sincerely,

Farouk Marhaba

Dear Selection Committee,

I am incredibly pleased to have the opportunity to recommend Dr. Pamela Pollet for the Geoffrey G. Eichholz Faculty Teaching Award. She is among the handful of educators who have decisively impacted my academic career, not only as a lecturer, but as a mentor and advisor as well.

I first met Dr. Pollet when I was placed in her Organic Chemistry I section during the Fall 2013 semester. For many chemistry and chemical engineering students, Organic Chemistry I is often the first truly difficult chemistry course, and I was no exception. While the first two or three units were familiar, I was fully unprepared for the onslaught that is reaction mechanisms and synthetic pathways. Throughout the course, I distinctly recall Dr. Pollet being cheerful, kind, patient, and **always** willing to go the extra mile to help her students. I observed this firsthand, as she kindly helped me to improve and learn throughout the semester, ultimately helping me to succeed in her course.

Aside from her acumen as an educator, Dr. Pollet has also clearly demonstrated a special willingness to motivate and invest in her students. In her course, Dr. Pollet utilized real-world organic chemistry examples to illustrate the utility of the course material and motivate the class. One such example was her research group's development of silylamine absorbents for CO_2 capture, which prompted me to ask her about research opportunities with the Liotta lab. While at Georgia Tech, I worked with the Liotta lab for more than three years, during (and after) which Dr. Pollet helped me to develop as a scientist and advised me as I applied to graduate schools and navigated rejections, lack of funding, and ultimately, acceptance. Even since I graduated from Georgia Tech, Dr. Pollet has continued to be an outstanding mentor and a ready source of advice and wisdom. She has clearly shown the desire and ability to impact her students' lives both in and out of the classroom.

Due to her continued excellence in teaching, mentorship, and dedication to her students, I can unequivocally say that there may not be a more deserving candidate than Dr. Pollet for the Eichholz Faculty Teaching award.

Sincerely,

Zachary S. Campbell (ChBE '17)
Ph.D. Candidate
Abolhasani Lab
Department of Chemical and Biomolecular Engineering
North Carolina State University

John P. Pederson, Jr.
350 Ferst Dr. NW Atlanta, GA 30332

February 10th, 2020

To the CTL Award Selection Committee:

I am John Pederson, a third-year chemical engineering undergraduate, and I am writing to endorse Professor Pamela Pollet for the Geoffrey G. Eichholz Faculty Teaching Award. It is a great honor to write to you in such a capacity because, throughout my time here, I can confidently say that Professor Pollet has had the greatest impact on my course of study and on my post-graduation aspirations. It's through her genuine compassion for her students, her contagious excitement for her subject of instruction, and her manifest sense of purpose in the pursuit of teaching that she can achieve such an impact, and I hope that, in the course of this letter, I can convey the excellence that is characteristic of the instruction of Professor Pollet. It is not every day that one has the opportunity to express in writing the extent to which a professor has impacted one's life, nor is it often that one has the opportunity to enumerate and recognize the aspects of a professor's instruction and demeanor that facilitate such an impact, so I will take full advantage of this opportunity for your consideration in the paragraphs that follow.

I have been a student in the ChemFlow VIP Team for four semesters under the direction of Professors Pollet and Liotta, where we have worked to create novel syntheses of pharmaceuticals in continuous flow systems. I was a member of the team during its first semester—Spring of 2018—and it was designed to serve as an introduction to flow chemistry and chemical process research; however, the course provided me with more than the stated goals. I took this course in concert with my first organic chemistry class, and the weekly group meetings served to cement the concepts in my mind. Professor Pollet would contribute explanations of various mechanisms and ideas pertaining to the relevant chemistry, and these active discussions would not only reinforce what I had learned in lecture, but they would instill in me an enthusiasm for the subject and an intuition for chemical discourse that persists today. This course certainly held my fascination outside of the classroom. Her feedback on literature review presentations was encouraging and constructive, and she exhibited great patience and consideration when teaching us the ins and outs of conducting research.

After the first course, I was excited to continue working with the ChemFlow Team in the Fall of 2018. During this semester, our research efforts ramped up significantly as we developed alternative synthetic routes for flow implementation. Upon devising a litany of possible synthetic steps, Professor Pollet provided the requisite guidance to performing laboratory experiments.

Certainly, her technical expertise and passion for the subject are evident, but what she publishes speaks nothing of the considerate and compassionate manner with which she addresses her student's questions, concerns, and conflicts. During that semester, I fell rather ill, but I didn't want to stop working to even go see a doctor. Upon hearing me cough in the hallway, Professor Pollet persuaded me to go see a doctor, and I was quite struck by this level of concern that she had for a student's health and well-being. In general, she is very approachable, polite, and is happy to provide a space where students feel safe to discuss their questions and concerns. I believe these qualities are what separates a mere instructor from a professor who can inspire the best in his or her students.

As I have progressed in my coursework here, I have stayed involved with this team, and it seems that there is always some new insight that Professor Pollet can bring to table, and her door has always been open when I have sought guidance. All-in-all, she facilitated an excellent immersion into the world of chemical research, and this introduction has gotten me to consider pursuing academia after graduation. Professor Pollet manifests the qualities of an effective leader and instructor, both inside and outside of the classroom. She holds a great amount of knowledge and insight in her field, she radiates a contagious enthusiasm for her craft, and she exercises the character to best instruct and inspire her students.

Sincerely,

John P. Pederson, Jr.
Undergraduate Student | **Georgia** Institute of **Tech**nology School of
Chemical and Biomolecular Engineering