





INTRODUCTION

MESSAGE FROM THE DIRECTOR



It is my pleasure to share the 2017-2018 FY report of the Center for Teaching and Learning (CTL) with you. It has been an event-filled year, and we have served record numbers of faculty, future faculty, postdoctoral scholars, and TAs through our programming. In brief, we have provided service to approximately 5,300 participants through orientations, workshops, courses, consultations, and recognitions. More details of these connections are highlighted on the next few pages.

The Center's 15% increase in service to individuals is paralleled by a significant increase in service that targets Institute initiatives. As a unit in the Office of the Vice Provost for Graduate Education and Faculty Development, the Center for Teaching and Learning has been an active partner in efforts associated with the Commission on Creating the Next, the Learning Environment Task Force, and Path Forward—Together. We have contributed to numerous curricular innovations such as providing course design workshops for faculty participating in Serve-Learn-Sustain, working with faculty new to the VIP (Vertically Integrated Project) experience, and facilitating programming associated with grants. Two initiatives that have been especially rewarding to be part of are NRT-IGE: Integrating Team Science into the STEM Graduate Training Experience and IUSE/PFE: RED: Transforming for Inclusion: Fostering Belonging and Uniqueness in Engineering Education and Practice.

In the Center for Teaching and Learning, we envision a campus culture that promotes meaningful learning for all students, empowers people to engage in effective instruction, and values excellence in teaching. Thank you for partnering with the Center for Teaching and Learning this year as we work to turn this vision into a reality.

Sincerely,

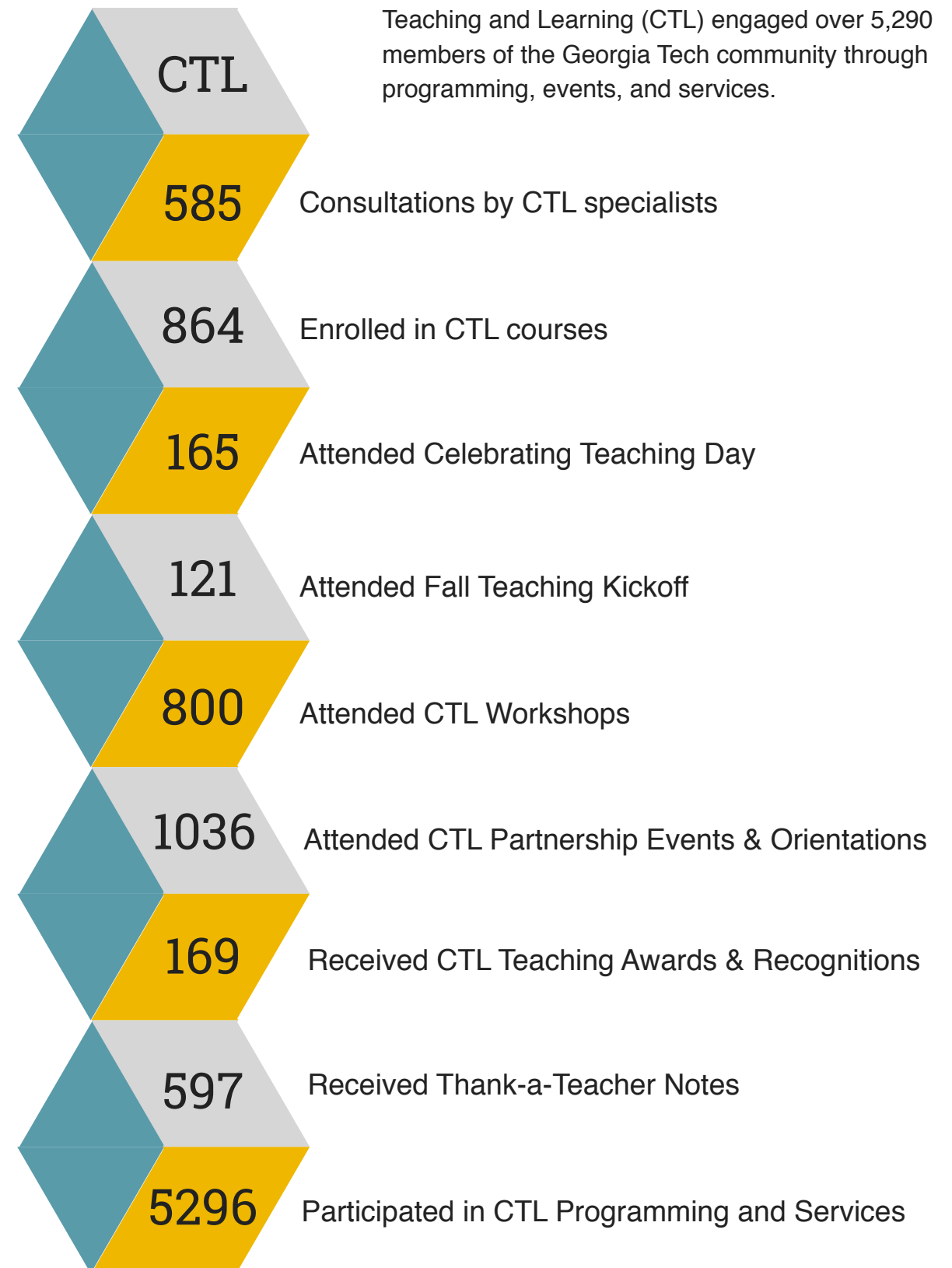
Joyce Weinsheimer

Dr. Joyce Weinsheimer, Director
Center for Teaching and Learning



OVERVIEW

During the 2017-18 fiscal year, the Center for Teaching and Learning (CTL) engaged over 5,290 members of the Georgia Tech community through programming, events, and services.





**FACULTY TEACHING &
LEARNING INITIATIVES**



PROVOST TEACHING AND LEARNING FELLOWS

Launched in January 2017, the Provost Teaching and Learning Fellows (PTLF) program connects the expertise of evidence-based teaching and learning professionals in the Center for Teaching and Learning with the expertise of disciplinary faculty in each college/school. The vision for this hub-and-spoke model is to strengthen teaching and learning in the colleges through an embedded system of on-going instructional support and special initiatives.

This year seventeen PTLFs worked with CTL to develop and implement a number of educational initiatives in their colleges. For example, several PTLF groups determined that discussions about teaching and learning within their colleges were somewhat limited, and they worked to increase conversations by bringing faculty together. Computing PTLFs invited faculty to participate in an open forum to explore teaching and learning matters of importance to them. Design PTLFs, after inviting students to participate in several forums to share their perceptions of teaching in their college, then reported these findings to the college faculty. Ivan Allen PTLFs hosted an event where faculty discussed their biggest struggles and best ideas in teaching.

Scheller PTLFs designed a two-year strategy to “Inspire and Empower Scheller Teaching Faculty.” Initiatives included a monthly email about best practices in teaching, dissemination of student quotes about how Scheller faculty have made an impact on their learning, and a brown bag lunch series for faculty to explore hot topics in teaching.

