TEACHING AT GEORGIA TECH

A Guidebook for Faculty, Instructors, and Teaching Assistants

GT | **Center for Teaching and Learning**

At Georgia Tech, our students are our top priority. We measure our success by their achievements and by the positive impact they have on the lives of others. Our faculty play an essential role in their growth, well-being, and development. The Institute is committed to providing you with the resources and tools you need to create an inclusive learning environment where every student can thrive and contribute to human progress.

Ángel Cabrera
President, Georgia Institute of Technology

Welcome Letter from Georgia Tech's Provost

Dear Colleagues:

Greetings! If you are new to our academic community, welcome. We are so glad you are here. And to those returning for another academic year, welcome back!

At Georgia Tech, we are working hard to deliver on the commitment and vision laid out in our Institute strategic plan. As a leading technological and research university committed to progress and service, our mission is developing exceptional leaders from all backgrounds, ready to produce novel ideas and create solutions that change people's lives for the better. At the heart of it all, for each of us, are our students. They are our top priority, and the reason we are here.

Our admissions process cultivates a student body with a demonstrated commitment to excellence and public service, and we are proud to be their institution of choice. As faculty, our job is not only to ensure they have the skill set and tool set to solve problems – but also to ensure they know how to seek out the most impactful problems to solve. Our graduates are globally minded, cross-culturally competent leaders who understand that the best solutions are those developed by and for all people.

These are qualities and skills nurtured in an inclusive environment of holistic learning, where the gifts and perspectives of all students are valued and developed. This kind of environment doesn't just happen; it must be intentionally cultivated. As faculty, we have a responsibility to our students and remarkable opportunities to nurture their well-being, to value their diverse perspectives, and to empower them to learn, discover, and try new things. We tend to think of this as the result of the things we do in the classroom over hours, days, and weeks – but it can also be the result of just a few moments, like an encouraging five-minute conversation.

I encourage you to check out the Academic Well-Being Project (academicwellbeing.ctl.gatech.edu) as well. This site is a place where faculty across all Colleges and disciplines can find and share best practices for academic well-being in large and small classes, studios, and labs. I hope you will take a moment to explore what your fellow faculty members are doing to create a healthy and vibrant learning community and contribute your own techniques and strategies to the conversation as well.

I look forward to this year. Thank you for all you do for our students and this community.

Sincerely,

Steven W. McLaughlin
Provost and Executive Vice President for Academic Affairs

TEACHING AT GEORGIA TECH

A Guidebook for Faculty, Instructors, and Teaching Assistants

2022–2023 • 17TH EDITION

Letter from CTL's Director, Joyce Weinsheimer

Dear Georgia Tech Teachers:

Welcome to the exciting world of teaching at Tech! Truly, we have a remarkable job. Our students are some of the best in the world, and the material that we teach is important and relevant. As teachers, we have the opportunity to inspire and, in turn, to get re-inspired ourselves.

Teaching in 2022-2023 will bring us new challenges requiring new solutions. As you explore how to provide dynamic, inclusive learning experiences for your students, the Center for Teaching and Learning (CTL) stands ready to partner with you and support your efforts. In addition, we look forward to helping you highlight your best practices and share them with the Tech community.

It is with great pleasure that we offer you this 17th edition of *Teaching at Georgia Tech: A Guidebook for Faculty, Instructors, and Teaching Assistants*. In it, you'll find policies and campus resources relevant to our institutional mission. You'll also find a host of tips for success in your on-campus and your online courses, along with messages from your peers and academic leaders. It is my hope that you will familiarize yourself with the content in this guidebook and that it will serve as a reference to assist you in your daily work.

Best wishes for the upcoming academic year! We in the Center for Teaching and Learning look forward to working with you.

Sincerely,

Joyce Weinsheimer

Joyce Weinsheimer, Ed.D.
Director
Center for Teaching and Learning

Our Evolving Educational Landscape

The Georgia Tech Vision

Driven by the Institute Strategic Plan, Georgia Tech academic leaders, faculty and students are collaboratively developing a strategy to enhance the educational environment and experience of Tech's students. This initiative aims to engage students in transformative learning that will help them grow as creative, ethical, globally aware, technologically sophisticated leaders who can define and solve problems to improve the human condition. As an innovation leader, Georgia Tech plans to create solutions that will improve access, learning effectiveness and lifelong student success.

Moving Forward

As part of enacting this vision, Tech tapped its first Senior Vice Provost for Education and Learning. In this newly established office, Laurence J. Jacobs' primary objective will be to lead the Institute's strategic initiative to define and implement a transformative learning strategy that builds on the foundations of established success programs.

Vision: All Students Engage in Meaningful Experiential Learning

Georgia Tech
Educational Philosophy

Theory and Practice — Hand and Mind → Experiential Learning

High-Impact Practices
- Expand opportunities to all students
- Enable access
- Amplify connection to majors and careers

Transformative Classroom Experiences
- Expand opportunities for faculty to incorporate experiential learning concepts into the classroom
- Enable faculty to devote time and energy to transforming teaching and learning experiences

Community Connections
- Facilitate enhanced student-to-student interactions through experiential learning
- Amplify the impact of faculty-and-student interactions through meaningful teaching and learning

Dear Colleagues:

The goal of our strategic planning initiative is to maximize our strengths to create a transformational educational experience for our students. We are taking a fresh look at all the things we're doing that could possibly be integrated—what we deliver and how we deliver it. For example, I see us exploring how we integrate community partnerships with experiential learning. We'll also work to improve time to graduation, and accessibility.

A transformative learning strategy results in an exciting, creative, adventurous, flexible, and innovative education that empowers our faculty and staff to be innovative. It's high impact practices. It's engaging students by letting them work to solve complex, real-world problems. Our work is student-centered, while supporting faculty and staff.

I'm excited to be part of this exciting new initiative!

Sincerely,

Laurence J. Jacobs
Senior Vice Provost for Education and Learning

SECTION I

A Framework for Effective Teaching

We begin this guidebook about teaching at Georgia Tech by highlighting remarks from provosts, deans, faculty, and students on our campus. Each person quoted has a demonstrated commitment to effective teaching. Some comment on the importance of good teaching and offer suggestions about what it involves, some express their goals for teaching and what they hope will take place in their classrooms, and others tell us what kind of teachers and teaching they value. Taken together, these comments provide us with a snapshot of effective teaching at Georgia Tech.
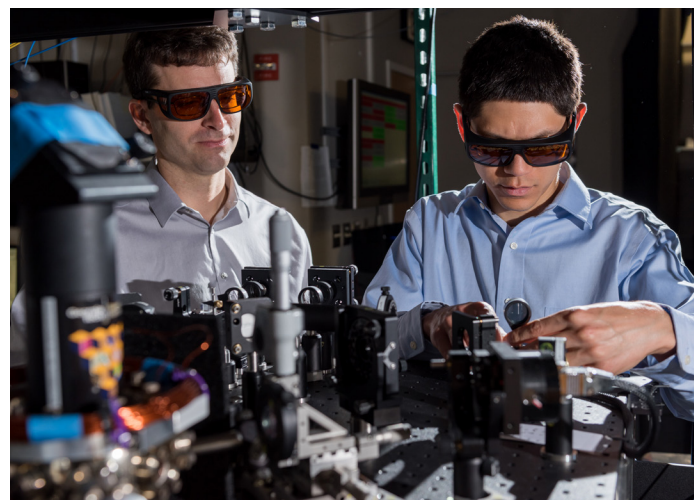
Thoughts About Teaching at Georgia Tech

Institute Insights: Reflections from Administrators

At the Institute level, vice provosts and college deans have the opportunity to think about teaching and learning from a big picture perspective. Below are a few insights about the education that Tech wants to offer and what effective teachers do.

Continue to Learn

"We go through life shifting between being a learner and being a teacher. A researcher is always learning and then imparts that knowledge to others. A great instructor learns not only the subject matter but how to teach it effectively. Tech offers programs for faculty, staff, and students to learn skills that will help them to be successful both inside and outside the classroom. Making the time to participate is the hardest step but will yield the greatest rewards."

—Bonnie Ferri, Vice Provost for Graduate and Postdoctoral Education

Guide the Process

"When I think about my undergraduate education at Georgia Tech, it's the professors, instructors, advisors, tutors, and TAs who cared about me both as a learner and as a person who had the biggest impact on me. They demonstrated compassion, empathy, and kindness when I needed it most, and this support helped me make it through those times when I did not think I could succeed. Ultimately, they inspired my love of teaching and higher education. I am now privileged to be in a role where I can support the success of our students, faculty, and the GT community, and I look forward to working with you in the coming year.

—Steven P. Girardot, Vice Provost for Undergraduate Education

> At the Institute level, vice provosts and college deans have the opportunity to think about teaching and learning from a "big picture" perspective.

Facilitate Discovery

"The Georgia Tech Library is critical to the teaching and research mission of Georgia Tech. We work with faculty and students to ensure that the Georgia Tech community has what it needs in the classroom and the lab to support learning and to facilitate the discovery and creation of new knowledge. Librarians and Archivists work directly with faculty and students to serve as curators and consultants for research tools and strategies to support teaching and research. We are committed to building partnerships with units and schools across campus and beyond to create an atmosphere that promotes life-long learning."

—Leslie Sharp, Dean of Libraries

Champion Innovative Education for Learners

"Serving K through grey learners, Georgia Tech Professional Education strives to define 21st century learning for professionals. We champion innovative and research-based learning designs, systems, and environments to serve the needs of learners and employers. We recognize that learning and learning experiences include—and are more than—a college degree. We help individuals transform their lives and careers through our high-quality, engaging, flexible, and affordable programs that receive global recognition."

—Nelson C. Baker, Dean, Professional Education

Develop Principled Leaders

"At Scheller College of Business, we are committed to teaching excellence. Our faculty members are renowned for their ability to bring their extensive research and industry perspectives into the classroom. They understand what our students need to know in order to become leaders possessing an innovative and analytical mindset that propels them to the forefront of their chosen fields, and makes them successful in our complex and tech-savvy world. Through the practical, real-world experiences provided by our programs' curricula, our students develop into principled leaders adept at solving the business and societal problems of today and tomorrow."

—Maryam Alavi, Dean, Scheller College of Business

Empower Students to be Interdependent Learners

"The College of Engineering is home to the world's best and brightest engineering students, led by brilliant faculty educators who create what we like to call the Whole Engineer. In addition to academic rigor, the College offers interdisciplinary problem solving, leadership and entrepreneurial opportunities and an inclusive community, all woven throughout the college experience. Our faculty and students have shown resilience during the pandemic in how they teach and learn—which has proven that we can excel through even the most difficult of times."

—**Raheem Beyah**, Dean, College of Engineering

Provide Context and Meaning

"In the College of Computing, we take seriously the idea that learning must have context. We believe students are more motivated and learn better when they know not only what they're doing, but why they're doing it. We add context at the course level from each student's first day. We have three completely different contextualized versions of our Intro to Computing class, and all equally prepare students for the courses that follow. Our Threads curricula allow students to choose their own learning contexts. Through Threads, our students—whether they are computer science majors, taking joint majors such as computational media, or taking one of our nine different minor programs—become fully developed computationalists. Our students not only understand the big issues that drive computing, but can apply what they know to the important problems they want to solve. What is important. How is important. Why is important. We teach our students to think about them all."

