WELCOME TO NEW FACULTY ORIENTATION!

OFFICE OF THE VICE PROVOST FOR GRADUATE EDUCATION AND FACULTY DEVELOPMENT

CREATING THE NEXT
WELCOME AND INTRODUCTIONS

• Leslie Sharp, Associate Vice Provost, Graduate Education & Faculty Development

• Rafael L. Bras, Provost and Executive Vice President for Academic Affairs and Professor, Civil & Environmental Engineering and Earth & Atmospheric Sciences

• Bonnie Ferri, Vice Provost, Graduate Education & Faculty Development and Professor, Electrical & Computer Engineering
VISION AND MISSION

VISION
Georgia Tech will define the technological research university of the twenty-first century.

As a result, we will be leaders in influencing major technological, social, and policy decisions that address critical global challenges. “What does Georgia Tech think?” will be a common question in research, business, the media, and government.

MISSION
Technological change is fundamental to the advancement of the human condition. The Georgia Tech community – students, staff, faculty, and alumni – will realize our motto of “Progress and Service” through effectiveness and innovation in teaching and learning, our research advances, and entrepreneurship in all sectors of society.

We will be leaders in improving the human condition in Georgia, the United States, and around the globe.
GEORGIA TECH AT-A-GLANCE

Academic
- Scheller College of Business
- College of Computing
- College of Design
- College of Engineering
- Ivan Allen College of Liberal Arts
- College of Sciences
- Georgia Tech Professional Education

Applied Research
Georgia Tech Research Institute (GTRI): Market-Focused Translational Research

Economic Development
Enterprise Innovation Institute (EI²): Advanced Technology Development Center (ATDC); VentureLab; Strategic Partners.
GEORGIA TECH AT-A-GLANCE

26,839 students
15,489 undergraduate | 11,350 graduate
49% minority (13% URM) | 31% women

$786M
research expenditures
($100M industry)

$2.87B
annual economic impact
#7 best public university

#1 Engineering degrees awarded to women

#7 Most Innovative University

#9 Computer Science Graduate Program

#8 annual return on investment (in-state)

#1 university producing “best startup talent”

#1 public university in the South for graduate salaries

#10 great colleges for business majors

#7 Best Graduate Engineering Program

#1 Engineering degrees awarded to all minorities

#66 Out of 1,000 universities in 60 countries

#4 Best Undergraduate Engineering Program
ADMISSIONS FOR FALL 2017

**Undergraduate**

- Total applications received: 34,600
- Overall admit rate: 23%
- Admit rate for GA: 45%
- Georgia counties: 101
- GA high schools: 317
- Females: 43%
- Black, Hispanic, or Multi-racial: 20%

**Graduate**

- Total applications received: 23,000
- Applications for Online Master of Science Programs: 4,600+
- Overall admit rate: 34%
- International: 40%
- Females: 25%
- Black, Hispanic, or Multi-racial: 75%
GEORGIA TECH’S GLOBAL FOOTPRINT IN 2016

247 destinations / programs / MOUs in 60 countries
Research collaborations all over the world

And Offices in Europe (Brussels), Asia (Shanghai), and Latin America (Bogota)
Harnessing the power of our alumni abroad to create new opportunities for Georgia Tech
INVESTING IN STUDENT SUPPORT & ADVISING

• Clough Undergraduate Learning Commons

• Center for Academic Success (CAS)
  • GT 2100: Seminar in Academic Success
  • Tutoring and Supplemental Instruction (PLUS)
  • Academic Coaching

• Academic Advising & Early Alert

• Career and Pre-Professional Advising
HIGH IMPACT EDUCATIONAL PRACTICES

CO-OP

SERVE-LEARN-SUSTAIN

UNDERGRADUATE RESEARCH

GT 1000: FIRST-YEAR SEMINAR

LIVING LEARNING COMMUNITIES
GRADUATE EDUCATION - BY THE NUMBERS

OVERALL ENROLLMENT AT GEORGIA TECH

- Undergraduate: 29%
- Master's: 13%
- PhD: 58%

GRADUATE ENROLLMENT BY GENDER

- Male: 23%
- Female: 77%

RACE/ETHNICITY

- Master's Program:
  - African American: 36%
  - Hispanic or Latino: 13%
  - White: 42%
  - Asian: 5%
  - Other: 4%

- PhD Program:
  - African American: 52%
  - Hispanic or Latino: 8%
  - White: 34%
  - Asian: 3%
  - Other: 3%