Some PTLFs also have taken on specific initiatives to address particular teaching and learning issues in their colleges. For instance, two of the Engineering PTLFs are working on ways to streamline and systematize the approach for faculty who teach in large undergraduate courses with multi-instructors. One PTLF in Ivan Allen is developing a new version of TA and instructor training for the School of Economics, including the creation of criteria that graduate students must meet before becoming an instructor of record. Fellows in Sciences are collaborating with colleagues and the Associate Dean to develop a new peer review system that they will pilot this year.



Special Event: Preparing Students for the Daunting Challenges of the 21st Century

On May 7th, the Center for Teaching and Learning invited both the inaugural and incoming cohorts of Provost Teaching and Learning Fellows to a special one-day event. Guest speakers inspired the faculty to think about teaching in new ways. Dr. Paul Handstedt, author of *Creating Wicked Students*, focused on the challenge of preparing students to develop thoughtful, creative responses to emerging problems. Dr. Stephanie Doscher, author of *Making Global Learning Universal*, prompted faculty to think “beyond the local” in her session on Preparing Students to Contribute in a Global World.

Each Provost and Teaching Learning Fellow brought a guest to this end-of-the-semester event, which served as a day of enrichment for everyone involved.

Provost Teaching and Learning Fellows January 2016-December 2017

College of Computing

Mark Guzdial, Professor, Interactive Computing

Umakishore Ramachandran, Professor, Computer Science

College of Engineering

Kevin Haas, Associate Professor, Civil & Environmental Engineering

Julie Linsey, Associate Professor, Mechanical Engineering

Elliot Moore, Associate Professor, Electrical & Computer Engineering

Chris Muhlstein, Associate Professor, Materials Science & Engineering

Marc Smith, Professor, Mechanical Engineering

College of Sciences

Tamara Bogdanovc, Associate Professor, Physics

Greg Blekherman, Associate Professor, Mathematics

Phillip Ackerman, Professor, Psychology

College of Design

Julie Kim, Associate Professor, Design

Brian Stone, Professor, City & Regional Planning

Ivan Allen College

Richard Barke, Associate Professor, Public Policy

Shatakshee Dhonge, Associate Professor, Economics

Michael Wiedorn, Associate Professor, Modern Languages

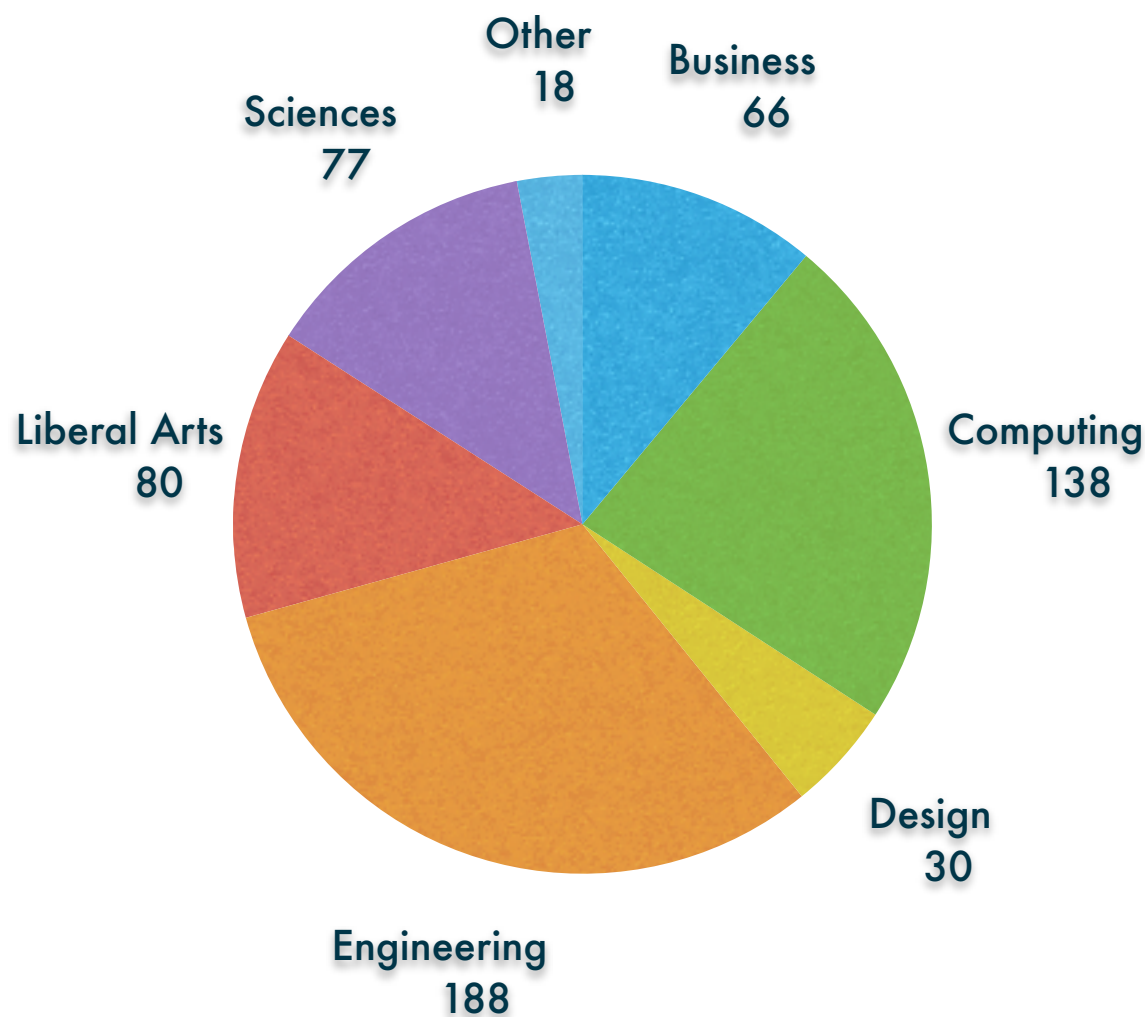
Scheller College of Business

Karie Davi-Nozemack, Associate Professor

Deborah Turner, John and Wendi Wells Associate Professor for Teaching Excellence & Associate Professor of Accounting

THANK-A-TEACHER

The Thank-a-Teacher program recognizes outstanding contributors to the learning environment at Georgia Tech. Any student can submit a Thank-a-Teacher note about a faculty member, TA, or staff member on campus. Recipients are recognized at Celebrating Teaching Day and Dean Griffin Day. In FY 2017-18, there were 597 Thank-a-Teacher notes awarded. The chart below shows the number of Thank-a-Teacher recipients by college.



