

Application Summary

Competition Details

Competition Title:	2021 CTL/BP Junior Faculty Teaching Excellence Award
Category:	Institutional Awards - CTL
Award Cycle:	2021
Submission Deadline:	02/28/2021 11:59 PM

Application Information

Submitted By:	Jung Choi
Application ID:	5868
Application Title:	Dr. Young Jang
Date Submitted:	02/26/2021 11:41 AM

Personal Details

Applicant First Name:	Jung
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Primary School or Department

School of Biological Sciences

Primary Appointment Title:	Associate Professor
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Application Details

Proposal Title

Dr. Young Jang

Nomination Packet for Dr. Young Jang for the CTL-BP Junior Faculty Excellence in Teaching Award

1. Letter of nomination from School chair
2. Reflective statement on teaching from the candidate
3. Illustrations of candidates' teaching excellence and the impact on student learning, included in the candidate's reflective statement
4. Evidence on impact on engineering undergraduate students – course enrollment includes many engineering students (Biomedical Engineering)
5. Letters of support
 - a. Jung Choi, Director of Teaching Effectiveness for the School of Biological Sciences
 - b. Hannah Cho, recent graduate, former undergraduate student
 - c. Elijah Holland, PhD student, Bioengineering, in the Garcia lab
 - d. Hannah Castels, undergraduate student in Neuroscience

February 23, 2021

Dear Faculty Honors Committee,

I am truly pleased to nominate Dr. Young Jang, Assistant Professor in the School of Biosciences, for the CETL/BP Junior Faculty Teaching Excellence Award for 2021. He has a creative and impressive scientist who applies his talents and energy to inspire and teach students at both the undergraduate and graduate levels, in the classroom and in his research laboratory.

Dr. Jang has been teaching at Georgia Tech since 2016, in BIOS/APPH 3755 Human Physiology and in APPH6211, Systems Physiology I: Frontiers in Molecular and Cellular Biology. Enrollments in both courses have increased significantly with Dr. Jang. BIOS/APPH 3755 enrollment increased from 65 in Spring 2016 to 133 in Spring 2020. APPH6211 went from 18 in Fall 2017 to 36 in Fall 2020 (hybrid online teaching).

Even as class enrollments have doubled in size, Dr. Jang's CIOs scores have been consistently among the very highest, with scores of 4.7-4.9 for overall effectiveness and even 5 on some aspects of his interactions with students. These high scores come with high response rates and reflect the opinions of the great majority of his students. Both undergraduate and graduate students praise his enthusiasm in the classroom and his respect for students. Letters from students and a letter from a colleague who has observed his teaching attest to his classroom teaching skills. Briefly, he sets a tone in the classroom where students are part of a continuing dialogue about the various topics, bridging fundamental biology concepts to their latest applications in bioengineering and bioscience research. His enthusiasm and his first-hand knowledge of these topics are infectious; students come to his class even at 8 am ready to learn and eager to participate.

Dr. Jang is also a wonderful mentor to both graduate and undergraduate students in his research laboratory. He has already mentored 24 undergraduate research students at Georgia Tech, from different majors, of whom over 1/3 are engineering majors, mostly in Biomedical Engineering. The rest are Biology majors, with a recent Neuroscience major. At the graduate level, he is the research mentor for several PhD students and several MS students. Dr. Jang has also serves on the School of Bioscience Undergraduate Curriculum Committee and on the School of Biosciences Undergraduate Awards Committee.

Dr. Jang approaches teaching with dedication, caring for students, and thoughtful preparation. He urges students constantly to "think outside the box" and apply their creative energies to come up with new ways of approaching a problem. As a superb and inspirational teacher, he is amply deserving of the CTL/BP Junior Faculty Teaching Excellence award.

Sincerely,



Todd Strelman, Professor and Chair
School of Biosciences

Reflective Statement on Teaching & Illustrations of Teaching Excellence

Young C. Jang, Ph.D.
Assistant Professor, School of Biological Sciences

I. Overview:

“Dr. Jang is one of the best professors that I have had at Georgia Tech! I think his best aspect is that he creates a stress-free environment that promotes learning. He cares about his students and wants to help them succeed. He knows anything and everything about physiology, and I liked how he would incorporate fun facts into his lectures. Dr. Jang is a great professor!”

