WELCOME TO NEW FACULTY ORIENTATION!

OFFICE OF THE VICE PROVOST FOR GRADUATE EDUCATION AND FACULTY DEVELOPMENT
WELCOME AND INTRODUCTIONS

- **Leslie N. 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

- **David Bamburowski**, Director, Office of Faculty Affairs
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’S GLOBAL FOOTPRINT

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
HIGH IMPACT EDUCATIONAL PRACTICES

CO-OP

SERVE-LEARN-SUSTAIN

UNDERGRADUATE RESEARCH

GT 1000: FIRST-YEAR SEMINAR

LIVING LEARNING COMMUNITIES
GRADUATE STUDIES

PROFESSIONAL DEVELOPMENT
CERTIFICATES – TEACHING,
COMMUNICATIONS, LEADERSHIP

3 MINUTE THESIS

CAREER PATHWAYS – CO-OP, CRIDC
AND CAREER FAIR

GRAD GROUPS – FIRST YEAR EXPERIENCE

CREATING THE NEXT
GEORGIA TECH PROFESSIONAL EDUCATION – IMPACTS

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.
ORGANIZATION

Board of Regents

University System of Georgia (26 Universities)

President Bud Peterson

Executive Vice Presidents – Provost, Research, F&A

Vice Presidents and Directors:

Student Life and Dean of Students, Ethics Compliance and Risk Management, Institute Diversity, Communications, Government and Community Relations, Athletics, GT Foundation, Alumni
ORGANIZATION- EXECUTIVE VICE PRESIDENTS

President

Provost - Rafael Bras

- Colleges, Faculty Affairs, Office of Graduate Studies, Office of Undergraduate Education, Center for Teaching and Learning, Library, Professional Education, International Initiatives, Enrollment Services, Registrar

Research - Chaouki Abdallah

- GTRI, Office of Sponsored Programs, Enterprise Innovation Institute, Interdisciplinary Research Institutes, Office of Industry Collaborations

Finance and Administration – Jim Fortner

- HR, Office of Information Technology, Facilities, Campus Services, Police, Institute Research and Planning
| Employees | | Students – Fall 2017 |
|-----------|--------------------------|
| 16,311    | Total employees          | 15,572      |
| 1478      | Academic Faculty         | 61% Georgia |
| 2329      | Research Faculty         | 38% Women   |
| 4123      | Staff                    | 6031        |
| 4848      | Students                 | 6115        |
|           |                          | 23% Women   |
|           |                          | 62% US & PR |
|           |                          | 23% Women   |
CORE VALUES

Innovation

Integrity

Excellence

Leadership

Pathway Forward
Together

Mental Health
Culture
Diverse Populations – Black
Student Experience,
Graduate Student Survey,
LGBTQIA, President’s
Gender Equity Initiative

Accountability (USG)

Entrepreneurship

Impact

Respect/Community

CREATING THE NEXT
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 at Tech
   5. Career Development Sessions
   6. Reception this evening 5:00-6:30

2. OHR Benefits Orientation Tomorrow (see agenda)

3. President’s New Faculty dinner next Thursday, August 23
   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
- **Andrew Cox**, President, Graduate Student Government Association
- **Renee Shelby**, Executive Vice President, Graduate SGA
- **Ayodeji Aladesanmi**, Vice President, UG Student Government Association
- **Andrew Cahill**, Joint Vice President for Campus Organizations, Grad & UG SG

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

JOHN M. STEIN
VICE PRESIDENT & DEAN OF STUDENTS

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

• Civic Engagement
• Counseling Center
• Disability Services
• Fraternity & Sorority Life
• Fundraising – Parents Fund
• Leadership Education & Development
• LGBTQIA Resource Center
• New Student & Transition Programs
• Office of the Arts
• Parent & Family Programs
• Research & Assessment
• Student Diversity Programs
• Student Integrity
• Student Media
• Student Organizations
• Student Organization Finance Office
• Veterans Resource Center
• 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 or Emergency Situation
HOW CAN FACULTY CONTACT US?