—**Charles Isbell**, Dean, College of Computing

Create a Climate for Learning

"At the Ivan Allen College of Liberal Arts, we value an interdisciplinary approach to instruction and a strong commitment to fostering ethical, human-centered leadership. Our focus on social justice, progress for all people, and the centrality of humanity in every technology—and technological quandary we face—is matched only by our methodical approaches to teaching and learning that redefine what it means to study the liberal arts. Whether in economics, history and sociology, public policy, international affairs, modern languages, or study of the myriad expressions of literature, media, and communication in our society today, many of our programs include a strong emphasis on quantitative and analytical methodologies, including data science, econometrics, and life-cycle modeling. Our unique approach also is revealed in our work designing and developing new technological experiences for human expression, as well as in our research and teaching in the history, sociology, and philosophy of science and technology. Our students study across disciplines and methodologies to explore a vast diversity of topics such as energy and environmental sustainability, health disparities, sports and technology, global media and cultures, the impact of emerging technologies on national and international security, and more. Within this innovative ecosystem, we endeavor to create leaders who are not only equipped to solve our world's most vexing problems, but to define them, as well."

—**Kaye Husbands Fealing**, Dean, Ivan Allen College of Liberal Arts

Spark Curiosity

"Since the dawn of civilization, curious minds have sought to understand the world we live in. A wealth of scientific discoveries and advancements has resulted from that curiosity and led to improved lives around the globe and across centuries. There are many important elements to effective teaching in the sciences, but perhaps none is as important as sparking curiosity. Whether in the classroom, working in the lab, or participating in a field trip, students should be inspired and encouraged to ask their own questions about the world they live in. There is no greater reward for an instructor than to start a student down a road to discovery. In the College of Sciences, we have the good fortune to relay the rich history of past scientific discoveries and the obligation to cultivate future discoveries."

—**M. Susan Lozier**, Dean, College of Sciences

Foster Creativity

"I truly believe the best way to tackle the world's biggest problems – like climate change, homelessness, social and political discord – is to understand what it means to live in the world. What are people's experiences and aspirations? What excites them, frustrates them, gives them hope? By understanding that, we can figure out what compels people to positive, ameliorative, problem-solving actions. Traditional design disciplines and allied fields are rooted in human experience. What is it like to live in a house or move through a community? What is it like to use everyday objects, to hold them, even hear them? Do they feel good? Do they contribute to our health and happiness? Do they keep us safe? Will they last for generations? Are they beautiful, functional, inspirational? How can we make human lives – particularly in communities and built space – better? Each of the five schools in the College of Design explore these questions through collaborative and creative classes. Our classes focus on project-based learning, with many using studio and lab formats that support student collaboration. We build curricula that connect multiple disciplines and encourage our students to enhance their major with a complementary topical focus or even a minor. Our faculty reach across Colleges to share creative endeavors that are equally rooted in craft, technology, creativity, and analysis, such as digital design, wearable objects, building science, geospatial information science, and music technology. Our courses integrate design thinking and the arts and attract students from every degree program on campus. And while we do actually teach the skills necessary to plan and design communities, the value students gain from the creative community we've built on campus is nationally unique."

—**Ellen M. Bassett**, Dean, College of Design

Thoughts About Teaching at Georgia Tech

Teaching Goals: What Faculty Want

What do Georgia Tech faculty hope to accomplish through their teaching? How will their students be different as a result of working with them for a semester? What do faculty do to make student learning possible? Below are thoughts from award-winning faculty across the disciplines.

"Teaching not only allows one to impart knowledge but also allows one to influence students. I believe that one of my roles as a faculty member is to encourage students to think and gain confidence and a love for a topic that will ultimately be the basis for their careers. My desire is, of course, to teach knowledge and concepts about finance, but also to encourage kindness, the ability to work with others, the ability to think clearly and carefully about an issue, and to be prepared."

—**Jacqueline Garner,** Scheller College of Business
2022 CTL Undergraduate Educator Award

"My teaching has been inspired by my goals to assist each student master a given course's material, while helping them gain longer-term benefits, like critical thinking, enthusiasm for engineering, a peer network to rely on, and a belief in their abilities (and in their ability to improve).

I want to engage students and convince them of the value of what they are learning, and I think this is best accomplished by being genuinely excited and providing insight about new concepts. During lectures, I employ active learning concepts on a daily basis to promote students' engagement and to show my enthusiasm for their progress understanding new material."

—**John James Blazeck,** Chemical and Biomolecular Engineering
2022 CTL/BP Junior Faculty Teaching Excellence Award

"Each semester I am reminded why the role my colleagues and I play in health and well-being education is so critical. I believe my most important role as an instructor is to not only explain and model behaviors I wish to see from my students, but to also inspire

these students to place priority on their own well-being in order to be able to achieve personal and professional success in their lives."

—**Christie N. Stewart,** Biological Sciences
2022 Geoffrey G. Eichholz Faculty Teaching Award

"While these [active learning] activities bring energy to the classroom, thus engaging students in the content at hand, I am constantly reminded that the purpose is far greater. It not only solidifies student learning, but also encourages them to gain confidence in their knowledge and abilities. Further, during the pandemic, experiential learning had an added benefit of connecting students with one another when so many felt socially disconnected due to the distanced forms of learning."

—**Katie Badura,** Scheller College of Business
2022 CTL/BP Junior Faculty Teaching Excellence Award

"The most important characteristic of my teaching style is that I design language and cultural classes to help form a community of learners and a sense of student control to enhance learning outcomes. A supportive atmosphere, sense of shared purpose, cooperative approach (student-to-student interaction), and close attention to individual student achievement help my students feel at the center of the learning process, learn more quickly, and become better teachers to themselves and their classmates."

—**Natalie Khazaal,** Modern Languages
2022 CTL/BP Junior Faculty Teaching Excellence Award

"The learning process requires the space and mindset to explore widely, fail often and repeat. To create this space and mindset in my classes, I stress taking risks and being creative…the evidence of learning is in our failures and in how we change after those failures. I tell my students that it is OK to be wrong and it is normal to fail…I teach them that feeling uncomfortable is a normal part of learning, otherwise you're not learning much."

—**Annabelle C. Singer,** Biomedical Engineering
2022 CTL/BP Junior Faculty Teaching Excellence Award

"One of my teaching mentors, Prof. Larry Bottomley, once shared his philosophy that we should 'Hold students to high standards, but always be willing to get in the muck and help them get there.' I have very much followed this philosophy with my lab courses. They are difficult and work-intensive classes. They focus on allowing students to overcome their fear of approaching state-of-the-art instrumentation, organizing and analyzing large amounts of data and information, and confidently making decisions based on data and facts. To achieve this, students must be pushed to the limits of their skills without becoming discouraged or frustrated. I truly believe it is critical for both our Chemistry and Biochemistry students to rigorously learn these skills as they will use them either directly or indirectly after graduation. I also hope the students can enjoy their experiences in my labs!"

—**Christy O'Mahony,** Chemistry and Biochemistry
2022 CTL Innovation and Excellence in Laboratory Instruction Award

Thoughts About Teaching at Georgia Tech

Giving Thanks: What Students Value

CTL provides an opportunity for Georgia Tech students to Thank a Teacher. Students fill out a form at the Thank-a-Teacher website (**thankateacher.gatech.edu**), and CTL sends the note to the instructor along with a certificate and letter explaining that a student appreciates his or her teaching.

As you read a sampling of the thank-you notes students have sent, notice what students say about what helps them learn. They are sharing their perspectives on what constitutes good teaching.

"I had no idea what to expect coming to Georgia Tech, especially as a graduate student. I knew it would be difficult, and before the semester even began I questioned whether I belonged here. But then I logged into my first lecture, and John Sebastian's "Welcome Back" started playing through my speakers. Your title slide proudly announced "Welcome to 7785!" surrounded by GIFs of dancing robots. I smiled and knew I was exactly where I was supposed to be. Thank you for being amazing in all regards, and for welcoming, supporting, and exciting all of us as we began our journeys in academia."

—Student in Mechanical Engineering 7785

"Thanks so much for a great semester! I really enjoyed your class every week. You are a great leader of discussion, and I appreciate how inclusive and genuinely nice you are. It was always really interesting and engaging whenever you would connect the in-class material to what's going on in the field right now, whether it be your research, a special guest speaker, or just a brief comment in class. Overall, this was one of my favorite classes at Tech, one I will look back on fondly. Thanks a bunch!"

—Student in Economics 4440

"Thank you so much for caring so much about your students and treating us like people who have much to deal with both inside and outside of the academic world. I have really appreciated how understanding and fair you are as a professor and how much passion

you have to improve our community. I am so grateful to know that there are faculty at our school that are passionate about students and their personal wellbeing. You rock!"

—Student in Applied Physiology 1040

"From the first day of class, you made a lasting impression. You are the only professor that blatantly addressed the Black Lives Matter movement and the racial inequality in this country, in addition to the coronavirus pandemic as factors affecting us. Structures could have been rationalized to be irrelevant to those topics, yet you chose to mention them. You displayed humanity, vulnerability, and courage. You set up an expectation that you may not always get it right, but you were open to listening. You asked us to let you know if in any way we noticed you being unfair. What you did was let us know that you saw us and that we mattered. You established an allyship with people of color that I deeply appreciated. In addition, pedagogically you honored our time. Your lectures were clear, succinct, full of explanations that were useful, notes that we could go back to, and exercises that effectively build our mastery of your learning objectives. Through participation points, you checked our understanding and adjusted your practice accordingly. It has been a pleasure to be your student. Thank you so much."

—Student in Architecture 6015

"You are the most captivating and engaging professor I have ever had. The course material seemed vital, interesting, and applicable. I appreciate the way you make me look forward to lecture every day. Because of your teaching, I was interested in the material—and because I was interested, I was motivated and excited to work on the homework and projects, no matter how challenging they were. I generally struggle with my tendency to become frustrated, but I did not have that problem with your course. Thank you for bringing joy to every lecture and reminding your students with your yoga breaks to not take themselves too seriously."

—Student in Computer Science 2200

My goal as an educator is to help students learn the material in my course, but my joy in teaching comes from a secondary goal—empowering students to take an active role in their own learning.

—Todd Fernandez, School of Biomedical Engineering
Undergraduate Educator Award

"I went into Linear Algebra scared to my bones because it was the first college-level course I'd ever taken. However, Dr. Mayer's commitment to helping everyone learn has completely eroded this fear of mine. He is active on all platforms that we students use (even Discord!), and he is always helping us out with understanding concepts, while also just chatting casually and making the most of the socially isolating pandemic. His class has been an amazing introduction to college-level classes for me, and I'm so happy to have had this semester with him."

—Student in Math 1554

"I just wanted to take a moment to give a quick 'thank you' for an incredible semester of English. This was the most challenging English class I have ever taken, but it also was the most rewarding. I may have spent many a perilous hour on edits, drafts, and reading, but I know that I am going into next semester with better writing skills, a new respect and proficiency in multimodality, and most important, a new understanding about indigenous culture and the way I can be more conscious of indigenous voices as I look forward to a professional or academic career. Thank you for putting up with the millions of questions I always seemed to come up with, and for always turning them into opportunities for growth and learning."

