Georgia Institute of Technology
H. Milton Stewart School of Industrial and Systems Engineering

CETL Award Committee February 3rd, 2014

Dear Members of the CETL Awards Committee,

I am pleased to nominate Assistant Professor Kamran Paynabar for the CETL/BP Junior Faculty Teaching Excellence Award.

Prof. Paynabar joined our faculty in the fall of 2012, and his teaching has already impressed our faculty and has strengthened the courses he has taught. He has a highly interactive approach to teaching, supported by deep knowledge of his field, that allows him to bring new research findings into the classroom. He has taught ISyE 2028 Basic Statistical Methods, an ISyE core course with 70 students, ISyE 3039 Quality Improvement, a core course in the ISyE Quality and Statistics concentration with 69 students, ISyE 6739 Statistical Methods with 33 students, and is currently teaching ISyE 6810 Systems Monitoring and Prognostics, a core PhD course with 10 students in the ISyE Systems Informatics and Control focus.

As detailed in the letter from Prof. Gebraeel, the syllabus of ISyE 6810 has been substantially improved, incorporating new material developed by Prof. Paynabar that draws on research in system monitoring. Last summer, his first summer at GT, Prof. Paynabar was a research mentor in SURE, the Summer Undergraduate Research Program in Engineering/Science program, helping students make the link between undergraduate education and a future in research. For this coming spring Paynabar has volunteered to advise high school interns from Chamblee Charter High School in the Senior Engineering Capstone (SEC) Experience program.

The very high CIOS scores that Paynabar receives are reflected in the comments from students:

> Without any reservation, Kamran has been the most influential professor that I have had in my four years thus far at Tech. What sets Kamran apart from other professors is his ability to really connect with his students, and create an in-class atmosphere in which every student wants to learn the material NOT just to do well for an exam, but because Kamran makes us understand how it can help us in the "real-world." - N. Buczek

> It is very evident that Professor Paynabar strives to be the best teacher he can. He constantly is open for feedback on the course and his teaching methods and actively addresses any points the students make in order to not only better himself, but also to improve the learning experience of the students. I truly believe he has one of, if not, the best teaching methods I have experienced. – T Lin

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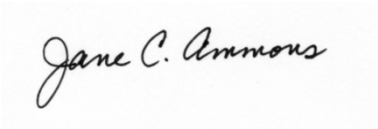
Students particularly note Prof. Paynabar's respect and attention the questions of all students, regardless of the level. He is approachable, yet demands excellent work. He has long and well-attended office hours. Students repeatedly note his availability not just as a classroom teacher, but as a generous mentor and friend outside of class as well.

We have a remarkable teacher in Prof. Paynabar.

Sincerely,



Jane C. Ammons, Ph.D., P.E.
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Reflective Teaching Statement
Kamran Paynabar

My strong passion and enthusiasm for teaching and sharing my knowledge with students was one of the main reasons I chose an academic job. My first teaching experience in the classroom was in high school. I was a senior student teaching Advanced Math to freshmen. Since then I have been fortunate to teach several classes at different educational levels. I have tried different teaching styles and methods, and learned from my successful and unsuccessful teaching experiences. While I am sure that as a junior member of the faculty my teaching philosophy will evolve over time, currently I believe in following teaching principles.

Interactive classroom: Interaction with students during lectures and engaging them to participate in class discussions is the key to expediting the learning process. When I introduce a new concept in class, I encourage students to discuss the topic and express their thoughts, which I later use to explain the concept. I also encourage and facilitate interaction among students by designing in-class group quizzes and activities. During these activities, students form small groups, share ideas, and attempt to solve a practical or theoretical problem. One of my favorite examples is the "gage repeatability and reproducibility" in "Methods for Quality Improvement" class. The goal of this activity is to help students better understand the statistical analysis of measurement systems. I provide each group with a Vernier caliper and a few bolts, and ask each group to measure and record the thickness of bolts several times. Then, students apply statistical techniques they learned in class to analyze the data and produce a report about the measurement consistency of both the whole group and individual members. I have always been amazed by the effectiveness of these group activities in students' learning.