INTERNATIONAL VS. DOMESTIC

- Master's Program:
  - International: 67%
  - Domestic: 33%

- PhD Program:
  - International: 50%
  - Domestic: 50%
ABOUT OUR RESEARCH—WHO FUNDS US?
Sponsored Awards, FY2017 ($690 Million)

- Department of Defense: 50%
- NASA: 9%
- NSF: 6%
- DHHS/PHS: 6%
- DoE: 2%
- Colleges/Universities: 6%
- Research Institutes/Fndtns: 5%
- Industrial: 13%
- GO-CO's, State & Local Govt: 3%
- Other Federal: 3%
- Foreign Govts & Industry: 1%
- Department of Defense: 50%
- Sponsored Awards, FY2017 ($690 Million)
WHO FUNDS US? (ACADEMIC UNITS ONLY)

Sponsored Awards, FY2017 ($314M – excludes GTRI)
<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
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<tbody>
<tr>
<td>Licenses</td>
<td>65</td>
</tr>
<tr>
<td>Invention Disclosures</td>
<td>284</td>
</tr>
<tr>
<td>% Inv. Disclosures Involving Students</td>
<td>69%</td>
</tr>
<tr>
<td>Patent Apps/Issued</td>
<td>87/75</td>
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<tr>
<td>Patent Power (IEEE)</td>
<td>515/8th</td>
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<tr>
<td>Patent Velocity</td>
<td>78%</td>
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<tr>
<td>New startups</td>
<td>53</td>
</tr>
<tr>
<td>Global Innovation Rank (Reuter’s)</td>
<td>24th</td>
</tr>
</tbody>
</table>
Students:
- Credit: 9 online master’s programs – 5000 in Online Masters Science Computer Science
- Noncredit: courses, certificates, MOOCS

Annual numbers:
- 2,700+ companies/organizations
- 55,000+ total enrollment, 33,000+ unique individuals
- MOOCs: 2,500,000+ in 4 yrs.

Half of Georgia Tech’s graduate students are now online and part-time.
NEW FACULTY ORIENTATION ACTIVITIES

1. Today’s agenda
   1. Welcome & Overview of Georgia Tech
   2. Student Life Panel
   3. Academic Resources and Policies
   4. Research Nuts and Bolts
   5. Career Development Sessions
   6. Reception this evening 5:00-6:30

2. OHR Benefits Orientation Tomorrow (see agenda)

3. New Faculty dinner next Thursday, August 24
   1. Reception hosted by the President
   2. Dinner

4. Follow-up events (see agenda, folder, & emails to come)
STUDENTS AT TECH

- **John Stein**, Vice President of Student Life and Dean of Students
- **Sujay Peramanu**, President, Student Government Association
- **Skanda Presad**, President, Graduate Student Government Association
- **Hayley Tsuchiyama**, VP for Academic Affairs, UG Student Government Association

*Moderated by: Steven Girardot, Associate Vice Provost, Undergraduate Education*
MEET OUR PANELISTS

Dean John Stein
Vice President for Student Life and Dean of Students

Hayley Tsuchiyama
Undergraduate SGA Vice President of Academic Affairs

Sujay Peramanu
Undergraduate SGA President

Skanda Prasad
Graduate SGA President

*Please write down your questions about Student Life at Georgia Tech on the index card provided. We will collect them near the end of the presentation for our panel to answer.
DIVISION OF STUDENT LIFE

A FRIEND OF THE STUDENT
A TRADITION OF SUPPORT AND ADVOCACY

New Faculty Orientation 2017-2018

John M. Stein
Vice President of Student Life
and Dean of Students
DIVISION’S MISSION

The Division of Student Affairs is committed to enriching the academic, personal and professional growth of all Georgia Tech students (undergraduates and graduate students).
DEPARTMENTS

- Counseling Center
- LGBTQIA Resource Center
- Student Diversity Programs
- Office of the VP/Dean of Students
- Student Government Association
- Disability Services
- Veterans Resource Center
- Student Integrity
- Parent and Family Programs
- Greek Affairs
- Office of the Arts

- Leadership Education and Development
- New Students & Sophomore Programs
- Student Organization & Finance Office
- Research & Assessment
- Development
- Student Engagement
- Student Media
- Women’s Resource Center
WHY DO FACULTY CONTACT US?

• To ask advice on how to handle a situation involving a student or student group
• To discuss a Student Mental Health Concern
• To discuss a Classroom Disruption
• To discuss a Grade Dispute
• “The Missing Student”
• To be referred to the right resources on campus
• Project or Guest Speaker
• Crisis/Emergency Situation
HOW CAN FACULTY CONTACT US?