COURSE DESIGN STUDIO

The 2018 version of Course Design Studio was held in mid-May. The sessions were collaboratively developed and co-facilitated by Ruth Poproski and Kate Williams, the Center’s assistant directors who focus on Faculty and Future Faculty initiatives. Instructors navigated through a backward design process, beginning with a focus on learning objectives on day 1, moving on to assessment on day 3, and finishing with a focus on appropriate instructional strategies. In addition, participants considered issues related to teaching students with multiple backgrounds and abilities, creating a positive classroom climate, and accounting for students’ holistic development as they interact with each other, the instructor, and their course content.



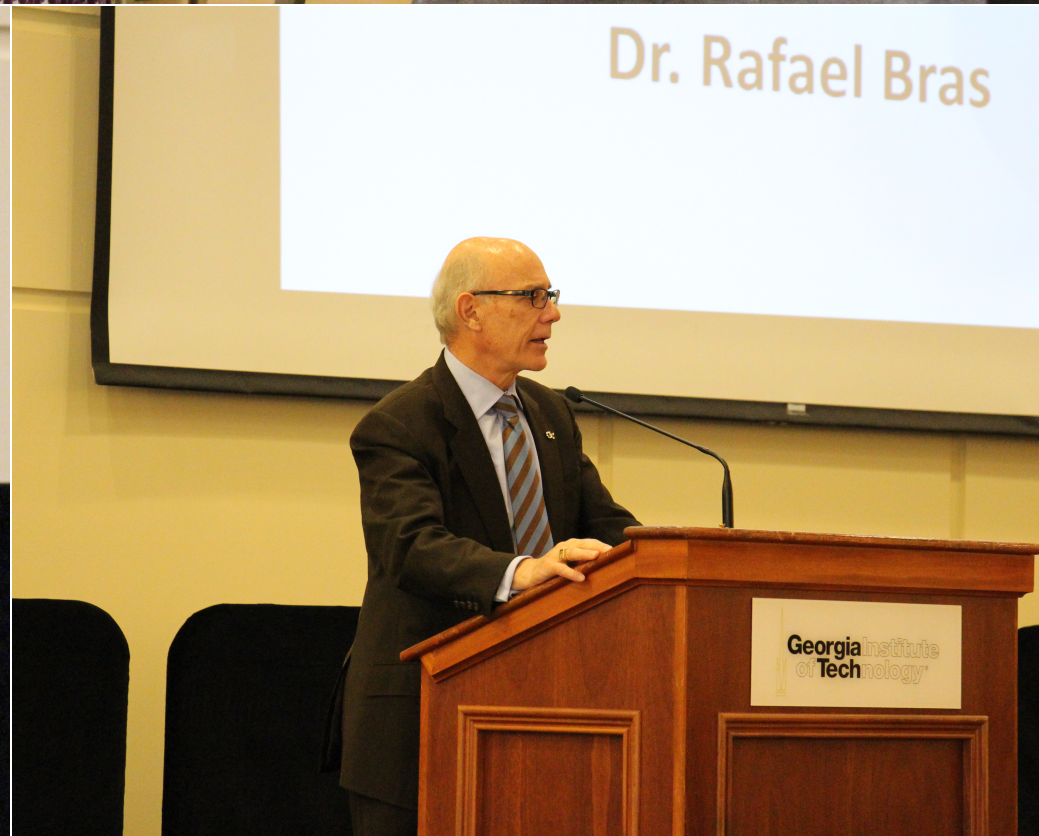
CELEBRATING TEACHING DAY

Celebrating Teaching Day is an annual event hosted by the Center for Teaching and Learning that honors and celebrates the dedication of Georgia Tech faculty and instructors who create engaging, challenging and supportive learning experiences for their students throughout the year. This year's event was attended by 165 members of the Georgia Tech community.

During the program, four Georgia Tech colleagues shared their personal stories of how they've encountered challenges, made mistakes, persevered, and moved forward towards their goals. Each of these speakers participated in a GTREET storytelling workshop (January 2018) to hone their storytelling skills and craft their stories. By performing their stories at Celebrating Teaching Day, these speakers provided participants with some examples of how we might inspire students to persevere and deal with the unexpected when it occurs.

Celebrating Teaching Day also offered a Poster Session featuring 45 educational initiatives carried out by CTL's faculty teaching fellows, faculty learning communities, Brittain Fellows, and other members of the broader Georgia Tech community. In honor of International Women's Day, several posters illustrated the ways that instructors at Georgia Tech create inclusive learning environments.

Celebrating Teaching Day is an event where faculty receive special recognition for their contributions to the campus. Faculty and instructors who received Thank-a-Teacher notes, a Class of 1940 Survey Teaching Effectiveness Award, or a GT Fire grant were honored during the luncheon. In addition, all faculty who participated in a teaching and learning community and/or an educational initiative were recognized for their contributions.



CENTER FOR TEACHING AND LEARNING PARTNERSHIPS

The Center for Teaching and Learning collaborates with campus administrators, faculty, and students to strengthen Georgia Tech's teaching and learning environment. This year CTL partnered with groups such as the Commission on Creating the Next and partnered on initiatives such as A Path Forward-Together. In addition, CTL contributes to USG-wide initiatives such as Complete College Georgia, Momentum Year Experience, and the Chancellor's Learning Scholars' Program. Below is a sampling of on-campus partnerships currently underway.

Serve-Learn-Sustain

Serve-Learn-Sustain (SLS) is a campus-wide academic initiative launched in January 2016 to prepare students to use their disciplinary expertise to address the world's most pressing sustainability challenges in ways that improve community well-being. SLS affiliated instructors teach courses that address different aspects of "creating sustainable communities," through course content and, ideally, community interaction or service-learning opportunities. The Center for Teaching and Learning partnered with SLS as a member of the SLS assessment team.

Carol Subiño Sullivan served as the CTL representative to this committee in 2017-2018. The committee has been involved in hiring a new community outreach specialist, revising the SLS program outcomes, and identifying assessment

strategies that can be implemented across SLS courses for both course level and program level assessment.