Structured teaching and simplification: A structured method of teaching and clear communication help students learn effectively, and keep them interested in the subject matter. I view the teaching process as solving a jigsaw puzzle. In the beginning of the semester, I provide students with a big picture of the course by discussing the course objectives. Then, whenever I introduce a new topic, similar to fitting a new piece into the puzzle, I explain the relevance of this topic to our big picture and discuss its relationship with other topics. In the beginning of each session, I also briefly review materials covered in the previous session in order to make a smooth transition to a new topic. Furthermore, whenever I teach an abstract statistical tool or theory, I do not begin with equations and Math. I first try to explain the underlying concept of the theory using visual aids including graphs, plots, and/or animated simulations. Then, I try to connect the concept with mathematical expressions and finally, give students a numerical/practical example to understand how the theory can be applied.

Stress-free learning environment: It is imperative to provide a stress-free environment for students to openly interact, ask questions, express their thoughts and demonstrate their capabilities. I encourage students to ask questions, patiently listen to their questions, and passionately answer each question no matter if it is trivial. In class discussion, I treat the students with respect. If their thoughts or answers are not right or relevant, I try to correct them in a way they do not get discouraged. Also, to help students alleviate the exam stress, I prepare a practice exam with a similar format, structure, and length to the actual exam. Another thing that I found helpful in reducing exam stress is holding Q&A and review sessions before exam.

While the above principles shape my teaching style in classroom, they are also relevant to educational outreach beyond the classroom. To promote undergraduate research, I served as a mentor in the Summer Undergraduate Research in Engineering/Science Program at Georgia Tech where I advised an ISyE undergraduate student during a research project. Recently, I have volunteered to advise high school interns from Chamblee Charter High School in the Senior Engineering Capstone (SEC) Experience program (2014).

Illustrations of teaching excellence and impact on student learning

CIOS teaching evaluation scores:

Course	Course Level	Semester	Number of Students Enrolled	Number of Responses	Median Score for "The Instructor is an Effective Teacher"	Median Score for "Instructor's clarity in discussing or presenting course material"	Median Score for "Instructor's respect and concern for students"
ISyE 2028 Basic Statistical Methods	Undergrad	Fall 2012	70	60	**4.9**	4.8	4.9
ISyE 6739 Statistical Methods	Graduate	Spring 2013	33	25	**4.7**	4.7	4.9
ISyE 3039 Quality Improvement	Graduate	Fall 2013	69	50	**4.9**	4.8	4.9

Teaching Honors and Activities:

- Class of 1969 Teaching Fellow (2013), Center for the Enhancement of Teaching and Learning (CETL), Georgia Institute of Technology
- "Thank a Teacher Certificates" for teaching ISYE 2028 (Fall 2012) and ISyE 3039 (Fall 2013), Center for the Enhancement of Teaching and Learning, Georgia Institute of Technology.
- Undergraduate advising: Research advisor in SURE (Summer Undergraduate Research in Engineering and Science) program in Summer 2013
- Outreach: Mentor for high school interns from Chamblee Charter High School in the Senior Engineering Capstone (SEC) Experience program (2014).

Examples of "Thank A Teacher" Notes:

"Dear Dr. Paynabar,

I'm not sure if you still remembered me from isye 2028, the class you taught in Fall 2012. I was the short Asian girl who always sat in front but always had food in class. I never got a chance to thank you after the class, but I just want to let you know you are one of the best instructors I had during my year in Tech. I think that class was one of the few class you taught right after you came to Tech, your excellent teaching skills and courteous personality has helped me tremendously through my journey at ISYE area. Without your helpfulness and directness, this

subject would have been more challenging. I also knew some students they changed major due to a bad 2028 instructor, made them lose interest on this field. I appreciate you being stern and letting me know what I am doing wrong along with giving my ways I can correct my mistakes. It is comforting to know what whenever I have a question you answer right away, which you know is all the time. I have learned so much from 2028 and really built a solid based from that class. Thank you for being a remarkable teacher and I am very grateful to have you as a teacher.
Sincerely,
Miki"