Website (referral tab): studentlife.gatech.edu

• over 700 referrals since Spring 2010
• 1400 student appointments last academic year

Phone: 404-894-6367

Office: Flag Building, 2nd floor, Suite 210
When are we available and how do you reach us?

Monday-Friday 9am-5pm

Smithgall Student Services Building
(Flag Building) Suite 210

Phone: 404-894-6367

Email: john.stein@vpss.gatech.edu
TEACHING AT TECH

• Joyce Weinsheimer, Director, Center for Teaching and Learning (CTL)

• David Lawrence, Associate Director, CTL

• Ruth Poproski, Assistant Director, Faculty Teaching& Learning Initiatives, CTL

• Carol Subiño Sullivan, Faculty Development Specialist, CTL
ACADEMIC POLICIES

Work with your neighbors to identify policy violations in each of your assigned scenarios.

Use your *Teaching at Georgia Tech* guidebook to find the answers (turn to page 30 to get started).
On the morning of the first exam in your course, Jing tells you that she has a learning disability and so she needs extended time on the exam. You go with your best option, which is to grant the time extension.
STUDENTS WITH DISABILITIES (P. 45-47)

• The faculty member should ask the student to take the exam during the normal time allotted for all students.

• Instructors need only provide accommodations to students providing the Office of Disability Services (ODS) accommodation letter and should refer students with disabilities to the ODS if they do not have the letter.

• Students with disabilities must contact the ODS, who works with the student to determine eligibility for services or adjustments needed.
SAM CHEATS ON AN EXAM (PP. 31-32)

While grading midterm exams for your course you notice that two students’ submissions are suspiciously similar. Following the policy laid out in your syllabus you interview the two students separately, determine that Sam copied Alex’s answers during the exam, and therefore award Sam a zero on the midterm exam. You do not penalize Alex.
Instructors are *not* permitted to penalize student grades without working through the process set up by the Office of Student Integrity ([osi.gatech.edu](http://osi.gatech.edu)).

- You must include a clear policy in your syllabus about what counts as academic misconduct in your course.
Your course has been assigned the last final exam slot late on the Friday of exam week. You ask your students if they would prefer an earlier exam slot, and there is unanimous agreement. You happily move the exam to a week earlier, during the regular class period.
Final exams must be administered at the time specified in the official Final Examination Schedule.

Requests to change a class’s final exam time must be submitted to the Chief Academic Officer in your department, one week before the beginning of final exams.

Requests for a change must come with unanimous approval from the class, as shown by secret ballot, as well as approval from the instructor of record.
You are teaching a sophomore level class with a midterm and final exam, three homework sets, and one group project. Your TA has just finished grading the first homework assignment and you realize it is time to submit progress reports for your students. You ask your TA to sign in and assign “Unsatisfactory” grades to anyone who received a grade of C or lower on the homework assignment, and “Satisfactory” for everyone else.
PROGRESS REPORTS (P. 43)

• Due during week six for 1000-2999 level courses.
• Based on graded work.
• TAs cannot enter grades.
• In all classes you should aim to include at least one opportunity for graded work (with feedback) early in the course.
You receive an email from a student’s mother asking how her son is doing in your course. She is concerned because unless he receives an “A” in your course, he may lose his scholarship. To help out you forward to the mother all of the student’s grades so she can be aware of where her son stands in the course.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) (P. 35)

- You are not permitted to share your students’ grades with his mother.
  - FERPA confers on students the right to control the release of personally identifiable information from their records, including their grades.
  - However, Georgia Tech does not allow students to consent to the release of their confidential information to parents.
On Monday a student comes to your class and hands you a letter from the Registrar’s office stating that she is to be excused from class on Wednesday due to participation in an academic competition. Unfortunately, this student is part of a group presentation scheduled for Wednesday’s class, and you feel it is unfair for the rest of the group to either reschedule the presentation or award an absent student credit. You explain this to your student and tell her she must choose between her competition and getting credit for her group’s presentation. She goes away angry, and you leave feeling rather frustrated.
INSTITUTE APPROVED ABSENCES (P. 42)

- Instructors are required to provide students with a reasonable alternative for making up missed in-class work, when an Institute-Approved Absence has been granted.
- Students are expected to notify their instructors quickly when an absence has been granted.
- Athletes will typically have a letter detailing their absences by the second week of classes.
- Religious observances count as institute approved absences.
You call the registrar and discover that there are high school students enrolled in your class. You remember that Georgia’s new laws about guns on campus state that gun-owners are not permitted to carry their guns into classes where high school students are present. In response, you make an announcement informing your students that guns are prohibited in your class because these high school students are enrolled.
• It is the responsibility of the licensed gun owner to find out where restrictions apply. Faculty should not attempt to monitor or enforce these restrictions.