— Student in English 1102

"I really appreciate the way that you teach your courses. I have always enjoyed your lab courses because you teach the essential material in class, and then we get to go in and actually apply it, gaining a much better understanding for how the circuits work than we would otherwise. Rather than being tedious busy work, the homework and reports you assign always help to solidify my understanding of the coursework. Moreover, you are always fair and understanding. When students argue that not enough time is given for an assignment or lab, you listen and always seem to come up with a fair compromise. Audio engineering lab, especially, has been very cool! Working on circuits for multiple weeks that actually do legitimate cool things and learning about every aspect of the circuit along the way is exactly the kind of thing I was looking for in my ECE degree! I'm not even sure if I want to be a professor in the future, but if I were to be one, I would want to organize and teach my classes as you do. Thank you again!"

—Student in ECE 4446

"I just wanted to say thank you for the fabulous course experience. Everything in Financial Modeling was well organized and thoroughly explained, and words can hardly describe how much I appreciated that. To have an instructor show the level of care and investment in student success that you showed to our class this semester was huge to me. In many courses I have taken over the years, and especially those online, I got used to hearing 'google it' when asking for help or further explanation on some concept. It was so nice to not hear that, and to have someone answer my questions so clearly and thoroughly. I was also really impressed by how you continued to show the same high level of engagement, care, and investment in our success in the midst of a pandemic."

—Student in Management 8813

In Summary

We have offered you a chance to hear from deans, faculty, and students at Georgia Tech in order to prompt your thinking about teaching and learning. What do you think effective teaching involves? How will you promote your students' intellectual and personal development? We hope you will keep these questions in mind as you explore this guidebook and consider the policies, resources, and suggestions it provides. **Welcome to teaching at Tech!**

Ways of Understanding Good Teaching

Good teaching is the act of making learning possible as much as it is about the content of a course. Education scholar Paul Ramsden argues that "Teachers sort out what their students do and do not understand about each topic at hand, then they engage them in activities suited to the content and the disciplinary context. Learning is something that students do with a teacher's guidance as they work to construct their understanding of the subject." What happens when you think of your role as a learning coach or facilitator rather than a lecturer?

Teaching and learning scholar Kevin M. Gannon asserts in his 2020 book, *Radical Hope: A Teaching Manifesto*, that "The need for a fundamental sense of compassion has never been more visible than in our current higher educational context." He argues powerfully that "teaching from a place of radical hope means that we believe every one of our students can succeed in accomplishing what our courses ask of them and that we commit to acting on that belief" (37, 36).

We know that inclusive, active, engaged, and connected pedagogies promote student success and that many strategies can work in any mode. And our students can become our "dynamic and evolving coparticipants in developing these learning environments as we focus on our students, and ourselves, as the whole people we bring into these learning spaces (Gannon, 23). But what does it mean to be inclusive in teaching?

Inclusive teachers create equitable environments in which every student has the opportunity to succeed and feels a sense of belonging in the classroom that celebrates diversity and values equity. In their book *What Inclusive Teachers Do* (2021), Addie, Dube, Mitchell, and Mallory argue that these instructors see the diversity of student identities in the course to be an asset to learning and to the learning environment and community. They argue, "inclusive instructors are aware of students' intersecting identities and diverse attributes and view them as essential components to consider when cultivating the classroom learning community." Taking inclusion a step further, in light of the traumas associated with the pandemic and social unrest, Joshua Eyler suggests thinking about learning as a biological brain-based process coupled with social and emotional aspects. Recognizing the impact that students' social, physical, and emotional situations will have on their learning will be crucial to creating an inclusive, active, and effective learning environment in the year to come.

What does it mean to facilitate inclusive learning in practice? Even starting at the syllabus level, consider it to be a living document that you can co-create with your students in order to create a thriving learning community that values equity and belonging. Think about how you can make sure students feel welcome, see themselves engaging in your discipline and in the diverse perspectives and approaches in the course, and have the tools they need to succeed.

"Our pedagogical power is best used when we share it with students, so by partnering with them, we can create an inclusive, active, engaging, and connected learning environment, even in these uncertain times."

—**Kevin Gannon,** *Radical Hope: A Teaching Manifesto*

"Learning is an active search for meaning by the learner—constructing knowledge rather than passively receiving it, shaping as well as being shaped by experiences."

—**Joint Task Force on Student Learning,** Learning Principles and Collaborative Action

"Teachers in our study...believe that students must learn the facts while learning to use them to make decisions about what they understand or what they should do. To them, learning makes little sense unless it has some sustained influence on the way the learner subsequently thinks, acts, or feels. So, they teach the 'facts' in a rich context of problems, issues, and questions."

—**Ken Bain,** *What the Best College Teachers Do*

"We teach a subject not to produce little living libraries on that subject, but rather to get a student to think mathematically for himself, to consider matters as an historian does, to take part in the process of knowledge-getting. Knowledge is a process, not a product."

—**Jerome S. Bruner,** *Toward a Theory of Instruction*

"It is easy to fall into the 'cover the content' trap. But we must ask ourselves whether we are covering the content or whether the students are covering it...That is, you can 'give' lots of information to students. But that doesn't mean your students are able to use it in any meaningful way. If students are to learn anything well, they must actively bring what they are learning into the structures of their minds. They do this through reading, writing, speaking, thinking and rethinking the ideas into their thinking."

—**Richard Paul and Linda Elder,** *How to Improve Student Learning*

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SECTION II

Overview of the Teaching and Learning Environment

Georgia Tech is an exciting place to teach! Made up of six colleges (Business, Computing, Engineering, Design, Liberal Arts, and Sciences), the Institute has faculty who teach nearly 3,000 courses to undergraduate and graduate students each academic year. Working collaboratively with Georgia Tech Professional Education (an academic division), faculty teach 10 online master of science programs, three hybrid professional master's degrees, and more than 60 massive open online courses, reaching hundreds of thousands of adult learners worldwide.

Supporting Student Well-Being

Inclusivity in the Classroom

The [learning environment](#) that faculty create in courses is crucial for student success, motivation, and well-being Students thrive when they feel known and, according to self-determination theory, when they participate in learning environments that satisfy students' need for autonomy, competence, and belonging. Creating community can be challenging in a traditional academic course, but even more so in the pandemic-related modes of residential with physical distancing, hybrid, and fully remote courses.

Fortunately, many of the same principles and strategies that can be used to build community and support student well-being transcend the mode of the course. *The Learning Environment Toolkit* was created by the Center for Teaching and Learning in response to recommendations from the 2016 Georgia Tech Task Force on the Learning Environment. Much of the advice in the Toolkit for creating a strong learning environment promotes teaching effectiveness as measured by student perceptions captured on the Course Instructor Opinion Survey (CIOS).

Consider the following suggestions to create a supportive, productive, and motivating learning environment for students:

- **Introduce yourself, identify your personal teaching style and rules, and demonstrate enthusiasm for what you teach.** You can do this in person or in a welcome video on your course Canvas site. If students are comfortable doing so, allow them to introduce themselves as well, via video, audio, or written media.
- **Chunk and prioritize material in the course so students understand how they will progress through the content and why that path is valuable to their learning.** Chunking information—by video length in a remote/hybrid course or by regular periods of lecture and activity in a face-to-face course—helps students process the new information and link it to other concepts.
- **Create active and interactive learning experiences.** Regardless of mode or delivery (synchronous or asynchronous), include active learning opportunities such as group discussion, mini-quizzes, tactile experiences, peer review, and student reflection.
- **Listen to your students, respond in a constructive manner, and ensure students are interacting respectfully with each other.** Encourage students to ask questions, and respond to each question as a learning opportunity as well as an opportunity to interact with each other in ways that promote learning and inclusivity.
- **Offer students some choice in the learning activities by providing different options for students to prove their competence.** You can build flexibility into your course and allow students to design options with you; offer formative and summative assessments with rich feedback from you or peers; and encourage students to face optimal challenge and take risks as part of the learning process.
- **Hold regular virtual or face-to-face office hours for students to interact with you in addition to communicating with students electronically through email and Canvas.** When students know you are available to talk with them and answer questions, they will feel more motivated to progress in their course.

A learning environment that challenges students while also supporting them academically and personally is critical to student well-being at Georgia Tech, and faculty have an important responsibility to help each student learn effectively in their course.

The LGBTQIA-Inclusive Classroom

In addition to the Learning Environment Toolkit, the LGBTQIA Resource Center offers advice for creating safe learning spaces for LGBTQIA students. Consider this advice as you create a classroom environment that supports student learning and well-being:

- **Increase your knowledge.** Refresh yourself on LGBTQIA terminology and basic concepts each semester.
- **Make your syllabus inclusive.** Review your syllabus prior to the start of classes and remove any language that excludes or marginalizes LGBTQIA people. Add a statement of inclusion to it and establish guidelines for respectful classroom discussions and interactions.
- **Use preferred names and pronouns.** On the first of day of class, call roll by last name and ask students to respond using their first name and pronouns. Explain why you are doing so. Model the behavior through your own introductions, and include your pronouns in your course syllabus, online bio, and email signature block. Do not address mismatches of names during class; instead, contact the student later, in private or by email. In a large class, use a class survey or table tents for each student, where they can write their own name and pronouns. It will be easiest for students to update their name in virtual settings. Provide time and encourage students to update their name and pronouns each class session.

Quick Teaching and Learning Facts About Georgia Tech

Although Tech Tower, the institute's first academic building, remains a prominent symbol of our institution, Georgia Tech has come quite a long way since opening its doors in 1888 as the Georgia School of Technology. At that time, there were 129 students working toward a Bachelor of Science in Mechanical Engineering, the first degree offered, under the guidance of five professors and five shop supervisors. Today, we enroll more than 43,844 students and offer educational opportunities from six colleges and more than 30 schools.

Some additional Tech teaching and learning facts follow:

▶ Institutional accreditation is by the Southern Association of Colleges and Schools Commission on Colleges.

▶ The first women enrolled as students in the fall quarter of 1952.

▶ Degrees are offered from the following colleges:
  - College of Design
  - Scheller College of Business
  - College of Computing
  - College of Engineering
  - Ivan Allen College of Liberal Arts
  - College of Sciences

▶ Each fall and spring semester, instructional staff teach nearly 3,000 courses.

▶ Current 2022 US News Rankings place Georgia Tech joint 10th in their ranking of top public schools.

▶ US News lists Tech joint 7th in their ranking of best graduate engineering schools.

▶ Top ten ranking programs include:
  - #1 in Industrial / Manufacturing / Systems Engineering
  - #2 in Biomedical Engineering / Bioengineering (tie)
  - #3 in Business Analytics (tie)
  - #3 in Civil Engineering
  - #3 in Environmental / Environmental Health Engineering (tie)
  - #4 in Aerospace / Aeronautical / Astronautical Engineering
  - #4 in Electrical / Electronic / Communications Engineering (tie)
  - #4 in Information Systems
  - #4 in Mechanical Engineering (tie)
  - #4 in Systems
  - #5 in Artificial Intelligence (tie)
  - #5 in Chemical Engineering (tie)
  - #6 in Computer Engineering
  - #6 in Computer Science (tie)
  - #6 in Production / Operations
  - #7 in Best Engineering Schools (tie)
  - #7 in Materials Engineering
  - #9 in Nuclear Engineering (tie)

Other notable rankings:

▶ The Scheller College of Business maintains its national rank of 28th

▶ *QS World University Rankings* ranked Tech 88th overall, 16th for Engineering and Technology, 9th in Statistics & Operational Research, and 26th for the study of Architecture and Built Environment.

▶ *Times Higher Education* World University Rankings ranked Tech 45th overall and 14th in Engineering and Technology.