"Dr. Paynabar
Thank you for your exemplary job in teaching ISYE 3039 this semester. I really learned much in this course and am excited to apply the principles in an upcoming internship. I liked how organized you were in your lecture notes, and that you uploaded the notes before lecture. You explained the concept with much clarity especially the more "difficult" parts (i.e. finding type I error for MA chart). The group activity we did in class were also of value. I especially liked the activity that allowed us to "differentiate" a c-chart versus a u-chart. Most importantly though, you are very approachable. During the numerous times I went to your office hours, I was appreciative of your patience and how you answered our questions about the topic. I am one of the fortunate student to have taken you for both ISYE 2028 & 3039, and I just want to state that you are one of the best professors I have had so far during my 4 years at Tech. keep up your stellar job teaching. Through just those 2 courses I have taken from you already, I feel inspired and excited in a career as an industrial engineer."

"Professor Paynabar you were a great professor, helpful person, and very clear in your teaching style. Thanks for the great semester!"

"Thank you so much for being such a great teacher! Being a great teacher is more than just teaching the material to where everyone can learn and perform well on tests. You have far exceeded that! Your energy (especially for an 8 am course) is what makes students learn attentively, and your charisma makes the class willing to ask questions and come to office hours. I am blessed to have learned the key concepts of industrial engineering from you, and you really make a lot of students proud to have said they were able to learn from such a classy professor."

To whom it may concern,

I am very pleased to have the privilege of supporting Prof. Kamran Paynabar for CETL/BP Junior Faculty Teaching Excellence Award. I have reviewed the selection criteria, which I believe, Prof. Paynabar has ably fulfilled. He was my instructor for ISyE 2028 in the fall of 2012 and has been giving me valuable advice outside of class ever since.

Without a doubt Dr. Paynabar is first rate professor with an unparalleled intellect and more importantly, a genuine and profound love for teaching. As a student of his ISyE 2028 class, I was thrilled to learn so much more than what was required by the syllabus. He exposes us to challenging material that stimulated analytical skills; he creates a provocative environment where discussions arise; besides, he is always approachable and patient with any inquisitive minds. I remember going to his office hours and having all my questions explained in detail. I am truly thankful for what I have learned in that class and having him as my teacher.

Besides being an excellent teacher, Prof. Paynabar is a mentor that pushes me to reach my full potential as a student. Over the past two years, he has never ceased to offer me mental support and professional advice. Last semester, I participated in an SCPC event called “Take a Professor to Lunch” and invited Prof. Paynabar. Despite his busy schedule, he agreed to share with me his professional experience in the field of industrial engineering over lunch. When he learned that I was actively looking for a full time job after graduation, he offered me critical advice on how to succeed in the job market, based on his job search experience after grad school. In addition, he encouraged me to visit his office hours for academic guidance even though I was no longer a student of his class. To me, he is definitely more than a teacher. I really appreciate his mentorship.

In conclusion, I fully support Prof. Paynabar for CETL/BP Junior Faculty Teaching Excellence Award. On the basis of his teaching and educational outreach to students, Prof. Paynabar demonstrated characteristics that will qualify him for this award. He has a positive impact on my undergraduate studies and I appreciate your efforts in considering this proposal.

Your

Pinlu (Fiona) Tao

January 19, 2014

Dear CETL/BP Junior Faculty Teaching Excellence Award Committee:

I am a fourth year Industrial Engineering degree candidate and it is with great pleasure that I have taken two courses with Dr. Paynabar: IYSE 2028 (Basic Statistical Methods) and ISYE 3039 (Methods of Quality Improvement). As I will be graduating soon and have been through a large majority of my coursework, it may be safe for me to state that Dr. Paynabar was by far the best Professor I have had while at Tech. Three reasons why I make this statement stems from Dr. Paynabar's teaching clarity, his willingness to help all students, and his education innovation.