CIOS/Teaching Effectiveness Taskforce

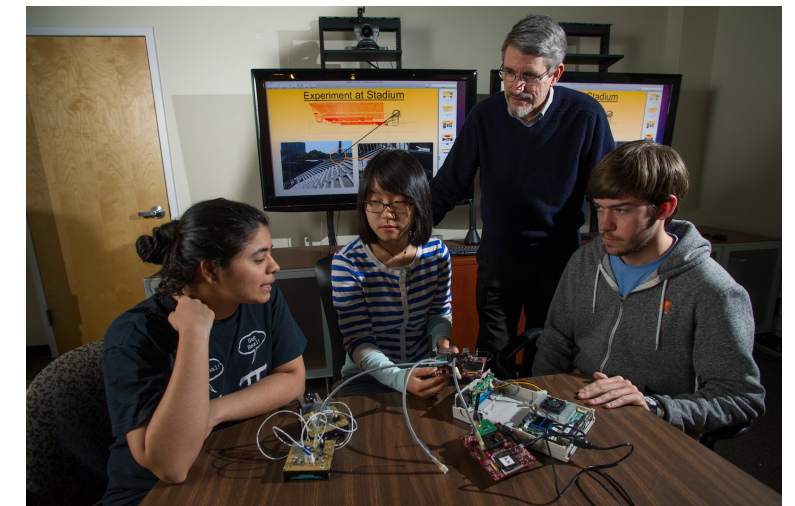
In August and September, CTL's Assistant Director for Faculty Teaching and Learning Initiatives conducted several focus groups with faculty across campus and created a report documenting the concerns, perspectives and suggestions gathered through this process. In December, a renewed task force began to meet, changing its name to the Teaching Effectiveness Task Force in order to broaden the scope of their work beyond CIOS. The current Task Force is chaired by Vice Provost Bonnie Ferri, and CTL continues to work with multiple campus partners to determine how best to determine and report teaching effectiveness on the Georgia Tech campus.

Classroom Renovation Committee

The Center for Teaching and Learning partnered with Facilities Design and Construction, Capital Planning and Space Management, and the Office of Information Technology along with other campus representatives to serve on the steering committee overseeing two major classroom renovation projects: the Instructional Center and the Howey lecture halls.

CTL specialists Carol Subiño Sullivan, Vincent Spezzo and Chaohua Ou partnered with Jassen Ceci and Charlie Wright from OIT to identify technological and pedagogical solutions to problems that were discovered during the design and consultation phase of the renovations.

Vertically Integrated Projects



CTL began working with VIP in 2015, looking for ways to help new VIP faculty experience success in their roles. Over the last year CTL specialists have continued with this effort, facilitating orientation workshops for new VIP instructors and working with the coordinators of VIP to help refine their approach in supporting VIP instructors to teach effectively. Looking forward we expect a continuation of this fruitful partnership with a valuable campus effort.



ONGOING GROUPS

CTL hosts several groups that meet regularly with a focused goal or theme to explore. These cohorts include the CTL Book Club, Faculty Learning Communities, and Teaching Fellows programs for Assistant Professors, Tenured Professors, and Research Faculty.

FACULTY LEARNING COMMUNITIES

The Center for Teaching and Learning offers multiple opportunities for faculty to participate in Faculty Learning Communities (FLCs). These cohorts bring together a diverse group of faculty interested in exploring the challenges of teaching and in finding ways to improve student learning at Georgia Tech. During the 2017-18 fiscal year, CTL hosted three faculty learning communities.

Best Practices for Teaching Innovation

Facilitators: Brandy Stanfield-Nagel (Enterprise Innovation Institute) and Carol Subiño Sullivan (CTL)

For two years, members of this FLC have explored methods for teaching students to think and work innovatively. The outcome of this work is a soon to be released online module on Innovative Design Principles, which

teaches students the principles of design thinking and challenges them to apply them to developing an innovative design. This module will be available to all Georgia Tech instructors to use in whole or part for courses where they want their students to develop skills in innovation.

Connecting Across Generations

Facilitators: Dennis Hess (Chemical and Biomolecular Engineering) and Joyce Weinsheimer (Center for Teaching and Learning)

Ten individuals participated in this faculty learning community to explore how generational contexts shape the way people view the world. With the goal of learning more about Generation Z (the students we teach), this FLC met throughout fall semester to read and discuss the literature about generational distinctions. The outcome of the FLC is a web resource that features characteristics of generations, specific information about how today's students view the challenges and risks associated with academia, and resources to assist instructors who teach across generations.

VIP Instructors

Facilitators: Elliot Moore (ECE), and Ruth Poproski (CTL)

In this FLC, faculty who teach Vertically Integrated Projects (VIP) courses met together to explore solutions to the challenges they face as they attempt to merge research team development and management with for-credit learning experiences for students. The group focused on identifying and sharing effective pedagogical practices for the VIP context, considering issues like grading, team organization and management, funding, student persistence, cultivating student mentors, working with graduate students, and setting expectations for students with varied academic backgrounds and experience. Ultimately the group produced a “VIP Advising for Dummies” resource guide for both new and returning VIP instructors.

TEACHING FELLOWS

Class of 1969 Teaching Fellows

The Class of 1969 Teaching Fellows experience is designed to gather together an interdisciplinary group of Assistant Professors for pedagogically focused support and professional development. The aim is to broaden perspectives with insight into evidence-based best practices and exposure to new and innovative teaching methods. Moreover, Class of 1969 Teaching Fellows are provided \$1000 in funds that can be used to support the development of a small project, or for other teaching-related resources. The program is funded through the Class of 1969 Teaching and Learning Endowment Fund.

This year’s cohort of Class of 1969 Teaching Fellows was led by Dr. Ruth Poproski (CTL) and Dr. Jennifer Hasler (ECE). Fellows came from the Colleges of Design, Engineering, Liberal Arts, and Sciences.

During the Fall semester, the group met weekly to discuss teaching challenges and strategies, to explore evidence-based principles of teaching,



and to develop small teaching projects as part of a larger effort to take a scholarly approach to teaching. A new addition to this year’s program was the introduction of a classroom visit experience: fellows visited each other’s classes to observe them teach, then re-grouped the following week to share their insights and experiences. The result was a positive and collegial experience that all of the fellows indicated they’d like to repeat in the future. During the Spring semester, the group met monthly to engage in q&a with four panels: a panel of undergraduate students, graduate students, accomplished senior faculty, and experts on teaching with technology. Several fellows also participated in Celebrating Teaching Day in March.

The Class of 1969 Teaching Fellows for FY 2017-18 included:

- | | |
|----------------------------------------|--------------------------------------|
| • Fani Boukouvala, ChBE | • Nian Liu, ChBE |
| • Claudio Di Leo, AE | • Martin Mourigal, PHYS |
| • Jennifer Hasler, ECE, Co-facilitator | • Matthew Oliver, ECON |
| • Allen Hyde, HSOC | • Ruth Poproski, CTL, Co-facilitator |
| • Josh Kacher, MSE | • Xinyi Song, BC |
| • Neha Kumar, IA | • Siva Theja Maguluri, ISyE |
| • Joseph Lachance, BIOL | • He Wang, ISyE |
| | • Eunhwa Yang, BC |

Research Faculty Teaching Fellows

The Research Faculty Teaching Fellows program is a partnership between the Executive Vice President for Research (EVPR), the Georgia Tech Research Institute (GTRI), and the Center for Teaching and Learning. This initiative offers research faculty the opportunity to become first-time instructors—or, for those who have taught in the past, the opportunity to turn their cutting-edge research programs into instructional programs that enhance the teaching mission of an academic unit. The Fellows teach one course during their award year while participating in teaching enrichment activities.