My favorite quote in science is *“Discovery consists of seeing what everybody has seen and thinking what nobody has thought”* by a Nobel laureate, Albert Szent-Györgyi (1893-1986). In teaching physiology and biology, I try to apply this notion in classrooms as much as I can. I encourage and challenge students to notice the things that go unnoticed, think outside the box, and be creative. My main goal in teaching is to provide a basis or fundamental foundation that allows students to think independently and develop an ability to interpret biological processes in his or her own way.

II. Innovations in the classroom:

At Georgia Tech, I have taught four full semesters of Human Physiology (APPH/BIOS3755), a course focusing on homeostatic control of different organ systems in the human body, four semesters of Systems Physiology I (APPH 6211), a graduate course in cell physiology, and special topic course on Integrative Physiology of Aging (APPH 4803), which focuses on how cellular and organ function changes during aging and in age-related diseases.

Some Examples of in- and out-class activities:

1. Building a personal microscope

In 1665, while observing cork through a microscope, Robert Hooke saw tiny boxlike structures we now know as cells. As we can imagine, the advancement of microscopy has greatly enhanced our understanding of not only in biology and medicine but in many other disciplines. One of the important concepts in biology is that ‘structures lead to function’. Being able to see structures allow students to formulate hypotheses on how certain cellular structure function. For my APPH6211 cell physiology class, we do an in- and out-class activity to build a DIY personal microscope (**Fig. 1**). The camera system in cell phones we carry every

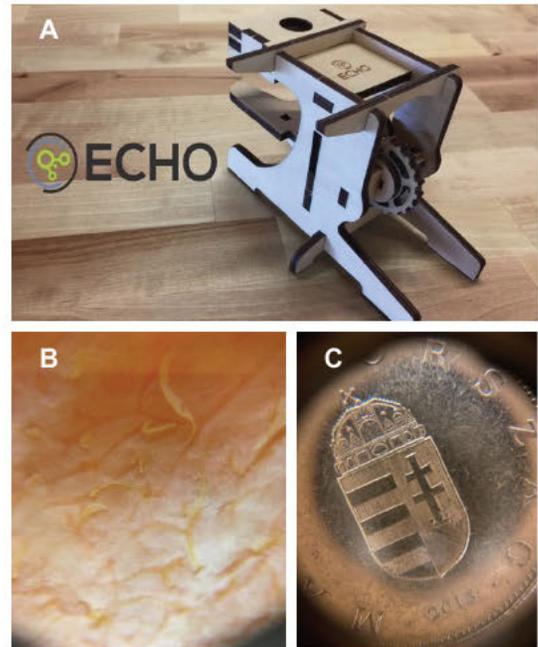


Figure 1. (A) Wooden microscope that uses cell phone camera to capture and process images. ECHO laboratories (https://www.youtube.com/watch?v=EWpWZ9a2fnk&ab_channel=ECHO) (B) Image of orange peel courtesy by Mighten Yip (APPH 6211 student). (C) Image of a penny courtesy of Margret Manspeaker (APPH6211 student)

day has become so advanced that with slight modifications, cell phones can be converted into a personal microscope with an image capturing system. As shown in **Fig. 1A**, a wooden microscope (ECHO Laboratory) can be easily built in the classrooms. I give this to students to take images of biological or non-biological samples around us and observe things that we took for granted. In one of the exercises to learn about personalized medicine or future medicine, we take images from parts of our body, such as skin, over time and make them into a time-lapse video of how our body parts change over time. It became somewhat of a reality due to the COVID-19 pandemic, but future medicine involves in-home monitoring and diagnostics (i.e., Apple Watch, Fitbit, wearable devices, and in-home diagnostic equipment), send personalized medical information online to the hospital, meet doctors virtually, and only the patients who need to visit the hospital will be going in person. A lot of students who take my physiology class are pre-health students who will attend professional schools in the medical-related field, so this has been a good exercise.