In both ISYE 2028 and ISYE 3039, Dr. Paynabar was always very prepared for his lectures; therefore each class period was valuable. Dr. Paynabar was very dependable in uploading PowerPoint notes before class, therefore allowing students to have a template to write on. Furthermore while teaching, Dr. Paynabar wouldn't just state the concepts clearly, but would consistently ask the class if they had any questions. Most of the time, since he explained it so clearly, the class wouldn't have any, so Dr. Paynabar would ask us questions. His questions really made us think, but ensured that we understood the material.

An example of Dr. Paynabar's willingness to help all students may be demonstrated in the group assignments that we did in class. The group assignments were not only a good way to test our understanding, but it also allowed students to talk and learn amongst each other. Since I was one of the stronger students in the class, Dr. Paynabar would have me pair up with other students who didn't understand the material as well. Furthermore, I attended Dr. Paynabar's office hours weekly and he was very patient to the group of students there. I remember a couple instances when a student would come to office hours and make it entirely focused on him/her. Dr. Paynabar would calmly answer his/her questions but also would be sure to involve all the students at his office hours by asking us if we had specific questions as well.

Both ISYE 2028 and ISYE 3039 were heavily focused on using equations, thus could get repetitious. Therefore it was a good idea for Dr. Paynabar to create group activities for us to do in class to reinforce the concepts. One such activity I remember occurred while we were learning about the error in the measurement system. Dr. Paynabar brought in a set of callipers and screws and through the activity of measuring the screws, we learned of the variance that arises due to humans not using the callipers accurately.

I will be doing an internship this upcoming summer in a manufacturing plant working on lean initiatives and quality improvement. I feel prepared for this endeavour all thanks to the foundations that Dr. Paynabar has provided me in this field. My most fond experience with Dr. Paynabar happened in the spring 2013 semester. It was a Friday at approximately 5PM and I was walking through the outside annex of the ISYE building when I bumped into Dr. Paynabar. We ended up speaking for over 1.5 hours since I had questions about possibly attending graduate school. To me, Dr. Paynabar was not only a great instructor, but I also see him as a mentor-one

who I feel comfortable with and trust about asking for career advice. Therefore I wholeheartedly support Dr. Paynabar in receiving this CETL/BP Junior Faculty Teaching Excellence Award.

Sincerely,

Dylan Buczek

dbuczek3@gatech.edu

Cell: (925) 348-5720

To whom it may concern:

I had the privilege of working with Dr. Kamran in the summer of 2013. Dr. Kamran worked directly with me as Faculty Advisor during the SURE summer program, which is "a ten-week summer research program designed to attract qualified minority students into graduate school in the fields of engineering and science at Georgia Tech." He was patient, direct, and understanding, as well as experienced and knowledgeable in his field of study which he was happy and willing to share with others. Throughout this summer my research was about "Image-Based Process Monitoring Using CUSUM Charts." More about this research can be found at http://www.sure.gatech.edu/projects.html. I had a great experience with him as he taught me more about how and why everything I have been learning at school can be applied to the real world. In addition to everything he taught me, he also became a friend. This is something that many professors do not have with their students, and it is something that I truly appreciated about Dr. Kamran – a professional relationship not only as student to professor, but also as student to mentor/friend. He was always willing to help and offer encouragement. There are other aspects that I greatly admired about Dr. Kamran. First, that he was a very organized person in every aspect, as well as a great communicator; both of which I observed during the summer program. Even after the 6 months of working with me are through, he still keeps up and makes sure that I am doing well. He has encouraged me a great deal in keeping up my hard work at Georgia Tech. I am more than honored to recommend him for the Junior Faculty Teaching Excellence Award. He is a great leader, teacher and listener. I honestly would not have thought of or considered continuing my education in grad school if it were not for him. The way he loves and enjoys his job has inspired me to go to grad school, not only to better myself, but also so that I can better the people around me, just like Dr. Kamran does. I want to be able to share my knowledge with the world while loving and enjoying my job, just like him. He has had a great impact on me as a student, and I believe he more than deserves this award. Feel free to contact me at anytime for any question you might have.