All of the fellows engage in teaching and learning professional development opportunities, including Course Design Studio in June 2017 and discussion groups during their teaching semester. Introducing the participants to evidence-based teaching practices helps them

become more effective in bringing their extensive experiences in research and industry to enhance student learning. For example, Noah Posner developed an interdisciplinary course that provided graduate students in the Human Computer Interaction program the opportunity to engage in physical prototyping more typically experienced by students in the College of Design. Moreover, Tim Brothers designed and implemented a flipped class approach for teaching students in Electrical and Computer Engineering advanced digital design with Verilog.

- Timothy Brothers, GTRI
- Andrew Harper, GTRI
- Aharon Karon, GTRI
- Kiryung Lee, ECE
- Dongwook Lim, AE
- Noah Posner, Center for GIS
- Greg Rohling, GTRI
- Carlos Sanhueza-Chavez, CHEM



Hesburgh Award Teaching Fellows

The Hesburgh Award Teaching Fellows bring together mid-career and senior faculty who have demonstrated strength in the classroom and are interested in working on initiatives that further enhance student learning. This is an "invitation" program that is an honor for individuals who are already successful in their own careers and who have the potential of providing leadership in teaching and learning to their colleagues as well.

The Fall 2017 Hesburgh Award Teaching Fellows were:

- Federico Bonetto, Associate Professor, Math
- Xu-Yan Chen, Associate Professor, Math
- Caroline Genzale, Associate Professor, Mechanical Engineering
- Melissa Kemp, Associate Professor, Biomedical Engineering
- Xioliang Li, Associate Professor, Modern Languages (Chinese)
- Pete Ludovice, Associate Professor, Chemical and Biomolecular Engineering
- Alex Orso, Professor, Computer Science
- Jenny Singleton, Professor, Psychology
- John Wise, Associate Professor, Physics
- DJ Wu, Professor, Scheller College of Business (IT Management)

The group was facilitated by Dr. Carol Subiño Sullivan, of the Center for Teaching and Learning.



The Hesburgh Award Teaching Fellows each develop an initiative to enhance student learning in their own courses. This year's Hesburgh Fellows developed a variety of projects including, John Wise's "Modernizing the Honors Physics II Lab," in which he gave students open-ended problems they could work on anywhere through the use of an ioLab device. D.J. Wu's project "Experiential Learning in Two-Sided Market Pricing: A Field Experiment," teaches students to avoid the fallacy that what worked in the past will continue working in the future and

instead identify how the business environment is changing. Melissa Kemp surveyed students about their experiences with office hours and used the results to create a structured approach to office hours that make them a more inclusive experience for all her students.

Overall, the Hesburgh Award Teaching Fellows agreed that they valued the opportunity to learn from each other, to share their successful teaching approaches, and to work on an initiative to improve their own courses.

FACULTY DEVELOPMENT WORKSHOPS

During the 2017-18 fiscal year, 120 Georgia Tech community members participated in CTL faculty development workshops.

Avoiding the CIOS Surprise: Creating an Effective Learning Environment

The Course Instructor Opinion Survey (CIOS) is an important tool that instructors use to receive feedback about their teaching effectiveness. Unfortunately, the feedback comes after the class is over, too late for instructors to adjust their teaching approach and improve the learning environment for their students. In this workshop, participants considered how knowledge about the way students evaluate course and instructor effectiveness can be used to make adjustments in our teaching choices. In addition, attendees explored opportunities to uncover what students are thinking earlier in the semester when there is still time to adjust the course.

Dealing with the Unexpected

Teachers typically get ready for class by thinking about the content for the day. What will be your focus? Do you have the PowerPoints slides you need? How will you engage your students? Then the unexpected occurs--and it has nothing to do with what you've prepared. A student's comment pushes a hot button. You're confronted about a grade. You see an open backpack that contains a gun. Students are talking about the suicide of a peer. There's a major emergency event on campus. Suddenly you find yourself at loss—this is not what you had in mind when your appointment letter said “teach!” Because real people enroll in our courses, teaching today involves facilitating difficult conversations, managing hot moments, encountering mental health issues, and responding to tragedies. This workshop provided a safe space for a lively discussion of what to do when the unexpected occurs!



Using Assessment and Grades to Promote Generation Z's Learning

Generation Z has arrived and is in your classroom! This generation believes that grades and learning matter. However, this generation is also experiencing unprecedented levels of anxiety, depression, and loneliness—and therein lies a challenge. How do we uphold disciplinary standards and at the same time help these students succeed? How do we help students become “more comfortable” with thinking under pressure, struggling to make sense of concepts, and taking risks that lead to learning?

Generation Z is driven by different motivations, characteristics, and concerns than previous generations—and understanding their mindset and goals can help us make sense of how to educate them. Participants of this workshop gained important insights about Generation Z—and discovered specific assessment and grading practices that are helping this generation move forward.

Unleashing Student Creativity through Alternative Approaches to Course Assessments

Imagine a world where students show up at class excited about their projects, where they respond to homework prompts with ingenuity and personality, and where they thank you on your end-of-semester evaluations for the opportunities you've given them to create, to express themselves, to think in unusual ways, and to enjoy your course.

This workshop explored a variety of alternative approaches to course assessments, meant to inspire small changes that may have big impact on how students engage with their coursework. Drawing on examples from Georgia Tech colleagues, the workshop facilitators focused on ways to give students choice when the method doesn't matter as much as the content, and ways to move them toward deeper learning and application of concepts, without entirely re-inventing a course.

FACULTY AWARDS AND RECOGNITIONS

Each year, the Center for Teaching and Learning coordinates a number of campus awards to honor outstanding faculty contributions to the educational mission of Georgia Tech, including:

- Class of 1940 Course Survey Teaching Effectiveness Award
- CTL/BP Junior Faculty Teaching Excellence Award
- Curriculum Innovation Award
- Education Partnership Award
- Faculty Award for Academic Outreach
- Geoffrey G. Eichholz Faculty Teaching Award
- Innovation and Excellence in Laboratory Instruction Award
- Innovation in Co-Curricular Education Award
- Undergraduate Educator Award

In addition, CTL also facilitates the nomination and application process for the University System of Georgia's Regents' Teaching Excellence Awards. Each year Georgia Tech submits applications for three Regents' awards:

- Felton Jenkins, Jr. Hall of Fame Faculty Awards
- Regents' Teaching Excellence Awards for Department or Program


- Regents' Scholarship of Teaching and Learning Awards

Members of CTL's faculty teaching and learning team secure funding for the campus awards by working with the Office of the Provost and with donor groups. For both the University System of Georgia Awards and the Georgia Tech campus awards, CTL sends out a call for nominees, works with academic units to identify potential candidates, and answers questions from candidates as they complete their applications. CTL coordinates the selection of the campus award winners by working with faculty award committees. In April, CTL makes formal award presentations at the campus annual faculty awards ceremony.