▶ *Payscale*'s 20-year return on investment rankings place Tech 1st and 2nd in the State of Georgia for in-state and out-of-state students, respectively. Tech ranks 13th overall for in-state and 23rd for out-of-state students.

▶ *ASEE* and *Diverse: Issues in Higher Education* ranked Tech first in Undergraduate Engineering Degrees and second in Doctoral Engineering Degrees Awarded Overall to Minority Students.

Georgia Tech Students

Whether they are Recently Acquired Tech Students (R.A.T.S. — an acronym for our first-year students) or graduating Ph.D. students, Georgia Tech students participate in a unique culture. Their educational experience is distinctive because Tech offers high academic quality within a public, technologically oriented university. Tech provides the unparalleled educational quality of an Ivy League university with the strong blend of affordability and extracurricular programs — such as Division I athletics — offered at most large state schools. The quality of the Tech educational experience is reflected in two important ways: consistently strong rankings by national publications and a prestigious, highly regarded curriculum with a technological focus.

Tech is renowned for providing a highly diverse educational environment. The Institute consistently ranks among the top universities in the country in the number of engineering degrees awarded to women, African Americans, and all underrepresented students of color. Women account for 31.5 percent of the student body, and students who do not identify as White account for 59 percent. International students represent 152 non-US countries.

The strong academic work ethic at Tech is balanced by a collegiate atmosphere incorporating both intercollegiate and intramural sports, campus traditions, and 517 registered student organizations.

Alongside their academic achievements, Tech students are active in the community, earning a well-rounded education through community service activities. The most popular majors at the Georgia Institute of Technology include Computer and Information Sciences, General; Mechanical Engineering; Industrial and Systems Engineering; Business Administration and Management, General; Bioengineering and Biomedical Engineering; Aerospace, Aeronautical, and Astronautical/Space Engineering, General; Electrical and Electronics Engineering; Chemical Engineering; Computer Engineering, General; and Materials Science and Engineering. Outside the traditional classroom and lab settings, programs such as the cooperative plan, internships, international plan, honors, and undergraduate research opportunities help students lay the groundwork for a successful future.

In Fall 2020, Tech's first-year retention rate was 97.3 percent, while the six-year graduation rate was 92 percent. Data show that 79.5 percent of Tech students have accepted a job or have been accepted to graduate school.

Getting to Know Your Students

Even in large lecture courses, students recognize and appreciate when instructors and TAs make an effort to get to know them on a more personal level. Here are some tips on how to get to know your students, whether you are teaching 20 or 200:

Include an ice-breaker on the first day. One suggestion is to have students introduce themselves to the people around them.

Learn some class statistics. Distribute 3x5 index cards and have students fill out the card with their name, major, expectations for the class, and another interesting fact about themselves. Use the cards to compile some interesting facts, and then share them with the class.

Use student names. This will truly make your students feel more connected to you and your class instead of feeling like just a number. Some strategies for learning names (even in large classes) include using a seating chart, having a class photo with names, having students bring name cards, or simply asking students their names when they raise their hand to ask a question. Remember, too, that student photos are now available in the Canvas course roster; use these photos to help you learn and/or remember who's who in each of your courses.

Share information about yourself. Talk about your outside interests and experiences, as well as your research and scholarly activities. This adds a personal dimension to your role as an instructor.

Remind students frequently that you are available for office hours, appointments, or to answer questions through email.

Incorporate small-group activities into your class on a regular basis.

Faculty and Instructional Staff

Tech's high-quality faculty is another key contributor to the educational environment. Tech's faculty consists of 1,487 academic faculty, 2,400 research faculty, including 365 postdoctoral scholars. Tech's prominent faculty are recognized worldwide for their excellent research and teaching skills. Upward of 83 percent of our academic faculty teach undergraduates. These same professors hold 45 memberships in the National Academies and lead a network of more than 200 research centers and laboratories, many of which are recognized as national Centers of Excellence.

Source

Institutional Research and Planning
irp.gatech.edu
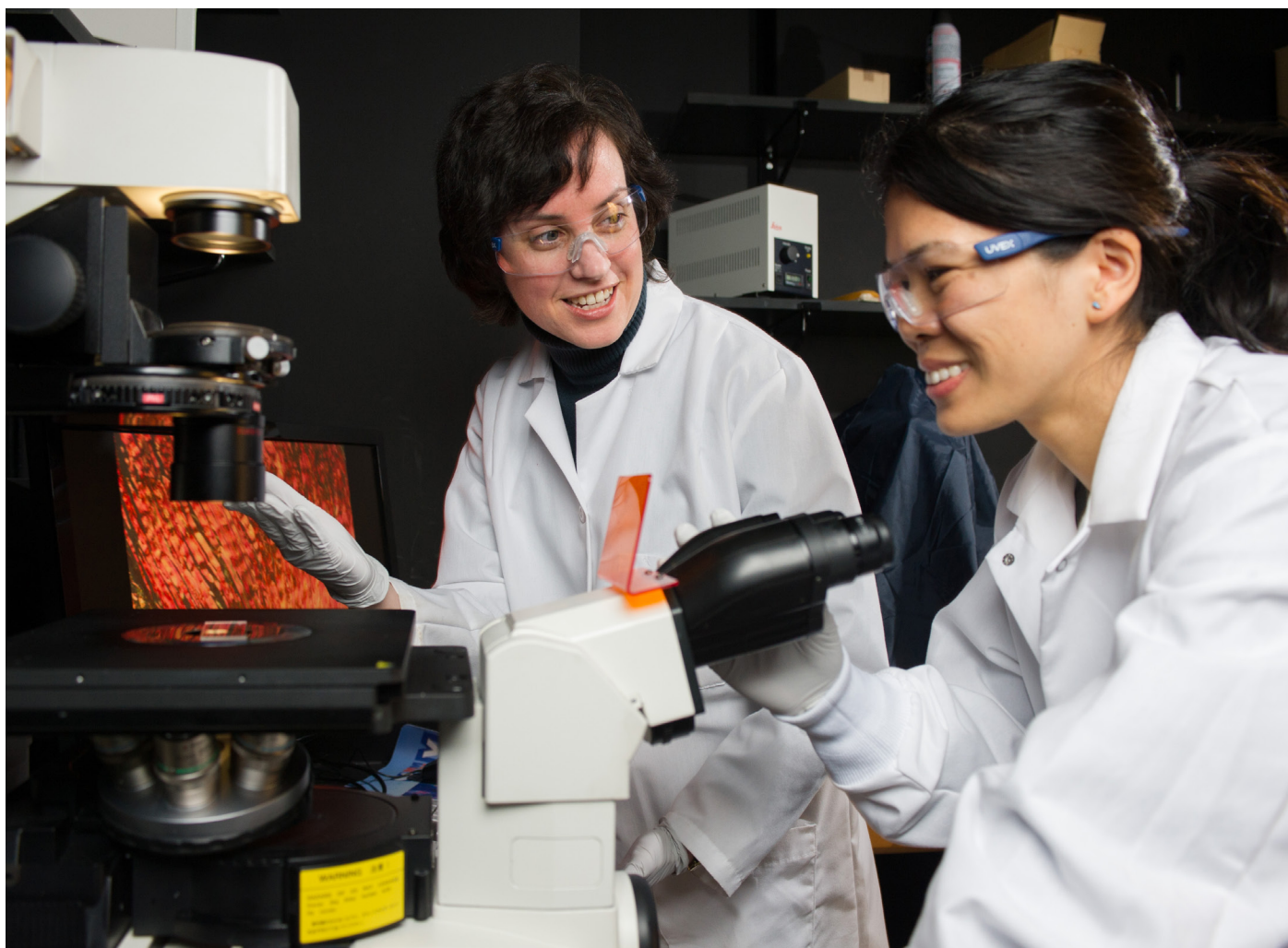
Teaching Assistants

Teaching Assistants (TAs) play a valued and important role in the Institute's educational process. Not only do they teach thousands of students each year—they also influence, motivate, advise, and (hopefully) inspire students to achieve academic and personal success.

In our large-enrollment courses, TAs may be the primary contact for students. Many TAs teach first-year students, and as a result, they welcome them to campus and support them as they make the transition from high school to college. TAs work in teams to support teaching in our large at-scale online masters programs. TAs also interact regularly with faculty and work in teams to support teaching in our large at-scale online masters programs. The bottom line is that TAs have considerable responsibility in helping Georgia Tech carry out its educational mission.

In any given semester, there are 1,000 students serving as TAs at Georgia Tech. Depending on the academic department, both undergraduate and graduate students may serve as TAs. The responsibilities given to a TA may vary considerably from department to department and even within a department, but the most common job duties include:

- Instructing laboratory sections
- Leading recitation or discussion sections
- Holding office hours
- Supporting online learning
- Grading exams, homework, or other course assignments
- Assisting faculty with academic administrative duties (attendance, grade records, proctoring)
- Supervising or facilitating group projects
- Leading review sessions
- Providing tutoring and other academic support
- Giving guest lectures (often as a learning experience)

Although not as common at Georgia Tech as at other institutions, some graduate students teach a full course independently as graduate student instructors. Full-course teaching requires a significant investment of time, but it is a valuable professional development experience for graduate students, particularly those considering an academic faculty career.

Regardless of the specific role or responsibility, TAs are mediators between educational resources (faculty, course materials, etc.) and student learning. TAs help students develop the skills necessary for critical thinking, problem solving, and academic success. At Tech, TAs are essential to the high quality of our classroom and laboratory instruction.

Opportunities for Professional Development in Teaching

The [Center for Teaching and Learning (CTL)](#) exemplifies Georgia Tech's commitment to effective teaching. Founded in 1986 upon the recommendation of a faculty committee, CTL's primary goal is the development and support of quality teaching. CTL works with all members of the teaching community on individual or programmatic teaching and learning issues. Services and resources include the following professional development opportunities for faculty, instructional staff, and TAs. For updated information about these opportunities, please [visit our website](#).

Orientation to Teaching at Georgia Tech

Before each fall semester begins, Georgia Tech offers several orientations for new faculty and for graduate, undergraduate, and international TAs. CTL assists with an orientation for [new](#) [full-time faculty](#) in August, and a welcome session for temporary, part-time faculty and graduate student instructors during the second week of the fall and spring semesters. Participants in these orientations meet their campus colleagues, connect with faculty and administrative leaders on campus, and learn about the resources available to support their teaching efforts. Orientation sessions acquaint participants with the characteristics of Tech undergraduates, policies that inform classroom procedures, and strategies that engage students in the learning process.

Consultations

Confidential consultations with CTL faculty members provide instructors an opportunity to discuss general classroom concerns, learn more about specific teaching techniques, or consider ways to use student evaluations to improve teaching and development of courses. Especially during times of change and uncertainty, talking about your teaching interests and challenges related to student learning with a CTL pedagogy specialist can result in improved teaching and learning in your face-to-face, hybrid, and online courses. You can schedule one or a series of conversations with a CTL specialist who will be glad to work with you or gather anonymous feedback from your students and then help you respond to their perspectives about the teaching and learning experience in your class. Go to ctl.gatech.edu/faculty/consultations to learn more about CTL consultation offerings.

Workshops

Each semester, CTL offers [professional development workshops](#) on instructional issues and teaching strategies. These campus-wide offerings feature discussions of timely topics such as engaging students in face-to-face and online learning environments, supporting a positive and inclusive learning environment, teaching effectively with technology, and integrating teaching, research, and course design, especially during times of change. Departments and colleges may also request customized workshops and discussions to match specific interests and needs.