Sincerely,

Andres Martinez

Industrial *& Systems* Engineering, Georgia Institute of Technology undergraduate

Camilo11315@gatech.edu

References

"Summer Undergraduate Research in Engineering/Science Program." *Summer Undergraduate Research in Engineering/Science Program*. N.p., n.d. Web. 31 Jan. 2014.

Georgia Institute of Technology
H. Milton Stewart School of Industrial and Systems Engineering

January 31, 2014

To Whom It May Concern:

This is a very strong letter of endorsement for Prof. Kamran (Kami) Paynabar, who is being nominated for the Georgia Tech CETL/BP Junior Faculty Teaching Award. Kami is an assistant professor in the School of ISyE. I have known Kami for about seven years, having first met him in 2006 when he visited me at Boğaziçi University in Istanbul, Turkey (where I was on leave). Kami subsequently went on to graduate school at Wayne State University, and then the University of Michigan, before taking his current academic position at Georgia Tech.

I am Kami's "teaching mentor" as part of a Class of 1969 Teaching Fellowship program in which Kami is participating. In that context, we have had frequent discussions on teaching techniques in and out of the classroom. Even back all of those years ago in Istanbul — the very first time we met — Kami and I talked about the life of an academic, and how one could best help students learn difficult material. Since coming to the U.S., Kami has certainly taken the responsibility of becoming a great teacher seriously.

Notably, Kami worked with Prof. Ken Chelst at Wayne State on Ken's landmark Project MINDSET, which brings operations research and industrial engineering into the high school curriculum. Kami has also participated as a research advisor in Georgia Tech's SURE (Summer Undergraduate Research in Engineering and Science) program. But perhaps most importantly, Kami has shown a clear and deep commitment to his students. I hear this all the time from the kids in my class who've taken Kami's courses in Intro Statistics (ISyE 2028) and Quality (ISyE 3039). In particular, I frequently observe Kami's office hours / recitations in the free space outside of my office, and it is obvious that the students tremendously enjoy interacting with him. These days, professors are rarely willing to put in as much time, effort, and care for the students as Kami does. He is calm, patient, kind, and easy-going; yet he expects excellent work, and the students really do seem to have gotten on board.

For all of these reasons, I feel that Kami has become an exceptional teacher and will continue to develop his gift for teaching in the future. Therefore, I am delighted to give Kami my strongest recommendation in support of his nomination for the Georgia Tech CETL/BP Junior Faculty Teaching Award.

Of course, if you need any additional information regarding this recommendation, please do not hesitate to get in touch with me.

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Georgia Institute of Technology
H. Milton Stewart School of Industrial and Systems Engineering

Sincerely,

David Goldsman
Professor
(404)822-8949 (cell)
sman@gatech.edu

Dear Award Committee:

I am writing this letter because I have been extremely fortunate to have had Dr. Kamran Paynabar as my professor for my ISYE 2028 and ISYE 3039 courses. Without any reservation, Kamran has been the most influential professor that I have had in my four years thus far at Tech. What sets Kamran apart from other professors is his ability to really connect with his students, and create an in-class atmosphere in which every student wants to learn the material NOT just to do well for an exam, but because Kamran makes us understand how it can help us in the "real-world." This can be evidenced in that class-attendance was always near full-capacity. This is very hard for any professor to do, especially in a class that starts at 8AM! However, it honestly is because Kamran made our class exciting with his passion in the subject matter. Furthermore, Kamran created an in-class atmosphere where students actually felt encouraged to ask questions. No matter how stupid the question was, Kamran had a skill to not only answer that question, but also to make that person feel good about asking the question. This, nonetheless, made students more willing to ask questions and created a lively class environment where students enjoyed being in class.