Figure 2. Adapted from *Matrix* (1999), Warner Bros. Pictures

2. What can we learn from the surroundings we live in?

In my lectures, I try to create a stress-free environment and make students become comfortable in engaging lectures and ask questions. To do this, I often raise questions we often hear and see but rarely think about it was formulated. For example, our recommended dietary intake. In the movie, *Matrix* (1999), Morpheus reveals what Matrix is to Neo and said, “Human body is like a battery and Matrix uses human to power the machines. Everything we sense is imaginary electric activities instilled by the Matrix” (**Fig. 2**). Indeed, an average human body generates about 100 watts, which approximately equates to 2,000 kcal, thus our recommended daily food intake. In another example, to learn the function of a cellular organelle, mitochondrion, I use visual aids modified from movies or advertisements we see frequently. We know mitochondria as a powerhouse of the cell that generates about 90% of energy in the body. The evolutionary origin of mitochondria is thought to be from bacteria that came into cells through symbiosis (interaction between two different organisms). In the movie, *Venom* (2018), an extraterrestrial organism, Venom, symbioses with Tom Hardy and gave him the superpower (**Fig. 3**). Similarly, mitochondria retain some of the unique functions of cells within a cell. They maintain their own genetic information (DNA), it can travel from one cell to another, and commit cellular suicide to prevent cancer cells from spreading. By using creative visual aids in lectures, I was able to increase class engagement by making students comfortable asking questions and also improves retention. These are a few examples of approaches I take to communicate biological/physiological concepts in easily understood terms and with clarity to my students. I will continue to develop new ideas and creative approaches to promote learning.

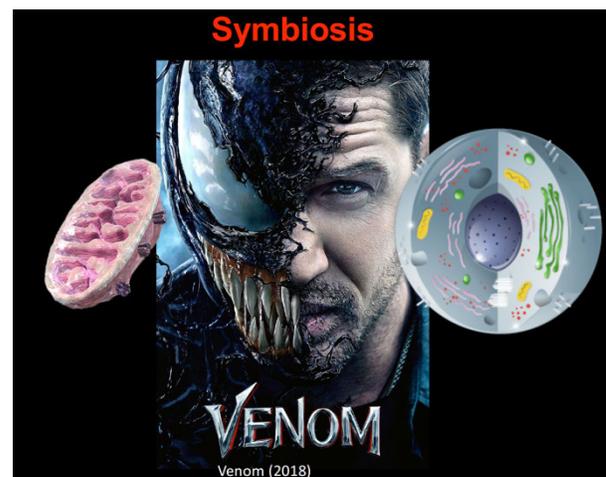


Figure 3. Adapted from *Venome* (2018), Columbia Pictures

III. Teaching excellence in core classes:

Year	Course Title	No.	%	Respect for Students	Instructor Enthusiasm	Instructor Effectiveness
2020	Human Physiology	134	-	<i>CIOS scores not reported</i>		
2019	Systems Physiology I	45	76	5.0	4.9	4.8
2018	Systems Physiology I	28	75	5.0	5.0	4.9
2018	Human Physiology	96	80	4.9	4.9	4.7
2017	Systems Physiology I	18	78	5.0	4.9	4.9
2017	Human Physiology	60	87	4.9	4.8	4.7
2016	Human Physiology	52	65	5.0	4.9	4.9

1. CIOS comments

Passion and Enthusiasm

“He was passionate and cared a lot. He was a great teacher it was an honor being taught by him.”

“His excitement about the material and research (which we were able to learn about!) and his desire to actually teach students and encourage us to learn and succeed.”

“He was very passionate about us learning. He really liked to make the topics easy to remember by relating it to movies or current research. This made it easier to remember complex processes.”

“Dr. Jang is one of the best professors that I have had at Georgia Tech! I think his best aspect is that he creates a stress-free environment that promotes learning. He cares about his students and wants to help them succeed. He knows anything and everything about physiology, and I liked how he would incorporate fun facts into his lectures. Dr. Jang is a great professor!”