• The USG does not recommend that faculty make any announcements in their classes, in order to avoid confusion resulting from inconsistencies between different professors and different classes.

• You are permitted to provide information about HB280 by linking to the USG guidance at the usg.edu website: http://www.usg.edu/hb280
In order to give your students ample time to complete their research, you make your final project due during the Reading Period before your exam.
**FINAL INSTRUCTIONAL DAYS AND READING PERIODS (P. 44)**

- No assignments, projects, presentations or other graded activities are allowed during Reading Periods.
- Projects may be due during the Final Instructional days if they are listed on the syllabus at the start of the semester.
- If the project is substituting for the final exam, it may be due on the scheduled final exam day.
It’s time for the end of semester “Course Instructor Opinion Survey”, and you want to make sure you get feedback from a variety of students – not just the few who are either disgruntled or willing to take the time to fill it out. To boost your response rate, you tell students that if they send you confirmation they have completed the survey, you will award them 2 points in extra credit for their overall grade.
You can incentivize participation for the whole class (e.g., if 90% of you complete the survey...), but you cannot request individual confirmation.

You can provide in-class time for survey completion.

You can email reminders to your students to complete the survey.
One of your students is visibly distressed and you ask them to come speak with you after class. The student asks you to promise to keep the information a secret, and once you agree they proceed to tell you about a recent experience of sexual violence. You keep your promise to not report the incident, but encourage your student to do so soon.
DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE (P. 48-49)

- You should not promise to keep this kind of information confidential.
- Faculty and all instructional staff at Georgia Tech have the responsibility to report sexual harassment of a student or another employee to the Title IX Coordinator or their deputy (titleix.gatech.edu).
RESEARCH NUTS & BOLTS

• Julia Kubanek, Associate Dean for Research, College of Sciences and Professor, Biological Sciences
• Beki Grinter, Professor, Interactive Computing
• Chris Jones, Associate Vice President, EVPR and Professor, Chemical & Biomolecular Engineering
• Emily Howell, Director of Financial Administration, College of Engineering

Moderated By: Jana Stone, Director, Professional Development & Postdoctoral Services
RESEARCH NUTS & BOLTS: MENTORING

Ruth Poproski, Assistant Director, Faculty Teaching & Learning Initiatives, Center for Teaching & Learning
EFFECTIVE MENTORING AND ADVISING IS...

A skill that can be developed over time

A source of continued professional benefit for faculty

A teaching relationship

A key contributor to graduate student persistence and success
**Choose 3 Words That Resonate With You As Descriptive Of The Advisor-Advisee Relationship**

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Connector</th>
<th>Guru</th>
<th>Provocateur</th>
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</thead>
<tbody>
<tr>
<td>Advocate</td>
<td>Director</td>
<td>Instructor</td>
<td>Reference</td>
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<tr>
<td>Ally</td>
<td>Employer</td>
<td>Leader</td>
<td>Sage</td>
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<tr>
<td>Champion</td>
<td>Exemplar</td>
<td>Listener</td>
<td>Shepherd</td>
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<tr>
<td>Coach</td>
<td>Facilitator</td>
<td>Mediator</td>
<td>Supporter</td>
</tr>
<tr>
<td>Collaborator</td>
<td>Friend</td>
<td>Parent</td>
<td>Teacher</td>
</tr>
<tr>
<td>Colleague</td>
<td>Guide</td>
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</tbody>
</table>
DISCUSS YOUR THREE WORDS

Find a partner who you have not talked with yet today.
Share your words and why you chose them.
ACTIVITY: MENTORING AND ADVISING

With your group, draw a picture that represents an effective advisor-advisee relationship.

**NO WORDS ALLOWED!!**
THE INDIVIDUAL DEVELOPMENT PLAN

1. Conduct self-assessment & identify areas for progress

2. Discuss self-assessment, resources, and opportunities with advisor

3. Set goals for upcoming year & share with advisor

4. Implement plan, track progress, and revise plan as necessary
DISCUSS WITH YOUR NEIGHBORS

How would your expectations differ with respect to the contents of an IDP for a third year doctoral student versus a postdoctoral fellow?
EFFECTIVE MENTORING AND ADVISING IS...

A skill that can be developed over time

A source of continued professional benefit for faculty

A teaching relationship

A key contributor to graduate student persistence and success
CAREER DEVELOPMENT SESSIONS

Reappointment, Promotion, & Tenure for Tenure-Track Faculty
  • Room 225

Career Paths for Professors of the Practice, Academic Professionals, and Lecturers
  • Room 328