- Referral Tab on our Website (studentlife.gatech.edu)
  - Over 1976 referrals since Spring 2010
  - 2281 student appointments last academic year

- Call the Office: 404-894-6367

- Visit the Office: Smithgall Student Services (Flag) Building
  - Second Floor, Suite 210
  - Monday – Friday 9:00 AM – 5:00 PM

- Via email: john.stein@studentlife.gatech.edu
QUESTIONS

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

Andrew Cox
President, Graduate SGA

Renee Shelby
Executive Vice President, Graduate SGA

Ayodeji Aladesanmi
Vice President, Undergraduate SGA

Andrew Cahill
JVP for Campus Organizations, SGA
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
Work with your neighbors to identify what’s wrong in each of your assigned scenarios.

Use your Faculty Teaching 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.
• 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.
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).

• 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.
Due during week six for 1000-2999 level courses (*Feb. 19 for Spring 2018*).

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 multiple requests from students to see their quiz grades. The TA who is assigned to update the Canvas gradebook is behind, so you decide to quickly print out the spreadsheet with your students’ names and grades and post it on your office door. You send the class an email letting them know that they may come by to review their grades at their convenience. And, if they want to see their marked quizzes so that they can learn from their mistakes, the quizzes will be in a box on the shelf near your door.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) (P. 35)

• You are not permitted to post grades using student names or any other information that could reveal the identity of a student.

• You are not permitted to leave the quizzes outside your office where students could have access to other students’ graded assignments.

• All institute employees with access to student records are responsible for guarding the confidentiality of those records.
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.
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.
One of your students, Camryn, complains to you that their groupmates continue to refer to them by the wrong pronouns no matter how many times Camryn corrects them. Furthermore, when Camryn complained to their TA, she defended the groupmates, saying that they didn’t mean anything by it and that Camryn was being too sensitive. After listening to them, you advise Camryn to simply let this issue go because you feel sure it isn’t intentional and it isn’t worth the stress they are feeling over it. Camryn’s face drops and they quickly thank you for your time and leave your office.
Diversity, equity, and inclusion in all aspects of teaching, learning, research, service, and outreach are central to Tech’s mission.

The Institute does not discriminate on the basis of sex in its education programs and activities. As such the Institute does not tolerate any kind of gender-based discrimination or harassment, which includes sexual violence, sexual harassment, and gender-based harassment.

As a faculty member you have an opportunity to uphold the values of the Institutions through our responses to difficult situations.
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.
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.
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 AT TECH: PANEL DISCUSSION

• **Beki Grinter**, Associate Dean for Faculty Development and Professor, Interactive Computing

• **Emily Howell**, Senior Director of Financial Administration, Office of the Provost

• **Lew Lefton**, Assistant Vice President for Cyberinfrastructure and Assistant Dean for Information Technology, College of Sciences

• **Justin Romberg**, Associate Chair for Research and Professor, School of Electrical and Computer 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 teaching relationship

A source of continued professional benefit for faculty

A key for 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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<tr>
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<td>Director</td>
<td>Instructor</td>
<td>Reference</td>
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<td>Ally</td>
<td>Employer</td>
<td>Leader</td>
<td>Sage</td>
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<td>Champion</td>
<td>Exemplar</td>
<td>Listener</td>
<td>Shepherd</td>
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<td>Facilitator</td>
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<td>Colleague</td>
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Find a partner who you have not talked with yet today. Share your words and why you chose them.
With your group, draw a picture that represents an effective advisor-advisee relationship.

**NO WORDS ALLOWED!!**
Individual Development Plan

IMPLEMENTATION

SELF-ASSESSMENT

GOAL-SETTING

DISCUSSION WITH ADVISOR

CREATING THE NEXT
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 for graduate student persistence and success
CAREER DEVELOPMENT SESSIONS

Reappointment, Promotion, & Tenure for Tenure-Track Faculty
  • Room 334

Career Paths for Academic Professionals, and Lecturers
  • Room 330