“Dr. Jang is a really engaging teacher and is excited about each of the topics that we discussed, which makes the course more interesting. He was also very forthcoming on what was needed to do well in the course and was very approachable.”

“The greatest strength was his enthusiasm and excitement during lectures. He was a great professor that cared about his student’s development and made sure we were learning.”

“Very enthusiastic. He clearly cares about the subject as well as his students learning it. Wonderful person who makes the subject fun!”

Successful course methods

"I wish more professors at Georgia Tech were like Dr. Jang. He is passionate about the course he teaches, very good at explaining difficult concepts about human physiology, and makes students want to come to class. I hope Dr. Jang is a part of Georgia Tech for many years to come."

"Dr. Jang actively involves students in the class and uses real world examples to help us understand the concept."

"I liked that the professor tried to keep the course interesting and engaging. I also appreciated that the instructor did not solely focus on conceptual topics and theory, but also the applications to make the ideas more relatable and comprehensible. Dr. Jang put in a great amount of extra effort to improve the in-class experience for the students in this course."

"I liked how Dr. Jang made us think outside of the box, which requires full knowledge of the subject and more deep thinking. I also appreciate all the interesting topics were discussed. Usually, physiology classes are full memorization but not with Dr. Jang."

"As a student without a background in biology or physiology, I liked how Dr. Young Jang focused on high-level understanding over memorization of details to make the class accessible to students with various backgrounds. The nature of the assignments given further served to emphasize this philosophy and encouraged the students to learn at their own pace (he provided optional supplemental articles to read, but these were not necessary for fundamental understanding in the class)."

"The extra credit really helped a lot. Physiology is difficult to study because I don't really know what to focus on, and sometimes I lose the "big picture" while I'm trying to memorize hormones or pathways. The bonus questions helped me to step back and apply what I learned to a bigger picture. Also, I really like how we recapped each previous lecture before the next lecture! That was really helpful. Furthermore, I really liked hearing about the professor's research. I for one really like how the information of the textbook and current research coincide."

"I loved how well the professor held students' attention during lecture by continuously asking us questions and challenging us!"

"Dr. Jang is incredibly nice and an understanding, effective teacher. I appreciated the opportunities for extra credit and how straightforward the course was. If things were confusing, he would spend extra time or elucidate them as necessary."

"Dr. Jang is a fantastic professor. He knows the course material very well and gives excellent explanations for concepts. I loved how he was able to tie in his research on aging to the course material, it provided a real-world basis and gave a fundamental definition for what physiology really is--integration. I also really liked how he would incorporate multiple organ systems on the exams, to ensure that we were taking into account considerations at the micro-level, and at the organism level. This class is very relevant to a lot of student's future careers, and Dr. Jang definitely took that into account, given the detail expected on exams."

2. Thank a Teacher Award

To: Young Jang
From: exchange student

Date: May 05, 2020

Course Title: Applied Physiology 6211

Semester/Year: Fall 2019

Note:

I decided to make a big jump and take a graduate class being a junior undergrad student. It was my first class at GT, I remember going with the GPS at 7.30am as I did not know the campus and I did not want to be late. When I attended the first class I was astonished by the way you teach, it felt like I was in a TED talk. I did not miss a single class since then.

You have been the best teacher I had during my 3 years of college. You are able to transmit your passion for Biology in your classes and to teach the concepts in a unique way. You have been the first teacher that cares more about stepping outside the box than repeating the concepts in class, and that was really eye opening to me and has taught me a very valuable lesson. I had never seen such a good lecturer, telling anecdotes and film examples. It made the 8am classes really worth it, time flew in each lecture.

Thank you so much for letting me take this class, it took me out of my comfort zone and it taught me both academic and life lessons.