Learning Technology Support

CTL is committed to supporting faculty in integrating technologies into teaching, research, and collaboration through consultations, workshops, seminars, partnerships, and courses on pedagogical best practices of using technologies in face-to-face, blended, and online learning environments. CTL specialists partner with faculty to develop instructional strategies, course materials, and assessments that leverage technologies to improve learning, as well as provide assistance in designing or redesigning courses to better incorporate technology. Each year, learning and technology specialists engage with faculty through Learning Technology initiatives including Teaching with Technology Spotlight, Teaching with Technology Summer Institute, and Teaching with Technology Partnership.

Teaching with Technology Spotlight. CTL's Teaching with Technology Spotlight events highlight a specific instructional technique, best practice, or innovation related to using technology to enhance teaching and learning at Tech. Participants learn directly from experts and peers who have successfully implemented technology in their own classrooms. The topic of each session varies and is related to the trends, innovations, and issues facing educators today. Individuals from across campus are encouraged to suggest technologies or individual faculty members to be highlighted through this program by emailing the Center for Teaching and Learning with a recommendation.

Teaching with Technology Summer Institute. The Teaching with Technology Summer Institute is a learning experience hosted during the summer that explores a pedagogical approach to integrating technologies into curriculum to support effective teaching and enhance student learning. Faculty work with learning technology specialists from CTL, as well as peers across disciplines, to investigate ways of leveraging the potential of selected learning technologies. Historically, topics for the institute have focused on campus-supported learning technologies such as Canvas.

Teaching with Technology Partnership. Through the Teaching with Technology Partnership initiative, CTL learning technology specialists collaborate with faculty fellows to support and promote effective, innovative use of technology to enhance teaching and learning. Faculty fellows generate, propose, and sponsor projects that are centered on their interests. For all selected projects, CTL learning technology specialists serve as creative partners and learning technology experts. The partners meet regularly to support progress toward accomplishing project goals. Proposals are accepted beginning in May and ending in August.

Annual CTL Events

Fall Teaching Kickoff. Each August, just before classes begin, CTL hosts a series of workshops aimed at helping faculty hone their skills and get set for the new academic year. New and returning instructors participate in different workshops to prepare for their courses, and faculty engage with each other and CTL faculty during signature workshops on various topics related to teaching and learning, including technology

Celebrating Teaching Day. Each March, CTL hosts an annual event that honors Tech faculty and instructors who create engaging, challenging, and supportive learning experiences for their students throughout the year. Highlights of the event include a poster session where members of Georgia Tech's educational community share their recent teaching-related initiatives, a recognition ceremony honoring Thank a Teacher recipients and recipients of the *Student Recognition of Excellence in Teaching: Annual CIOS Award,* and

highlights about CTL's faculty fellow groups, faculty learning communities, and campus educational initiatives.

Course Design Studio. Course Design Studio is a summer semester opportunity for faculty, offered annually since 2012. It brings faculty from across campus together to focus on their individual courses in a structured and supportive environment. CTL teaching and learning experts facilitate the experience, providing direction and support to help faculty follow a principled approach to course design and redesign. The four three-hour sessions begin with a focus on effective course practices, then move through to goal- and context-driven content, and conclude with building assessments that align with the purpose of the course. Participants finish the series with a solid course foundation in hand and are able to build the remainder of their course with a renewed sense of purpose and direction. For those unable to attend the Course Design Studio, CTL consultants are available to support course (re)design efforts on an ongoing basis—through individual consultations and department- or college-level consultations.

Synergistic and Interdisciplinary Opportunities

Class of 1969 Teaching Fellows. The Class of 1969 Teaching Fellows experience is designed to gather an inter-disciplinary 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. The Class of 1969 Teaching Fellows develop small projects to address an aspect of their teaching and a plan to assess new efforts in their classes. Many Class of 1969 Teaching Fellows also develop and pilot initiatives that can be used as the basis for the education component of major award applications (such as the NSF Career Award). Past fellows report being more effective in the classroom, earning higher Course Instructor Opinion Survey (CIOS) ratings, and balancing their teaching and research responsibilities more efficiently. In addition, fellows report that they appreciate interacting with a cross-campus community of people interested in teaching and enjoy the networking opportunities the program allows. Participating in the Class of 1969 Teaching Fellows program provides new faculty at Georgia Tech with the foundation for a lifetime of professional growth in teaching.

Hesburgh Award Teaching Fellows. Since 1998, the Hesburgh Award Teaching Fellows program has engaged tenured associate and full professors who want to join an experienced group of colleagues in discussions about innovative ways to improve student learning and to strengthen teaching on the Georgia Tech campus. Annually, CTL invites college deans, school chairs, and former Hesburgh Award Teaching Fellows to nominate excellent instructors for the program. The cohort chooses the theme or topics they would like to discuss during the regularly scheduled fall semester meetings. Past discussion topics include alternative grading approaches, encouraging

students to take intelligent risks, engaging students in large classes, and mentoring graduate students and new faculty in teaching. Building on these discussions, fellows design and implement a project to improve student learning in courses they teach the following spring semester. Hesburgh Award Teaching Fellows also join campus leadership at Celebrating Teaching Day, where they display a poster about their teaching project.

Provost Teaching and Learning Fellows. The Provost Teaching and Learning Fellows (PTLF) program was established by the provost in 2016 to strengthen teaching and learning in the colleges through an embedded system of ongoing instructional support and special initiatives. Every two years, CTL collaborates with college deans to select senior academic faculty who are extraordinary educators and who can champion evidence-based teaching in their colleges. The selected PTLFs then partner with professionals in CTL to promote environments where diverse learners can excel. Fellows meet to discuss teaching and learning leadership, consult with their college deans, and work together in cohorts to develop specific initiatives based on their understanding of the needs in their colleges. PTLFs work with CTL to develop the most appropriate programming for faculty across campus, while also helping faculty in their colleges make good use of the resources, support, and opportunities provided by CTL. All Provost Teaching and Learning Fellows receive an annual stipend and are expected to attend one teaching and learning conference during their two-year term.

Research Faculty Teaching Fellows. The Research Faculty Teaching Fellows program, a partnership between CTL and the Office of the Executive Vice President for Research (EVPR), offers research faculty the opportunity to become first-time instructors or to turn their cutting-edge research into instructional programs that enhance the teaching mission of an academic unit. Selected and sponsored by the EVPR, Research Faculty Teaching Fellows teach one course in either the fall or spring semester of their award year, drawing on CTL faculty and resources for instructional support. Research Faculty Teaching Fellows participate in the Course Design Studio in May and meet bimonthly with their colleagues and a CTL facilitator during the semester in which they are teaching to discuss teaching challenges they encounter.

Faculty Learning Communities. CTL regularly sponsors or partners with faculty to offer theme-based faculty learning communities that bring faculty together to investigate a teaching and learning topic. Past Faculty Learning Communities have developed a variety of projects and resources for the Georgia Tech community. Since 2018, CTL has partnered with the University System of Georgia to support five Chancellor's Learning Scholars who each lead a theme-based faculty learning community within their respective colleges. Themes have included "small teaching" (based on James Lang's book of the same title), brain-based teaching, which uses insights from neuroscience to identify effective teaching strategies, and transparency in learning and teaching.

CTL coordinates campus-wide events and services for Teaching Assistants (TAs) and also works with individual departments and academic units to support departmental TA training initiatives.

Campus-wide events include:

• Teaching Assistant Orientation (TAO)

• Teaching in the American Classroom for International TAs

• Workshops on Teaching and Learning

"CTL's Teaching Fellows program provided me resources to improve my courses' activities and assessments. After using what I learned, the exams in my course were better aligned with the course content and more likely to produce student critical thinking. CTL also helped me to build bridges all over campus. Thanks to CTL, I have relationships with professors in each of the other colleges and with administrative staff all over campus. CTL staff personally introduced me to collaborators."

— **Karie Davis-Nozemack**
Associate Professor, Law and Ethics
Scheller College of Business
Past Provost Teaching and Learning Fellow

CTL offers consultations with individual TAs, which may include the collection and discussion of data gathered via class dialogues and/or observations (see "Consultations" on page 20). CTL also consults with faculty and departments regarding TA issues.

In addition, CTL coordinates two courses for TA training: (1) CETL 2000: Undergraduate Teaching Assistant Training and (2) CETL 8000: Graduate Teaching Assistant Training. These courses are intended to integrate departmental and centralized TA development. They highlight effective teaching skills, campus policies related to teaching, and other issues important to TAs. CTL works with individual departments to structure a 2000 or 8000 course that will fit their individual TA training needs as well as satisfy institutional and Board of Regents requirements for TA training.

Georgia Tech TA Training are Canvas courses (one for On-Campus TAs and another for OMS TAs) that contain a set of online training modules designed to help TAs learn about important policies related to their work at Tech and develop foundational teaching skills. Topics include Family Educational Rights and Privacy Act (FERPA), academic integrity, and grading. TAs can access the modules through Canvas and submit the results of the quizzes to their TA coordinator. TAs completing these modules also receive badges to mark their completion.

Tech to Teaching and CIRTL Certificate Programs

Many graduate students and postdoctoral scholars are interested in pursuing college teaching positions. To prepare these future faculty, CTL's teaching certificate programs provide an introduction to evidence-based teaching and learning principles, as well as opportunities to demonstrate teaching competence.
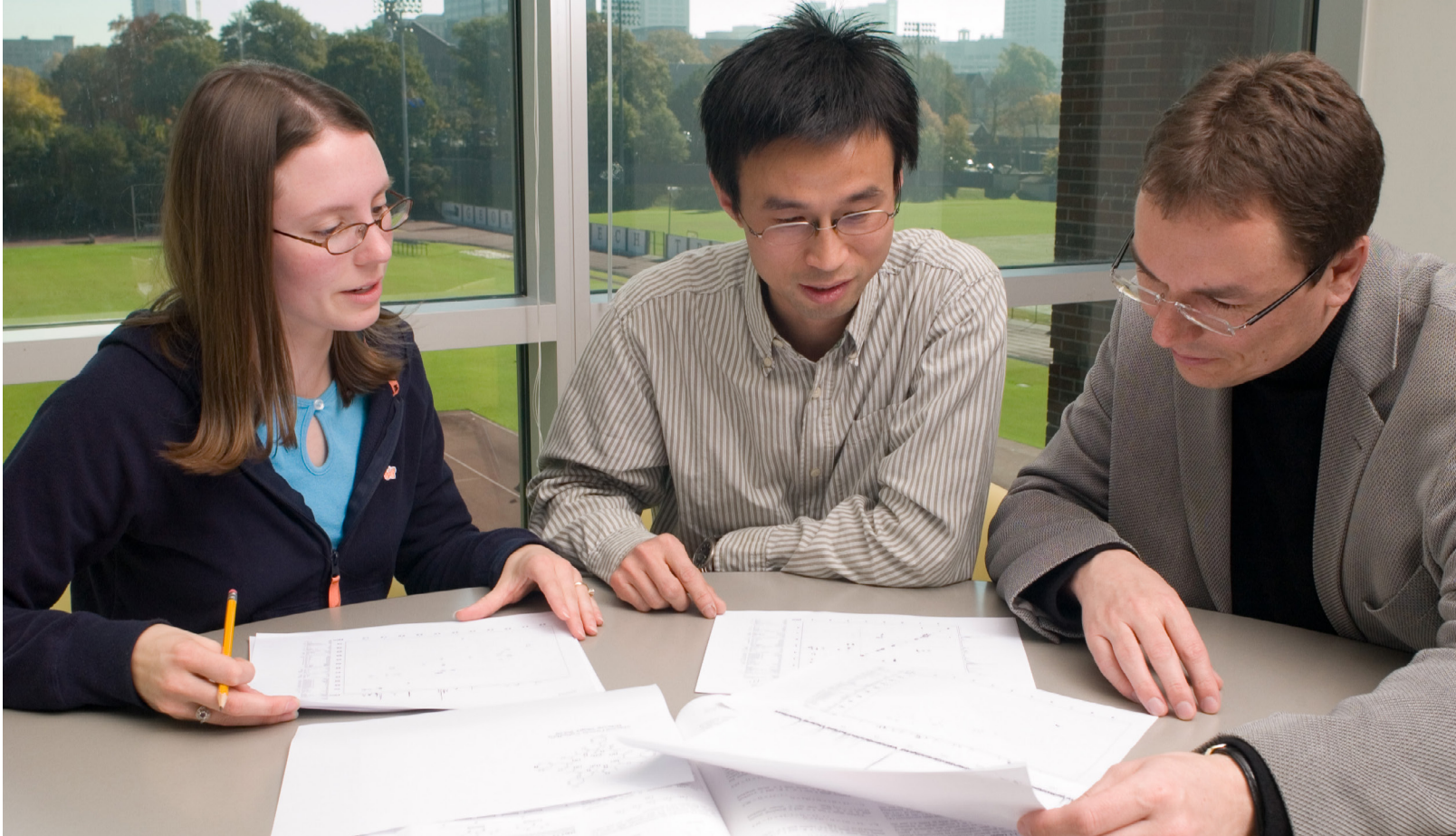
The Tech to Teaching Program, Georgia Tech's original teaching certificate program, has two phases. At the foundation level, participants learn how to design effective teaching and assessment practices in a diverse learning environment. The 10 foundation-level learning outcomes can be satisfied through a combination of CTL classes, workshops, and affiliated resources. At the capstone level, participants complete a substantial teaching experience that provides practice, peer review, and self-reflection.