In 2018, 62 faculty members received teaching excellence awards, winning a combined total of \$75,500. The Center for Teaching and Learning annually updates the names of all faculty winners of campus awards and the University System of Georgia's Regents' Teaching Excellence Awards on the Teaching Award Wall located on the 4th floor of Clough Commons. CTL created this wall in 2014 to give visible recognition to all teaching award winners.



Georgia Tech Center for Teaching and Learning



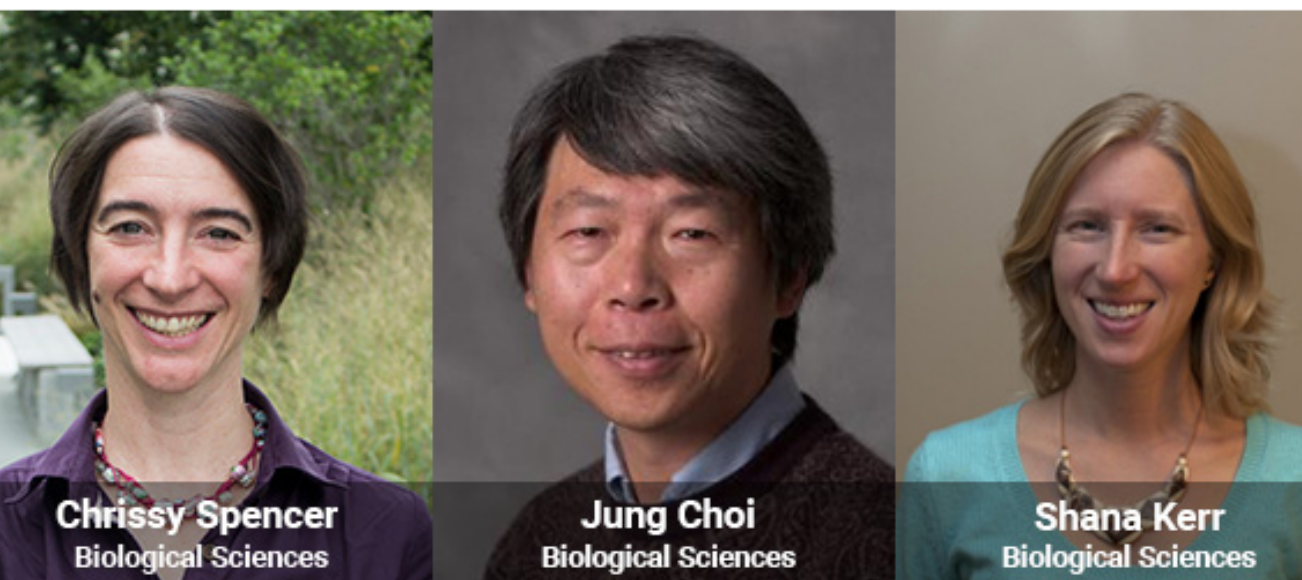
Teaching with Technology SPOTLIGHT

Thursday, October 5, 2017

11 am-12 pm

Student Success Center, Press Room B

INVITED SPEAKERS



Creating Open Educational Resources for Biology:
Making Learning Accessible, Affordable, Engaging, and Effective

TEACHING WITH TECHNOLOGY SPOTLIGHTS

Teaching with Technology Spotlight is a learning technology initiative that highlights a specific instructional technique, best practice, or innovation related to utilizing technology to enhance teaching and learning at Georgia Tech. It provides participants an opportunity to learn directly from experts and/or individuals who have successfully implemented technology in their own classroom.

Four Teaching with Technology Spotlight sessions were offered during Fall 2017 and Spring 2018. They featured faculty from different disciplines across campus and highlighted their innovative use of open educational resources, calibrated peer assessment, and flipped class.

Learning Technology Implementation

The learning technology specialists from CTL worked with other campus units to pilot and implement emerging technologies. In Fall 2017, CTL worked with the Center for the 21st Century University and the Office of Information Technology to implement the major upgrade of the TurningPoint clickers across campus. With this implementation, all students at Georgia Tech were able to use their mobile devices to participate in class polling without any cost.

122 attended Teaching
with Technology Spotlights.

TEACHING WITH TECHNOLOGY PARTNERSHIPS

Teaching with Technology Partnership is a learning and technology initiative that aims to support and promote the effective and innovative use of technology to enhance teaching and learning. The partnerships are a collaboration between faculty, who sponsor a project, and the Center for Teaching and Learning (CTL). A learning technology specialist from CTL meets with the faculty fellows regularly and serves as a creative partner for developing and implementing the projects.

Technology Support for Digital Design Lab Expansion

Dr. Tom Collins, ECE

The Digital Design Laboratory is a large instructional laboratory supporting ECE 2031, with an annual enrollment of about 500 students. This project seeks to revamp and expand the use of technology for active learning in class and engaging students outside of class.

GT 1000 Textbook Transformation

Dr. Lacy Hodges, Center for Academic Enrichment

This project seeks to redesign the for-cost textbook required for all students enrolled in GT 1000: First-Year Seminar as a free, open-access digital text available to all students. The open-access textbook includes readings, activities, resources, and digital learning objects relevant to first-year student success.

A Virtual Environment for Audio Content Analysis

Dr. Alexander Lerch, Music

This project seeks to: (1) increase the effectiveness of learning for the on-campus class, MUSI-6201. With video lecture modules and in-class exercises, and (2) to create a free, open, and pedagogically structured online learning environment and resources for anyone interested in teaching and learning the course topics.



Dealing with the Unexpected

Teachers typically get ready for class by thinking about the content for the day. What will be your focus? Do you have the notes and materials you need? How will you engage your students?

Then the unexpected occurs — and it has nothing to do with what you've prepared. A student's comment pushes a hot button. You're confronted about a grade. You see an open backpack that contains a gun. Students are talking about the suicide of a peer. There's a major emergency event on campus.

Suddenly you find yourself at loss — this is not what you had in mind when you envisioned your life as an educator!