Georgia Tech | Center for Teaching and Learning

IV. Measure of success:

Undergraduate Student Awards

Berna Aliya Neuroscience major (2018 – Present)

CoS Mehta Phingbodhipakkiya Undergraduate Memorial Scholarship 2020

Suddath Scholarship Recipient 2019-2020

CoS Undergraduate Research Award Recipient 2018 & 2019

Presidential Undergraduate Research Award 2019

National Conference on Undergraduate Research 2019

Tsvetomira Peykova Biology major, (2017-Present)

John H. Ridley Award 2020

CoS Virginia C. and Herschel V. Clanton Jr. Scholarship 2020

Fast Track Research Scholar 2018

Hyun Jun (Danny) Heo Biology major (2019-2020)

McCallum Undergraduate Research Scholar 2019-2020

Aimee Gerold Biomedical Engineering major (2016-2017)

Presidential Undergraduate Research Award 2017

Thanh Nguyen Biomedical Engineering major (2015-2016)
Presidential Undergraduate Research Award 2016

Graduate Student Awards

Jeongmoon Choi Biology Ph.D. Student (2018 – Present)
American Federation of Aging Research Scholarship 2019
Mogam Foundation Research Scholarship 2020

Shannon E. Anderson Biomedical Engineering Ph.D. Student (2016 – Present)
NIH Cell and Tissue Engineering Training Grant

Utku Ergun Biology M.S. Student (2019 – Present)
Fulbright Scholarship 2019

V. Concluding Remarks:

As an educator and mentor, I thoroughly enjoyed interacting with students at Georgia Tech. I have also learned so much from our students and it motivated me to be a better role model. I want every single Yellowjacket student to be the person who sees the small 'n' in the Seven-Eleven logo. See what everybody has seen and think what nobody has thought.



February 23, 2021

Dear Faculty Honors Committee:

I am truly pleased to support the nomination of Dr. Young Jang, Assistant Professor of the School of Biological Sciences, for the 2021 CTL-BP Junior Faculty Teaching Excellence Award. I visited Dr. Jang's APPH6211, Systems Physiology I, in Fall 2019 in the course of a peer evaluation of his teaching. The course had an enrollment of 46 students, composed of primarily graduate students in bioengineering and biosciences. Although the class met at 8:00 am, the classroom was nearly full by the start of class. Dr. Jang had set up early with his slides displayed on screen and started promptly.

Several aspects of how Dr. Jang ran his class session helped to engage students and enhance their learning. First, he started his lecture by reviewing and summarizing the previous class session. This included his approach to this class (content on Tuesdays and discussion of papers and topics on Thursdays), and welcoming students to slow him down if needed. His delivery and manner were informal, open and friendly – a running conversation with the students. He repeatedly challenged students to “think outside the box” with examples such as the artificial stingray designed by a colleague in Biomedical Engineering. When he asked questions, students responded readily. His lecture slides were outstanding; he presented excellent video animations of the processes he wanted students to see. He also related topics to recent events, such as the VX gas used in the assassination of Kim Jong-Un’s half-brother. Students remained thoroughly attentive, engaged and fascinated throughout the hour and 15 minutes.

In a Thank a Teacher note, a student in Dr. Jang’s APPH 6211 class wrote:

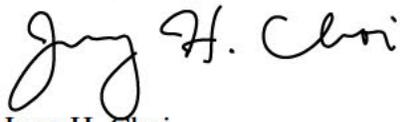
When I attended the first class I was astonished by the way you teach, it felt like I was in a TED talk. I did not miss a single class since then. You have been the best teacher I had during my 3 years of college. You are able to transmit your passion for Biology in your classes and to teach the concepts in a unique way. You have been the first teacher that cares more about stepping outside the box than repeating the concepts in class, and that was really eye opening to me and has taught me a very valuable lesson. I had never seen such a good lecturer, telling anecdotes and film examples. It made the 8am classes really worth it, time flew in each lecture. Thank you so much for letting me take this class, it took me out of my comfort zone and it taught me both academic and life lessons.