Some of the methods that Kamran uses to connect with students are that he makes the class very interactive, and describes the content using examples that students relate to. Kamran will first teach us the main concepts. Then he will provide us applicable example problems that we typically spend 10 minutes working on in small groups, as Kamran rovers around to each group to check in to make sure we are truly learning the material. This method has been extremely effective in making sure every student understands the concepts of that day before leaving. Furthermore, by allowing students to teach each other it allows for the same concept to be repeated in different ways; thus, allowing for the information to be processed much easier. The best part of all is that if students in the group are unsure, then Kamran is always there ready to help. It really was an effective method of teaching to make sure that students can "apply" the content that Kamran just lectured us on. Working in groups allowed for students to be more interactive and develop a further understanding of the material. I really wish more classes can be taught like this, especially with the charismatic nature that Kamran teaches with.

Personally, Kamran has influenced me in more ways than just by being an amazing lecturer on course content. Yes, his ability to connect with students allows for us to better learn the material. However, in my two semesters of knowing Kamran, I personally have become more and more interested about Industrial Engineering. His passion in the field is contagious, and has really broadened my vision of industrial engineering. Kamran has helped me realize the importance of developing a cross-functional, holistic mindset in order to be of most value in industry. For this, I am extremely grateful that he has influenced my career in such a huge way. He has done this for more students than he may even realize. Kamran is more than just an excellent professor; he is a great role model that Georgia Tech students are very fortunate to learn from.

Regards,

Nick
Nicholas Buczek, **nbuczek3@gatech.edu,** Industrial Engineering '14, (925) 482-5709

January 22, 2014

To whom it may concern,

I have known Professor Paynabar since he arrived at Georgia Tech in the Fall of 2012 when he was my professor for Basic Statistical Methods. This past semester, I took his Methods for Quality Improvement course. I have since come to know him very well over the past year and a half.

When I first met Professor Paynabar, I had just switched over to ISyE from BME. I was unsure as to what field of study I wanted to pursue. I can easily say that Professor Paynabar's teaching methods and thorough knowledge of the material have since not only provided a very strong base of knowledge that has helped me in my coursework, but also instilled a passion for the material in me that has since confirmed my choice of Major.

The way that Professor Paynabar teaches ensures that the class is constantly engaged during lectures. By providing the students a copy of the material and therefore reducing the need for frantic note taking, he enables the students to actively think and understand the material while it's being taught. He also constantly fields questions from the class, but if there is a lull, he facilitates critical thinking by proposing questions of his own. It is very evident that Professor Paynabar strives to be the best teacher he can. He constantly is open receiving for feedback on the course and his teaching methods and actively addresses any points the students make in order to not only better himself, but also to improve the learning experience of the students. I truly believe he has one of, if not, the best teaching methods I have experienced.

One undervalued aspect of professors is their ability to interact with students outside of the classroom. Professor Paynabar excels in this aspect. He is very approachable and always makes time outside of class to provide not only answers about the course material, but his insight on many subjects through his various experiences.

Since meeting Professor Paynabar, I can only think of the positive lasting impact he has made on me. He clearly exemplifies both teaching excellence and the ability to make positive impacts on the student in and outside of the classroom. It is therefore, that I thoroughly support the nomination of Professor Kamran Paynabar for the Georgia Tech CETL/BP Junior Faculty Teaching Award.

Sincerely,
Tim Lin
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Georgia Institute of Technology
School of Industrial Systems and Engineering

Georgia Institute of Technology
School of Industrial and Systems Engineering

Nagi Gebraeel
Associate Professor
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2/3/2014

Dear Esteemed Members of the CETL/BP Junior Faculty Teaching Excellence Award Committee:

I am writing this letter to express my strongest support for Prof. Kamran Paynabar's nomination for the CETL/BP Junior Faculty Teaching Excellence Award. Kamran is a tenure-track assistant professor in the School of Industrial and Systems Engineering at Georgia Tech. He joined the School of Industrial and Systems Engineering in Fall 2012, and since then he has taught two undergraduate courses including Basic Statistical Methods (an ISyE core course) and Statistical Methods for Quality Improvement (a core course for ISyE students in the Quality and Statistics concentration), and two graduate courses Statistical Methods (a service course for all Georgia Tech graduate programs) and Systems Monitoring and Prognostics a PhD core course in the System Informatics and Control focus area.