Georgia Tech is a member of the Center for the Integration of Research, Teaching, and Learning (CIRTL). This national network of research universities aims to impact the quality of STEM teaching across the country through the development of future faculty. Participants earn the CIRTL Associate Level Certificate by satisfying the Tech to Teaching foundation level learning outcomes. After the Associate level, participants achieve the Practitioner Level Certificate for conducting a self-directed Teaching-as-Research Project, followed by the Scholar Level Certificate for disseminating the study results through a conference presentation or publication.

Courses

Graduate students interested in teaching at the college level may enroll in Fundamentals of Teaching and Learning in Higher Education (CETL 8713), Course Design in Higher Education (CETL 8717), and Teaching Capstone (CETL 8718). Tech to Teaching membership is required for enrollment.

Future Faculty Workshops

Faculty careers offer an exciting mixture of discovering new knowledge and conveying it to students. CTL offers a selection

"I've learned a lot about quality teaching by conducting classroom observations as a Graduate Teaching Fellow (GTF) and working in the classroom directly as a TA: evidence-based teaching practices how, students react to active learning, different ways to assess learning and incorporate active learning in the classroom and how to use, technology effectively to support my teaching."

— Terri Dunbar
Ph.D. Candidate in Psychology
2020-2022 CTL Graduate Teaching Assistant

of workshops on teaching and learning that are designed to prepare graduate students and postdoctoral scholars to be effective instructors. Typical offerings include sessions about how students learn, inclusive teaching strategies, student motivation, classroom assessment techniques, and teaching with technology.

Graduate Teaching Fellows

The Graduate Teaching Fellows (GTFs) are a cohort of advanced graduate students who contribute to campus-wide TA and future faculty development efforts. GTFs plan and lead TA orientation and workshops on teaching, conduct individual

consultations and classroom observations of TAs, explore literature in teaching and learning, and further expand their own professional development in teaching and learning.

Resources for the Academic Job Search

CTL's Preparing Future Faculty initiatives help prepare graduate students and post docs to successfully navigate the academic job search process. The Future Faculty Job Search Academy, offered in fall and spring semesters, leverages a combination of asynchronous resources, workshops, and peer interactions to help participants prepare their academic packets, sharpen their interview skills, and refine their job talk presentations.

Individual consultations with CTL faculty can help graduate students and postdoctoral scholars prepare written materials such as application letters, curricula vitae, teaching philosophy statements, and teaching portfolios, as well as teaching or research presentations for an on-campus interview.

Opportunities for Students Interested in Teaching

In addition to the resources that CTL provides to students and postdoctoral scholars interested in careers in higher education, various departments at Tech offer support for undergraduate and graduate students interested in PreK-12 careers. In the Career Center, a pre-teaching advisor is available to provide information to students and alumni regarding career opportunities, teaching certification pathways, graduate school, job searches, internships, and other options both before and after graduation. Individuals interested in learning more about teaching should visit the Pre-Teaching Advising website at preteaching.gatech.edu.

Tutoring and mentoring provide excellent opportunities for students to gain school-based experience. There are programs for students to work in PreK-12 settings as well as at Georgia Tech. For PreK-12 tutoring programs, contact CEISMC or the Center for Student Engagement. For programs involving tutoring college-level students, contact Tutoring & Academic Support.

GREAT TEACHING IN CHEMISTRY TRANSPORTS STUDENTS TO THE SUB-MICROSCOPIC WORLD OF ATOMS AND MOLECULES AND EMPOWERS THEM TO INVESTIGATE, EXPLAIN, AND APPLY COMPLEX CHEMICAL PHENOMENA. I LOVE ENGAGING STUDENTS IN THE PROCESS OF MODEL-BUILDING THROUGH ANALYSIS OF LABORATORY DATA AND GRAPPLING WITH REAL DATA SETS OR CASE STUDIES. IN THIS RESPECT, I SEE MY ROLE AS HELPING TO TRAIN THE NEXT GENERATION OF BUILDERS OF SCIENTIFIC MODELS, REGARDLESS OF THE SPECIFIC DISCIPLINE IN WHICH THEY END UP.

—Michael Evans
Senior Academic Professional
Chemistry and Biochemistry
2022 Geoffrey G. Eichholz Faculty
Teaching Award

Campus Awards for Excellence in Teaching

To recognize and celebrate outstanding teaching accomplishments of faculty and students, Georgia Tech has established numerous campus-wide awards. Some of these awards are as follows:

CTL Curriculum Innovation Award
This award recognizes faculty who are improving the quality of education at Georgia Tech through pedagogical and curricular innovation. The award is open to full-time faculty of any rank, or a team of faculty who have implemented an innovation in their course or departmental curriculum. The award recipient (whether an individual faculty member or a team of faculty) receives $3,000.

CTL Innovation and Excellence in Laboratory Instruction Award
This award is open to full-time faculty of any rank who have excelled in teaching in the laboratory. The laboratory can be broadly defined to include traditional science labs as well as other formal courses that feature experiential learning where students participate in the processes of investigation, analysis, and reflection in order to reach a deeper understanding of course concepts. The award recipient receives $3,000.

CTL Innovation in Co-Curricular Education Award
This award is open to full-time faculty of any rank and recognizes an individual who increases student learning outside the traditional curriculum and helps Georgia Tech achieve its strategic goal of graduating global citizens who can contribute to all sectors of society. The award amount is $3,000.

CTL Undergraduate Educator Award
This award is open to non-tenure-track faculty members who hold a 75-100 percent appointment, teach undergraduate credit course(s), and have completed at least two semesters in his or her current position at Georgia Tech. The award recognizes excellent teaching and outstanding contributions to undergraduate education. Up to two award recipients are selected, each receiving $3,000.

CTL/BP Junior Faculty Teaching Excellence Award
This award is open to any nominated full-time, tenure-track faculty member who does not yet have tenure, but who has completed at least one academic year on the tenure-track at Tech and at least three semesters of teaching at Georgia Tech. The award recognizes teaching excellence, educational innovation, impact on student lives, and research/teaching connections. Up to six award recipients are selected, each receiving $3,000.

Class of 1934 Distinguished Professor Award
This award recognizes sustained outstanding achievement in teaching, research, and service, and is the highest award given to a faculty member. The award includes a stipend of $25,000.

Class of 1934 Innovative Use of Education Technology Award
This award recognizes a faculty member who has developed and instituted innovative techniques to improve the learning environment and process. The award amount is $7,500.

Class of 1940 W. Roane Beard Outstanding Teacher Award and Class of 1940 W. Howard Ector Outstanding Teacher Award
These two awards are presented each year to faculty members who have taught at least six semester hours during the previous academic year and who have demonstrated extraordinary efforts in teaching, inspired students, and had a direct impact on the intellectual integrity, scholarship, and post-graduate success of students. The Beard Award goes to junior faculty. The Ector Award goes to senior faculty. Each recipient receives a $10,000 stipend.

Education Partnership Award
The Education Partnership Award is an annual award recognizing genuine and substantial partnerships among Tech faculty, students, and the K-12 community. The award has a $7,500 prize to be divided among members of each of the three constituencies.

Faculty Award for Academic Outreach
This award is for full-time faculty of any rank who use their academic expertise to further the learning of K-12 students, teachers, or other educational stakeholders of Georgia. Up to two awards are granted each year. The award amount is $2,500. If two awards are given, this sum will be evenly split between the winners.

Geoffrey G. Eichholz Faculty Teaching Award
This annual award recognizes faculty who provide outstanding teaching to students in core courses. This award is open to full-time faculty of all ranks, with preference given to tenure-track faculty. The award recipient(s) each receive $3,000.

Scholarship of Teaching and Learning Award
This award replicates the University System of Georgia's Board of Regents' Scholarship of Teaching and Learning (SOTL) Award. The campus winner will be Georgia Tech's nominee for the Regents' award in the upcoming year. The award amount is $3,000.

Teaching Excellence Award for Online Teaching
This award replicates the USG's Board of Regents' Teaching Excellence Award for Online Teaching. The campus winner will be Georgia Tech's nominee for the Regents' award in the upcoming year. The award amount is $3,000.

CTL Awards for Students in Teaching Roles
Schools or academic units conduct an internal competition to select a department winner in one or more of the categories: Graduate Student Instructor of the Year, Graduate Teaching Assistant of the Year, Undergraduate Teaching Assistant of the Year, and Online Head Teaching Assistant of the Year, and Online Teaching Assistant of the Year. CTL invites each department winner to apply for the institute-wide award in his/her category. Up to three award recipients in each category are selected, each receiving $500.

Professors Fani Boukouvala, Martha Grover, Andrew "AJ" Medford, J. Carson Meredith, and David Sholl receive the 2022 CTL Curriculum Innovation Award for their development of the Graduate Certificate in Data Science for the Chemical Industry, which is Georgia Tech's first fully online graduate certificate and the first program of its kind for professionals in the chemical industry.