Here are some resources to help you out when you are dealing with the unexpected as you teach:

- [Coping with Canceled Classes \(and Technical Difficulties\)](#)
- [Dealing with Distressed Students](#)
- [Handling "Hot Moments" in the Classroom](#)
- [Responding to Traumatic Events](#)



CAMPUS RESOURCES

- [Counseling Center](#)
 - Crisis Line: 404.894.2575 (M-F 8 a.m. - 5 p.m.)
 - After-hours counselors: 404.894.2204
- [Dean of Students and Student Life](#) (404.894.2565)
 - [Referral messages](#) (if concerned about a student's academic performance, classroom behavior, or well-being)
 - [Student Temporary Assistance and Resources \(STAR\)](#) (for services like the food pantry, emergency funds, and temporary housing)
- [Georgia Tech Police Department](#) (404.894.2500)
- [LGBTQIA Resource Center](#)
- [Office of Institute Diversity](#)
- [Veterans Resource Center](#)

CTL ONLINE RESOURCES

CTL Teaching Guidebook

In 2006, what was then the Center for the Enhancement of Teaching and Learning (CETL) published the 1st edition of the Teaching at Georgia Tech Handbook. Every year since the initial publication, CTL staff have worked collaboratively during the summer months to update the content and contact offices across the Georgia Tech campus to ensure the accuracy of the information. In 2016, the name of the 11th edition was changed to Teaching at Georgia Tech: A Guidebook for Faculty, Instructors, and Teaching Assistants. In 2018, Joyce Weinsheimer collaborated with the book's editor Tammy McCoy to produce the 13th edition of the Guidebook. The printed version of the guidebook was distributed to participants in New Faculty Orientation, part-time faculty at the New Faculty Welcome Event in Fall and Spring, and over 450 teaching assistants who attended TA Orientation during the spring and fall terms. Instructors of CTL 8000, a TA development course, also use the guidebook as a resource in their classes. The Guidebook is available at all CTL workshops and events. In total, CTL distributed almost 1000 copies of the 13th edition of the Teaching Guidebook in fiscal year 2017-2018.

The online version of the Guidebook is highly interactive with numerous links to additional information and relevant offices. This fully downloadable version of the Guidebook also works on tablets and mobile devices.

[View the Online Teaching Guidebook](#)



On Teaching and Learning @ Georgia Tech

Georgia Tech Center for Teaching and Learning

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[Teaching Tips](#)
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[Campus Voices](#)
[Commentary](#)

CAMPUS VOICES / NEWS / TEACHING TIPS

NEXT STORY
Exploring OER Textbook Development in Teaching with Technology Spotlight

PREVIOUS STORY
Stop and Consider: Virtual Office Hours

August 2018						
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CATEGORIES

- ▢ Campus Voices
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Including U: Supporting LGBTQIA+ students in the classroom

BY KATA DOSA • PUBLISHED AUGUST 8, 2018 • UPDATED SEPTEMBER 11, 2018



An inclusive classroom. Most of us, instructors, aspire to have it. After all, we are happy to talk about our beloved subjects to any and all students.

The proficient and effective delivery of content is but one factor in how students learn in a classroom. Course climate has been identified to have crucial influence on student learning outcomes (e.g. Hall 1982). Course climate can be defined as the sum of the intellectual, social,

MORE

- FUTURE FACULTY**
 Crafting Your Diversity Statement
 8 OCT, 2018
- EVENTS / NEWS / TECHNOLOGY**
 Exploring OER Textbook Development in Teaching with Technology Spotlight
 25 AUG, 2018
- CAMPUS VOICES / NEWS / TEACHING TIPS**
 Including U: Supporting LGBTQIA+ students in the classroom
 8 AUG, 2018
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 Stop and Consider: Virtual Office Hours
 25 JUN, 2018
- CAMPUS VOICES / NEWS / TEACHING TIPS**

Online Teaching & Learning Resources

The Center for Teaching and Learning has developed a number of online resources to support and enhance teaching efforts at Georgia Tech. Use the links below to access a specific resource.

- [Developing Your Syllabus](#)
- [Dealing with the Unexpected](#)
- [Gathering & Responding to Feedback on Teaching](#)
- [Crafting Your Teaching Statement](#)

On Teaching & Learning @ Georgia Tech

On Teaching & Learning @ Georgia Tech is the name of CTL’s blog site on the web. While most of the articles on the blog are written by CTL staff, other contributors add valuable content to the site. The blog features a range of articles, including teaching tips, inclusive teaching, reviews of workshops, and many more.

Learning Environment Toolkit

In 2016, the Georgia Tech Task Force for the Learning Environment (TFLE) issued their report indicating that a culture of civility, collegiality, and respect is the bedrock of a healthy instructional environment. While these cultural values are intended to form the basis of all relationships among people on campus, they are critical when considering the relationships that develop between instructors and students. One of the goals of this online resource is for faculty members to understand how the values of civility, collegiality, and respect translate into concrete strategies and measures that are considered effective teaching.

The Learning Environment Toolkit contains seven modules that align with the seven qualities of effective teaching found in the Course Instructor Opinion Survey (CIOS). These qualities include respect, expectations, clarity, interest, availability, helpfulness, and enthusiasm.

TA Orientation Online Modules

The Center for Teaching and Learning (CTL) offers a variety of resources to enhance the teaching effectiveness of Georgia Tech's undergraduate teaching assistants (UTAs) and graduate teaching assistants (GTAs). Indeed, a Board of Regents policy mandates that all teaching assistants throughout the university system received training. To this end, CTL TA Development specialists conduct six TA orientations during the academic year, four in fall term and two in the spring term. However, for various reasons, some TAs are unable to attend these in-person orientations. Thus, CTL designed and deployed a series of TA training modules accessible via Canvas, Georgia Tech’s learning management system. The modules cover academic integrity, FERPA, and disability services. Each module has interactive components and built-in assessment tools. Upon successful completion of the modules, students can print a document verifying their participation.

Georgia Tech Center for Teaching and Learning

Creating a Positive Teaching and Learning Environment

Home Overview Respect Expectations Clarity Interest Availability Helpfulness Enthusiasm

Why Is Georgia Tech's Learning Environment Important?

“Georgia Tech's learning environment is really important because we are fortunate to attract absolutely outstanding students, ambitious students, capable, creative students, and we want to make sure that we really enable them to fully capitalize on their remarkable talents.”

– Paul Goldbart
Dean, College of Sciences
Co-Chair, Task Force for Learning Environment

▶ Watch Video

Introduction

In 2016, the Georgia Tech Task Force for the Learning Environment (TFLE) issued their report indicating that a culture of civility, collegiality, and respect is the bedrock of a healthy instructional environment. While these cultural values are intended to form the basis of all relationships among people on campus, they are critical when considering the relationships that develop between instructors and students. One of the goals of this online resource is for faculty members to understand how the values of civility, collegiality, and respect translate into concrete strategies and measures that are considered effective teaching. In the video on the right, Dr. Paul Goldbart, Dean of College of Sciences and co-chair of the Learning Environment Task Force discusses why a positive learning

CREATING A POSITIVE LEARNING ENVIRONMENT AT GEORGIA TECH

▶

Georgia Tech Center for Teaching and Learning

What You Should Know About Disability Services

MENU

Opening

How to Navigate the Module?

Introduction

What ODS Does

Accommodations

Working With ODS

Accommodate System Overview

Laura's Challenge

What do you think Laura should do?

How did Laura handle the situation?

Wrap-Up

Tammy M. McCoy, Ph.D.