This semester, Kamran and I are co-teaching "Systems Monitoring and Prognostics". He is responsible for teaching the first half of the semester. I believe that I am in a very good position to evaluate his teaching since I attend the class regularly (as I will be taking over after Spring break). Originally, I used to teach this class alone, however, after talking with Kamran I decided to break the class into two modules. Kamran's rich knowledge in research related to system monitoring made this an excellent opportunity to enhance the class and provide students with an outstanding learning experience. The knowledge and material that Kamran brought to the class overshadowed a lot of original topics that I used to teach in this class. He brought a lot of new ideas and many cutting-edge research findings and experiences, and provided me with an opportunity that I could not pass. Consequently, I decided to modify the syllabus and keep only key topics from the original course, while dedicating the entire one-half of the course to Kamran.

As I mentioned, Kamran is responsible for teaching the first half of the course, which I attend on a regular basis. Consequently, I experience his interaction with the students, his teaching style, and his knowledge and level of command of the material that he teaches. I can very confidently state that Kamran is probably among the very few effective teachers that I have seen. He is very capable of conveying and explaining relatively complicated material with great ease and without compromising the depth of the content. He has a unique capability of reading his students and engaging them in the learning process.

Kamran is also a very effective instructor. This is evident from his level of preparedness, and the quality of the teaching materials that he uses during class. His slides are very thorough and he is constantly ready to address any question or doubts made by the students in a very effective manner. Having this ability requires putting in a lot of time a priori in preparing for class and anticipating student questions. Kamran's performance is a testament to that aspect of his teaching. As his colleague and fellow ISyE faculty, I know Kamran's broad

knowledge and dedication had been highly advertised by many students. His CIOS evaluations show exceptionally high scores, such as 4.9, 4.9, and 4.7 for both undergraduate and graduate courses. I would like to add that the undergraduate courses that he taught are relatively challenging with a high level of enrollment, and it is not very often that instructors are able to obtain such high course evaluations. For example, as a benchmark, I joined Georgia Tech with two teaching awards and taught one of the undergraduate classes that Kamran had taught. My score was 3.7 with even fewer students. Kamran performance, in my view, is outstanding considering the large enrollments in these courses.

Kamran's dedication to teaching is also supported by the numerous positive comments that he receives from his students. He is very approachable, which makes students feel comfortable to talk to him on a variety of topics not necessarily restricted to course material. Kamran's core competencies in teaching include his creativity in teaching, his thorough understanding of the field's knowledge, and his great dedication to the students. He always simplifies abstract material and theories, by using visual aids, real life examples, and interactive activities with students. He designed several effective graphics to summarize important concepts and their relationships, and to provide intuition on difficult theories. He always encourages students to ask questions, and motivates them to engage in class discussions, which significantly improves the students' learning.

Kamran genuinely cares about improving his performance in the classroom and seizes opportunities to learn about effective methods of teaching. He attended the 2013 Class of 1969 Teaching Fellows to develop a professional growth plan for his teaching. He also constantly seeks students' feedback to improve his teaching style. In addition to the CIOS, he arranges mid-term course evaluations to identify the potential opportunities for improvement and to provide a better learning experience for students by taking corrective actions.

Karman's teaching style goes beyond the classroom. He has been actively involved with supervising and training undergraduate students who are interested in conducting research. Last summer, he was a research supervisor for the Summer Undergraduate Research in Engineering/Science Program, which provided him with a tremendous opportunity to encourage and mentor undergraduate students, guiding them to pursue research opportunities that enhance their learning experience.

I would like to reiterate my strongest support for Kamran's nomination to the CETL/BP Junior Faculty Teaching Excellence Award. I see him maturing into an extremely strong and deep researcher, and excellent teacher. He is on the path to becoming an outstanding faculty member at Georgia Tech, and an example of the unique ability to infuse cutting edge research into his teaching.

Please feel free to contact me regarding any further information or inquiries at (404) 894-0054 or by email at nagi@gatech.edu.

Sincerely,

Prof. Nagi Gebraeel
Associate Professor
H. Milton Stewart School of Industrial and Systems Engineering
Georgia Institute of Technology