2022 Faculty Award Recipients

CTL Curriculum Innovation Award
Fani Boukouvala, Assistant Professor; **Martha Grover,** Professor; **A. J. Medford,** Assistant Professor; **J. Carson Meredith,** Professor; and **David Scholl,** Professor, Chemical and Biomolecular Engineering

CTL Innovation and Excellence in Laboratory Instruction Award
Christy O'Mahony, Senior Academic Professional, Chemistry and Biochemistry

CTL Innovation in Co-Curricular Education Award
Mary Hudachek-Buswell, Lecturer; **Fisayo Omojokun,** Senior Lecturer, Computing

CTL Undergraduate Educator Award
Jacqueline Garner, Senior Lecturer, Scheller College of Business; **Amit S. Jariwala,** Senior Academic Professional, Mechanical Engineering

CTL/BP Junior Faculty Teaching Excellence Award
Katie Badura, Assistant Professor, Scheller College of Business; **John James Blazeck,** Assistant Professor, Chemical and Biomolecular Engineering; **Neha Garg,** Assistant Professor, Chemistry and Biochemistry; **Allen Hyde,** Assistant Professor, History and Sociology; **Natalie Khazaal,** Assistant Professor, Modern Languages; **Annabelle C. Singer,** Assistant Professor, Biomedical Engineering

Class of 1934 Distinguished Professor Award
Marilyn Brown, Regents' Professor, Public Policy

Class of 1934 Outstanding Innovative Use of Education Technology Award
Aselia Urmanbetova, Academic Professional, Economics

Class of 1940 W. Roane Beard Outstanding Teacher Award
Brendan Saltaformaggio, Assistant Professor, Cybersecurity and Privacy

Class of 1940 W. Howard Ector Outstanding Teacher Award
Carrie Shepler, Principal Academic Professional, Chemistry and Biochemistry

Faculty Award for Academic Outreach
James R. Sowell, Principal Academic Professional, Physics

Geoffrey G. Eichholz Faculty Teaching Award
Michael Evans, Senior Academic Professional, Chemistry and Biochemistry; **Christie N. Stewart,** Senior Academic Professional

Scholarship of Teaching and Learning Award
Emily G. Weigel, Senior Academic Professional, Biological Sciences

Teaching Excellence Award for Online Teaching
Michael Evans, Senior Academic Professional, Chemistry and Biochemistry

CTL Awards for Students in Teaching Roles

Graduate Student Instructor of the Year
Elizabeth Jones, Chemistry and Biochemistry; **Alexandra Muscalus**, Civil and Environmental Engineering; **Boni Yraguen**, Mechanical Engineering

Graduate Teaching Assistant of the Year
Vinodhini Comandur, Aerospace Engineering; **Jiayu Yao**, Scheller College of Business; **Tao Yu**, Mathematics

Undergraduate Teaching Assistant of the Year
Bryan Clark, Mathematics; **Kevin Li**, Computational Science and Engineering; **Shawn Wahi**, Computer Science

Online Head Teaching Assistant of the Year
Jaewoo Jung, Mathematics; **Kai Ouyang**, Computer Science; **Joanne Truong**, Interactive Computing

Online Teaching Assistant of the Year
Addison Malone, History and Sociology; **Alicia Robang**, Chemical and Biomolecular Engineering; **Raghave Tandon**, Biomedical Engineering

SECTION III

Policies, Guidelines, and Procedures Pertaining to Teaching

This section of the guidebook provides important policies, procedures, and guidelines that you will need to be familiar with as you carry out your instructional role on campus. Please use the contact information provided when you need clarification about a policy or further information about how to implement it.

Student Conduct and Academic Integrity (Honor Code)

Georgia Tech is committed to maintaining a learning environment that is safe and that fosters the dignity, respect, and worth of students, faculty, and staff. Each member of this community has the responsibility to practice the highest ethical principles and standards of conduct.

Student Code of Conduct

The purpose of the Student Code of Conduct is to educate the Tech community about the Institute's expectations for academic and nonacademic conduct. The code also outlines students' rights and seeks to foster an environment conducive to academic excellence. The Office of Student Integrity (OSI) is responsible for managing potential violations of academic and nonacademic misconduct. Examples in this section are highlights of the document. For full details, please see the Code of Conduct and all other student policies found at the OSI website, or contact one of the staff members directly for consultation.

Inappropriate Classroom Behavior

As stated in the Student Code of Conduct, the primary responsibility for managing the classroom environment rests with the instructor. Students who engage in any acts that result in disruption of a class may be directed by the instructor to leave the class for the remainder of the class period. Longer suspensions from a class can be administered only by the Vice President for Student Engagement & Well-Being and Dean of Students in accordance with this policy. If a faculty member, instructor, or TA is experiencing any classroom disruption and needs assistance, contact OSI immediately.

Academic Misconduct

Academic misconduct is described fully in two documents: the Student Code of Conduct and the Academic Honor Code. The Student Code of Conduct outlines nine charges that apply to academic misconduct. Specific information about these charges and the conduct process can be found at the OSI website.

The Georgia Tech Academic Honor Code is a document that acts as a guide in outlining student and faculty expectations. Originally designed by students, the Academic Honor Code became official Institute policy in 1996. Students are required to sign an honor agreement acknowledging their awareness of the code. The objective of the Academic Honor Code is to strengthen the level of academic integrity and trust within the Tech community. The Honor Advisory Council is a student peer advisory group and is available for consultation with any member of the Tech community regarding issues of academic integrity.

As described in the Academic Honor Code, faculty members are expected to create an environment where honesty flourishes. In creating this environment, faculty members are expected to do the following:

▶ Make known to their class as specifically as possible what constitutes appropriate academic conduct, as well as what comprises academic misconduct. This includes, but is not limited to, the use of previously submitted work, collaborative work on assignments, etc.;

▶ Provide copies of old exams or lists of sample questions to the Georgia Tech Library for students to review;

▶ Avoid the reuse of exams;

▶ Include a paragraph containing information about the Georgia Tech Academic Honor Code on the syllabus for each class they teach;

▶ Report instances of academic dishonesty to Office of the Dean of Students.

In addition to the expectations listed above, faculty can set classroom-specific expectations on some aspects of academic conduct including, but not limited to, the following:

- ▶ Old exams for use during open-book exams;
- ▶ Contents of formula sheets allowed on exams;
- ▶ Use of calculators on exams;
- ▶ Collaboration on out-of-class assignments;
- ▶ Use of previously submitted out-of-class assignments.

It is strongly encouraged that any expectations placed upon students in a classroom, such as those outlined above, be put in writing for the students in a syllabus or on a class website.

It is important to note that if a faculty member, instructor, or TA punishes a student academically without due process (e.g., reduces a grade for cheating without working with OSI), he or she assumes legal liability for denying a student's rights.

Some additional best practices to reduce academic misconduct are as follows:

- ▶ **Address Academic Honor Code issues** in your class. Tell your class what you expect from them in terms of academic performance, and what is and is not allowed in your academic environment.
- ▶ **Change testing measures** in class frequently to prevent students from using previous assignments to gain an unfair advantage.
- ▶ **Invite the OSI and the Honor Advisory Council** to present to classes on academic misconduct and the Honor Code.
- ▶ **Involve your TAs** when talking about academic integrity with your class. Remind TAs that they are role models to students. New students take what TAs say more seriously than any other group.
- ▶ **Provide sample/practice or past exams** to help students focus their efforts appropriately.

Sources

Office of the Vice President and Dean of Students
studentlife.gatech.edu

Office of Student Integrity osi.gatech.edu

Georgia Tech Honor Advisory Council
honor.gatech.edu

Georgia Tech Catalog catalog.gatech.edu

Faculty Handbook
policylibrary.gatech.edu/faculty_handbook

The Board of Regents Policy Manual - Sections 4.1.1, 4.1.4, 4.6, 3.2.3
usg.edu/policymanual

Tips for Preventing Plagiarism and Other Forms of Cheating

Educating to Reduce Plagiarism

- Assign narrow and specific research topics.
- Do not allow last-minute changes of topic.
- Require that outlines be submitted three to four weeks prior to the deadline and that drafts be submitted with the final paper.
- Do not assume students know what constitutes plagiarism or proper citation format. Review this information or refer students to campus resources.
- Require detailed citations, including page numbers.
- Clearly explain your expectations.
- Encourage students to come to you if they are confused about citation practices.
- Model proper citation format in lectures, emphasizing that it shows respect for other scholars.
- Talk about academic honesty with your students, and make sure they understand both the reasons and tools for avoiding plagiarism.

Educating to Reduce Cheating

- At the beginning or end of each test, quiz, or exam, ask students to sign the Challenge Statement advocated by the Honor Advisory Council: *"I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech Community."*
- Consider asking students to place backpacks, books, notebooks, cell phones, and laptops in another part of the room during exams.
- Remake exams each semester. Reorder questions, reword questions, and change formats. Students frequently give old exams to friends, which is permitted under the Academic Honor Code. Creating new exams each semester gives all students an equal opportunity for success.
- When possible, use free-response and essay questions rather than multiple-choice questions.
- When giving take-home exams, take time to define clearly what will and will not be acceptable. Make sure students understand your policy on collaboration.
- Clearly state (on your syllabus preferably) what is and what is not appropriate collaboration in your class, particularly regarding homework assignments, lab work and reports, or other group-oriented projects.
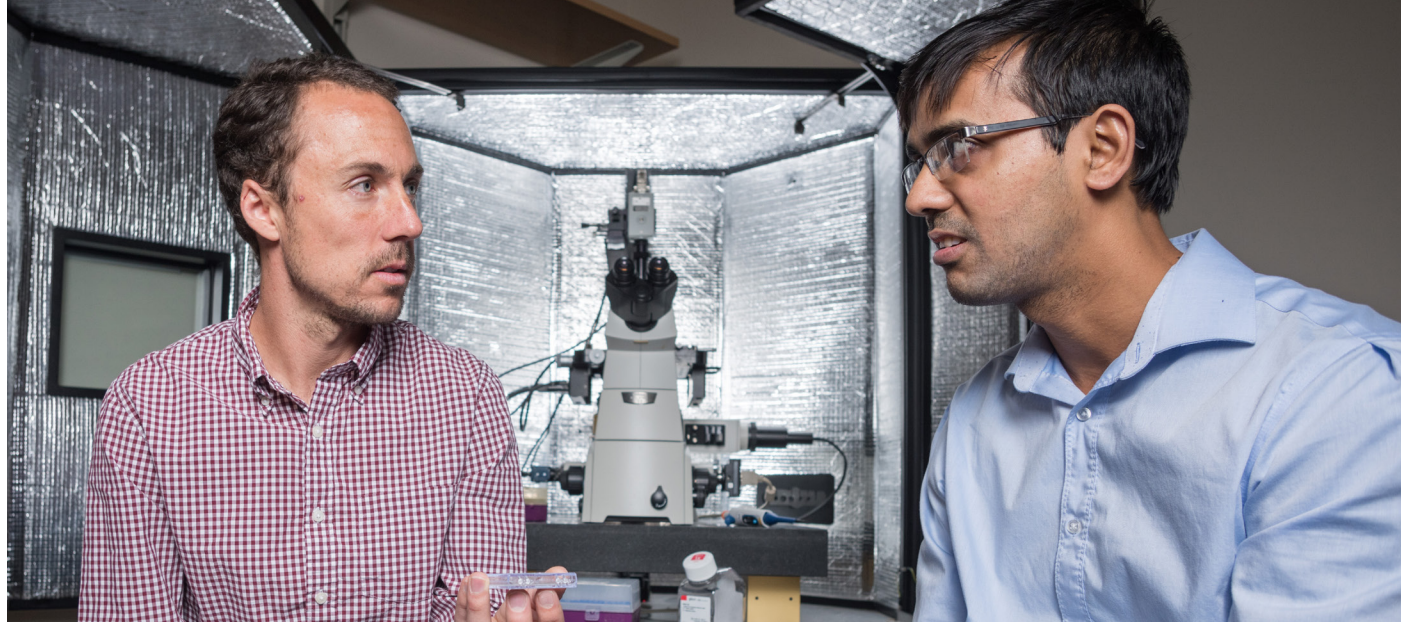
Frequently Asked Questions Regarding the Honor Code

What do I do if I think I have an Academic Honor Code violation?