Besides, APPH 6211, Dr. Jang teaches BIOS/APPH 3755 Human Physiology, with enrollments of 65-133 primarily undergraduate students (Spring 16 and Spring 20, respectively), of mixed life science and engineering majors. His CIOS scores are excellent and among the best in the

School of Biological Sciences. Students uniformly rate him at or near the top of the scale for overall effectiveness, enthusiasm, respect for students and other aspects of faculty-student interactions. Dr. Jang uses Turning Point student response system for real-time formative assessments for both the instructor and students to evaluate how well they are meeting learning goals.

Dr. Jang is a superb and inspirational teacher. Students seem to agree, as his course enrollments keep increasing each year.

Sincerely,

A handwritten signature in black ink that reads "Jung H. Choi". The signature is written in a cursive style with a large, looped initial "J".

Jung H. Choi
Director of Teaching Effectiveness
School of Biological Sciences

Dear members of the selection committee,

It is my joy and honor to support Dr. Young Jang for the CTL/BP Junior Faculty Teaching Excellence Award. I am a recent graduate from the Georgia Tech College of Sciences who is now attending University of Pennsylvania School of Dental Medicine. I met Dr. Jang in the spring semester of 2018 when I had the opportunity to take the BIOS 3755 Human Physiology course. This course was one of the pre-health electives, an important class for all the students who were interested in pursuing a career in healthcare.

The class comprehensively covered the neuromuscular, cardiovascular, respiratory, gastrointestinal, endocrine, and urinary systems of the human body. The material could have been difficult and dry, but Dr. Jang made the function and adaptation of the human body easy to understand and intriguing to learn, as the learning was not solely based on memorization but an integrated understanding of the systems. His lectures were clearly organized and well-paced with lots of visual aids, with an appropriate integration of the knowledge from the prerequisite course Human Anatomy. He also included his muscle stem cell research and regenerative medicine studies in relevance to the neuromuscular diseases, and it was interesting to see the connection between the course and current research studies. Although one semester is too short to cover all the parts to each system of the human body, it was evident that Dr. Jang had focused on the important topics when I took my standardized exam for dental school; because Dr. Jang laid out a good foundation for physiology, I had no trouble studying for the physiology portion of the Dental Admission Test and still use the knowledge to build off from what I learned in the class. From the way that my classmates still talk about Dr. Jang's course, it is obvious that this class was memorable not only to me but to all students.

Dr. Jang was easily accessible for office hours and always made time for the students, despite his busy schedule with research and meetings. He stayed after lectures if any students came up to him with questions and welcomed anyone during office hours, patiently and respectfully listening to the student's concerns and fostering a comfortable environment for discussions. When I had doubts about my career, Dr. Jang supported me and offered to help in any way, which has encouraged me to pursue my goals. Both in class and outside the class, he is a passionate, competent, and supportive mentor.

The physiology course has helped me to further my interests in the healthcare, and I would not be in the same place right now without him. I am very thankful to have met Dr. Jang through this course. I believe he has impacted many students' life at Georgia Tech and continues to foster their passion. Dr. Young Jang is certainly most deserving to receive this award.

Sincerely,

A handwritten signature in black ink that reads "Hannah Cho". The signature is written in a cursive, flowing style.

Hannah Cho

To Whom This May Concern:

It is my pleasure to write a letter of support for Dr. Young Jang, regarding his nomination for the CTL Junior Faculty Teaching Excellence Award. I am a third-year Ph.D. student in BioEngineering, and I was a student in his APPH 6211 (Systems Physiology) class in the fall of 2019. This course provided me with a strong understanding of the dynamic relationships between cellular processes and cell structure and biochemical signaling. From my personal experience, I believe without a doubt that Dr. Jang is deserving of this award.

While many classes have long, confusing lectures that are not helpful in material retention or usage, Dr. Jang's lecturing style effectively communicated complex concepts and research articles. His inclusion of class discussion made the dense material more engaging. Since he guided these discussions instead of dominating them, it was easier for me to participate and learn from these discussions. As one who came into BioEngineering with no background in physiology, this was useful in developing my own foundation in the biological sciences.

Dr. Jang was also very approachable and responsive. He was always available for questions after class, to clear up any remaining questions, and he responded to email very quickly to answer any new questions. He was even willing to have impromptu office hours with students if needed.