TA Development and Future Faculty Specialist
Center for Teaching and Learning

Georgia Tech

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PREV

NEXT

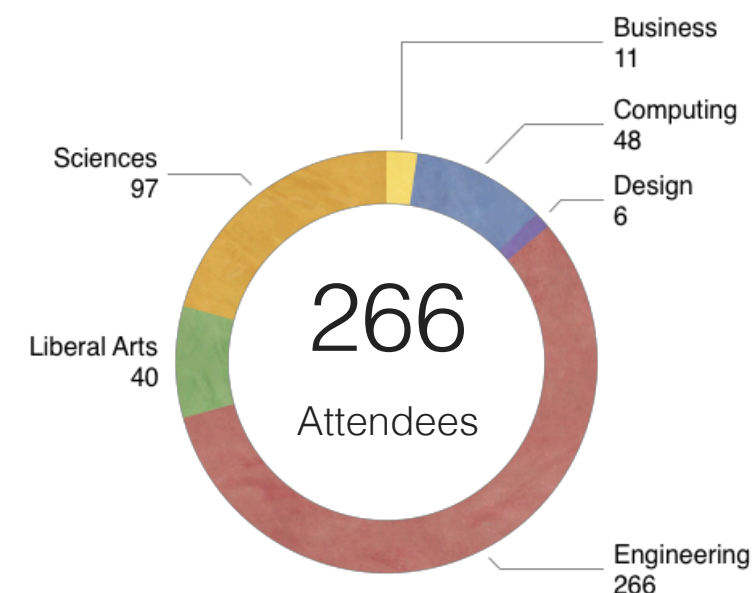


**TA & FUTURE FACULTY
INITIATIVES**



TA ORIENTATION

New undergraduate and graduate TAs are introduced to their job responsibilities and GT policies through a half-day TA Orientation (TAO) session offered just prior to the start of each semester. An additional International TA Orientation (ITAO) introduces international TAs to the American student and classroom. These TA training sessions employed 10 experienced TA Fellows to lead workshops on the Georgia Tech policies and procedures relevant to a student's role as a TA. Participants also had the opportunity to attend sessions led by the TA Fellows on a range of other topics, including time management, grading, presentation skills, office hours, and teaching tips. The chart below shows the number of new TAs attending by college.



Pictured are the 2018 campus-wide award winners for Graduate Student Instructor: Sidni Vaughn Justus (PSYC), Michael Baldwin (ME), and Kantwon Rogers (Computing).



TA AWARDS

Graduate and undergraduate TA Award winners, Tech to Teaching and CIRTLL certificate recipients, student Thank-a-Teacher recipients, and TA Fellows were recognized for excellence in teaching at the second annual TA and Future Faculty Awards Day event held April 17, 2018. Held in the Bill Moore Student Success Center, 107 people attended the event and 197 awards and recognitions were presented.

Each year, CTL celebrates the contributions to teaching excellence at Georgia Tech made by our

graduate and undergraduate teaching assistants. The annual awards process opened in January. CTL requested all schools/departments to conduct an internal competition to produce one person in each of the following categories, where applicable: (1) Graduate Student Instructor of the Year; (2) Graduate Teaching Assistant of the Year; and (3) Undergraduate Teaching Assistant of the Year. Each school-level winner was invited to submit an application to participate in the institute-wide TA of the Year competition. All recipients of school/department awards were honored and the campus-wide winners announced at the annual TA and Future Faculty Awards Day.

- 10 Undergraduate TA of the Year Awards
- 20 Graduate TA of the Year Awards
- 12 Graduate Student Instructor of the Year Awards
- 52 Thank-a-Teacher Recipients
- 48 CIRTLL Associate-Level Certificate Recipients
- 45 Tech to Teaching Certificate Recipients
- 10 TA Fellows Recognitions



TECH TO TEACHING

The Tech to Teaching program is designed to prepare Georgia Tech graduate students and postdocs for college teaching positions. Through this certificate program, participants develop a thorough understanding of the scholarship of teaching and learning, and demonstrate their ability to apply these skills in the classroom. In fall 2017, CTL introduced a new, redesigned Tech to Teaching Program that shifted the course-based requirements for obtaining a certificate to a learning outcomes based model. To earn the certificate, participants first complete 10 foundation-level learning outcomes through a combination of classes, workshops, CIRTl programming and other online instruction. Next, participants complete a significant teaching experience, most often through co-teaching a course or serving as instructor of record. Along with this teaching practice, participants engage with their future faculty peers in a weekly learning community seminar.

In academic year 2017-18, Tech to Teaching enrollment reached 168 graduate students and postdoctoral scholars, a 41% increase in enrollment over the previous year. This year, 27 participants completed the certificate requirements.



CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING, AND LEARNING

In February 2016, Georgia Tech joined the Center for the Integration of Research, Teaching and Learning (CIRTL) Network. According to their website, “CIRTL uses graduate education as the leverage point to develop a national STEM faculty committed to implementing and advancing effective teaching practices for diverse student audiences as part of successful professional careers.”

The CIRTL certificate is built around three pillars: Evidence-based Teaching or Teaching-as-Research, Learning through Diversity, and Learning through Community. These three pillars align with the 10 foundational learning outcomes of the Tech to Teaching program. As such, participants completing the foundations level of Tech to Teaching earn the CIRTL Associate Level certificate. After the Associate Level certificate, participants can elect to earn the CIRTL Practitioner Level certificate by completing a Teaching-as-Research project and the CIRTL Scholar Level certificate by disseminating the research project through publication or conference presentation. In FY2017-18, CTL awarded 48 CIRTL Associate Level certificates, an increase of 57% over the previous year.

CAREER DEVELOPMENT & TEACHING WORKSHOPS

CTL’s academic career development workshops are well-attended by graduate students and postdocs interested in pursuing faculty positions. The schedule of these workshops is designed to correspond to the academic job search, with application packets developed in the fall and interviewing and job talk presentations the focus of the spring events. A total of 183 graduate students and 100 postdoctoral scholars participated in the

academic career workshop series this year, a 12% increase over the previous year.

Integrated into the Tech to Teaching program and available for TAs to continue their professional development around teaching, the teaching workshop series cover eight topics related to various elements of effective teaching. These teaching workshops attracted 170 participants.

Date	Workshop Title	Attendance
7/21/2017	Academic Job Search 101	52
9/1/2017	Academic Job Search 101	48
9/8/2017	CV/Cover Letter	31
9/15/2017	Research Statement	24
9/22/2017	Teaching Statement	23
10/13/2017	How Learning Works	26
10/13/2017	Teaching with Technology	24
11/10/2017	Writing Learning Outcomes	23
11/10/2017	Measuring Learning	21
1/19/2018	Academic Job Search 102	41
1/26/2018	Academic Interviewing	43
2/2/2018	Academic Job Talk	26
2/23/2018	Student Motivation for Learning	21
2/23/2018	Diversity in the Classroom	25
3/30/2018	Evidence-based Teaching	15
3/30/2019	Classroom Assessment Techniques	15
		458



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Learning Specialist



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CREATING THE NEXT®



Georgia Tech  **Graduate Education and Faculty Development**
Office of the Provost

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