His focus on class engagement is his greatest strength. For example, in the latter section of the course, we discussed the importance of imaging techniques in research. To reinforce concepts learned, he gave students devices that turned our phones into pseudomicroscopes. He then encouraged us to generate our own images with these devices. While I have rarely seen this hands-on approach to class engagement and learning, this was extraordinarily effective and memorable.

Altogether, I believe Dr. Jang is an excellent professor, whose focus on effective communication and genuine class engagement helps his students learn quickly and effectively. I thank him for his help in my own learning and strongly support his nomination for the CTL Junior Faculty Teaching Excellence Award.

Respectfully,

A handwritten signature in black ink that reads "Elijah N. Holland". The signature is written in a cursive style with a large initial 'E'.

Elijah N Holland

Dear Junior Faculty Teaching Excellence Award Committee,

With great admiration, it is a pleasure and honor to write a letter in support of Dr. Young Jang for his nomination for the Junior Faculty Teaching Excellence Award. I have had the opportunity to be his former student for BIOS 3755 Human Physiology and APPH 6211 Systems of Physiology I. Due to Dr. Jang's demonstration of dedication, passion, and enthusiasm in teaching, I was inspired to pursue an undergraduate research assistantship in his lab, which I am very fortunate to be a part of.

Dr. Jang is an exceptional instructor who imposes a unique teaching style that gives students a chance to think critically about physiological concepts. It is one that emphasizes understanding, which is evident through his mid-lecture "check-ins" to ensure maximum comprehension. Upon entering human physiology, I expected to memorize complex mechanisms and reproduce my familiarity for exams. Instead, Dr. Jang had a different but effective approach of presenting the information. I was able to apply what I learned to real-life case studies or divergent situations. I recall an example in APPH 6211 where Dr. Jang taught a lecture on muscle physiology and then asked us if an exercise pill could be produced. Initially, I thought there was no way this could ever be done, but Dr. Jang's detailed explanation about what processes occur in the body during exercise encouraged me to think more microscopically than macroscopically. These types of questions gave students an opportunity to appreciate the complexity of physiology while also applying information we learned into practice.

When classes transitioned to an online format due to COVID-19, Dr. Jang demonstrated professionalism and ensured that student needs were met. I was extremely grateful for the many opportunities to demonstrate my knowledge and learning as it diminished a significant amount of stress during that period. He welcomed student feedback regarding the changes and was quick to adapt to suggestions. Through this experience, Dr. Jang remained consistent in his passion for teaching, encouragement in learning, and availability for additional help. Because of these qualities, it was an effortless decision to take APPH 6211 Systems Physiology because I knew, even as an undergraduate in a graduate level class, Dr. Jang would do an incredible job in shaping an environment that promoted understanding. This class was gratifying and more personable because one day of the week was dedicated to an in-class discussion regarding recent research that was relevant to the week's topic. It was through this class that I found an interest in the experiments Dr. Jang and his lab conducted.

Joining Dr. Jang's research group has helped me connect with a team of bright individuals that further expands my knowledge of physiology. The application of what I learned through his class has been a rewarding source to my education, and I know undoubtedly that I can trust Dr. Jang to be a wonderful mentor as I wrap up my undergraduate career at Georgia Tech.

Overall, Dr. Jang has had a profound impact on my life and my peer's. He has inspired me think outside of the box and has shown me that one's education never ceases. His flexibility to feedback and perseverance of transformative learning has allowed students to excel under his

leadership. Dr. Jang's unequivocal dedication to his role as a professor and exceptional work in research has made him an invaluable asset to Georgia Tech. Because of his character, I strongly believe that Dr. Young Jang is an outstanding candidate for the Junior Faculty Teaching Excellence Award and is one of the most effective instructors in the College of Sciences.

Sincerely,

A handwritten signature in black ink that reads "Hannah Castels". The signature is written in a cursive, flowing style.

Hannah Castels
Georgia Institute of Technology '21
B.S. Neuroscience

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