All that is necessary to report an allegation is to fill out the Public Incident Report form available at the Incident Referral tab on the OSI website. The form allows you to upload any supporting information (e.g., copies of exams, syllabi, etc.). After OSI receives the report, the staff member assigned to the case will be in contact if additional information is needed.

Can I just fail the student and not go through the conduct process?

No. The Student Code of Conduct and the Academic Honor Code prohibit penalty grading. Penalty grading may also infringe upon the student's due process, leaving the faculty member legally liable.

Can I consider this a teachable moment and not go to OSI?

It depends. Effectiveness of the Academic Honor Code relies on participation of both faculty and students. If you believe an act of academic misconduct has occurred, you should contact OSI and discuss your concern. Before you complete a Faculty Conference as outlined in the Student Code of Conduct, you are encouraged to consult OSI first to make sure the student is eligible for a Faculty Conference. In addition, you are required to send the resolution of the case to OSI once a Faculty Conference is complete because OSI is the centralized location where student discipline files are kept at the Institute.

Do I have to confront the student?

No. If you are not comfortable speaking to the student about your concern, you can directly refer the incident to OSI. If you would prefer to speak to the student first, please do so. No two students or cases are the same; you need to approach the situation in a manner that is most comfortable for you.

Can the student continue to attend class? What do I do about the grade?

Yes, the student should be allowed to continue in the course. The student should be assigned a grade of "I" (Incomplete) for the assignment (and an "I" for the course, if end-of-term grades are due) until a resolution is reached, at which time you will need to submit a Grade Correction form.

Does the process require a lot of my time?

The amount of time involved varies depending on the position of the student and his or her approach to the case. The process requires that you document your concern and may involve a few conversations with OSI. Staff may need to consult with you about differences in the student's account of events and those submitted on the report. While uncommon, faculty members are occasionally required to attend a hearing regarding the case.

How long does this process take?

The length of time for completing the conduct process varies based on the facts and complexities of the case. Some cases may be handled in one meeting; other cases may take longer.

What are the possible sanctions assigned when a student is found responsible?

Typically, a student is assigned a grade penalty as well as a disciplinary sanction and an educational component. These sanctions are outlined in the academic misconduct sanction guidelines, located on the OSI website.

Student-Faculty Expectations

The Georgia Tech community believes that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. Therefore, we herein endeavor to enumerate the specific expectations of each side. However, this document is not intended to be either comprehensive or limiting in regards to the Institute's statutes. Ultimately, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. We remain committed to the ideals of Georgia Tech, agree to abide by these principles in our time here, and will encourage each other to uphold these responsibilities.

Student Expectations

We hold that all students have the right to expect:

1. a positive, respectful, and engaged academic environment inside and outside the classroom;
2. to attend classes at regularly scheduled times without undue variations and without penalty if the student cannot attend instructional, lab, or examination hours not institutionally scheduled; to have their instructor of record be present during most scheduled lecture periods;
3. to receive a syllabus which should include an outline of the course objectives, evaluation criteria, and any other requirements for successful completion of each course during the first week of class meetings and to be clearly informed of any changes made to the syllabus during the semester with reasonable time to adjust to these changes;
4. to consult with faculty outside of usual classroom times through regularly scheduled office hours or a mutually convenient appointment;
5. to have reasonable access to Institute facilities and equipment in order to complete course assignments and/or objectives;
6. to have reasonable time to learn course material prior to the administration of an examination;
7. to receive a clear explanation of the faculty's definition and interpretation of academic misconduct within the course that extends over and beyond those clearly defined in the Georgia Tech Honor Code;
8. to have reasonable access to graded materials for assignments, projects, or exams, to review graded material in a timely fashion, and to have a clear explanation of grading criteria and grade determination;
9. to have their letter grade in a class based on their performance based on course criteria and not solely on their performance relative to their classmates;
10. faculty to adhere to formal Institute policies, rules and regulations, such as the policy on Final Instructional Class Days and Reading Periods, and the confidentiality policies of FERPA;
11. faculty to be supportive of students' desires and needs to find rewarding careers after graduation from Georgia Tech. Faculty should be flexible in allowing students to attend the Georgia Tech All Majors Career Fair that occurs in the Fall and Spring semesters and should refrain when possible from scheduling quizzes or tests on those days;
12. faculty to be flexible during the semester when students have off-campus interviews for jobs or graduate/professional schools and should allow students to make up missed work when possible;
13. to be allowed to make up course assignments that were due prior to the student's addition of that course during Phase II registration;

Faculty Expectations

We hold that all faculty members have the right to expect:

1. a positive, respectful, and engaged academic environment inside and outside the classroom;
2. students to appear regularly for class meetings in a timely fashion.
3. to select qualified TAs in accordance with departmental protocols as well as the right to delegate grading, studio and laboratory instruction, tutoring, and other academic activities to these individuals;
4. students to appear at office hours or a mutually convenient appointment for official matters of academic concern;
5. full attendance at examination, midterms, presentations, studios, and laboratories, with the exception of formal pre-approved excused absences or emergency situations;
6. students to be prepared for class, appearing with appropriate materials and having completed assigned readings and homework.
7. full engagement within the classroom, including meaningful focus during lectures, appropriate and relevant questions, and class participation;
8. to cancel class due to emergency situations and to cover missed material during subsequent class meeting times at the discretion of the instructor;
9. students to act with integrity and to adhere to the principles of the Georgia Tech Student Academic Honor Code;
10. students to adhere to the formal Institute policies, such as the Student Code of Conduct;
11. students to make every effort to minimize their absences from scheduled lectures, laboratories, and studios during the Georgia Tech All Majors Career Fair that occurs in the Fall and Spring semesters, and to notify them in advance if they intend to miss class to attend the Georgia Tech All Majors Career Fair;
12. students to notify them as soon as possible when they have off-campus interviews for jobs or graduate/professional schools that conflict with class attendance;
13. students would be responsible for obtaining and completing any missed assignments or material in a timely manner when they add a course during Phase II registration after the first class meeting.

Source

Georgia Tech Catalog catalog.gatech.edu

Family Educational Rights and Privacy Act (FERPA)

Faculty, instructors, and TAs should become familiar with the Family Educational Rights and Privacy Act (FERPA) of 1974, a federal law that affords students certain rights with respect to their education records (also known as the "Buckley Amendment"). Briefly, these rights are as follows:

- The right to inspect and review their own records
- The right to request amendments to their records
- The right to have some control over the release of personally identifiable information from their records

Generally speaking, all Institute employees who have access to student records are responsible for guarding the confidentiality of those records. Specifically, requests for access to records, requests for amendment of records, and complaints regarding any violation of FERPA are to be filed with the Office of the Registrar. As a caution, it is far better to not release information than to release information incorrectly.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Institute in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Institute has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

"Directory information" is information not generally considered harmful or an invasion of privacy if disclosed. Effective May 11, 2020, the Georgia Institute of Technology considers the following information to be directory information:

- Name
- Campus mailing address
- Georgia Tech email address
- Level (graduate or undergraduate)
- Field of study (degree, major, minor)
- Enrollment status (full-time, part-time, less than part-time)
- Dates of attendance
- Degrees with associated honors and designations, and date(s) awarded
- Anticipated date of graduation

- Participation in NCAA Division I Sports, including terms of team membership

"Directory information" cannot include student identification numbers or Social Security numbers.

Parents do not have the right to access records of students at the post-secondary level. Some institutions have policies that allow students to consent to the release of their confidential information to parents. Tech does not. Student information is released only by written consent of the student, as provided for under other aspects of the law, or through a court order.

If a request from an athletic academic staff member regarding the academic progress of a student athlete in a course is forwarded to the faculty, instructor, or TA, per FERPA, such a request may be honored. However, athletic coaching staff should not request academic progress information or directly make contact with the faculty, instructor, or TA. Questions regarding this process should be brought forward to the Office of the Registrar.

Any questions regarding specific matters relating to student records should be forwarded to the Office of the Registrar for clarification. The Office of the Registrar will be consulted when necessary.

Sources

Office of the Registrar
registrar.gatech.edu/current-students/privacy-and-students-rights

Georgia Tech Catalog catalog.gatech.edu

FERPA and Rules on Posting Grades

- Instructors and TAs should not post grades by using students' names or any other identifier (e.g., GTID, Social Security Number) that could divulge the identity of a student.

- If posting grades, have students create a random PIN number to use, and then post the grades in numerical order (so that students cannot infer identities). Even with this system, make sure that students give consent for their grades to be posted. The best alternative is to use a course management tool such as Canvas.

- Instructors and TAs should not announce in class or discuss with other students the names of students and their grades on exams or assignments (even in a positive situation, such as a student who received the highest score on an exam).

- Graded assignments, exams, or quizzes should not be left in an open area where students could have access to other students' graded assignments. For example, do not leave a stack of quizzes outside of an office or in a mailroom.

Student Information at Georgia Tech

To access information about students in a course, faculty can use Canvas, the Online Student Computer Assisted Registration (OSCAR) System, or BuzzPort. Canvas gives the active class roll (broken out by section in multisection classes), provides a photo roster, and sends emails to students' official Tech accounts. In OSCAR, select "Faculty Services," and then select the "Summary Class List" option. Faculty can also see class lists via BuzzPort and email the entire class with the click of a button. (See "Grade Entry" section in this guidebook for more details on these systems.)

Faculty can also access class rolls that are exportable to MS Excel, student transcripts, student ranking for reference letters, and many other student data files via Georgia Tech Academic Advising Data (GTAAD). This can be accessed from gtaad.gatech.edu.

Sources

Online Student Computer Assisted Registration (OSCAR) oscar.gatech.edu

Georgia Tech Academic Advising Data (GTAAD) gtaad.gatech.edu reports.gatech.edu

Canvas canvas.gatech.edu

BuzzPort buzzport.gatech.edu

Campus Safety, Preparedness, and Inclement Weather

Primarily responsible for protecting the life and property of the campus, the Georgia Tech Police Department (GTPD) patrols the campus on a 24-hour basis and provides a full range of public safety services including providing first response to emergencies, enforcing laws and Institute regulations, investigating criminal incidents and traffic accidents, and conducting crime awareness and prevention programs. GTPD officers have the authority to make arrests for crimes committed within 500 yards of any property under the jurisdiction of the University System of Georgia (USG) Board of Regents.

Like any large community, Tech experiences accidents, injuries, crimes, and other emergencies. Because campus safety is everyone's responsibility, GTPD encourages "If You See Something, Say Something," whether it's a crime or something that just doesn't look quite right (such as an unattended bag, a person looking into car windows, or a leaky pipe). Communications officers can dispatch an officer any time of the day or night and can be reached by phone at 404.894.2500 or by calling 911 from a campus landline. Callers can give their names or report anonymously. They can also send a tip through the LiveSafe app, send an email to crimetips@police.gatech.edu, or use the form at police.gatech.edu/report-crime.

Most of the crimes that occur on campus are property crimes. To reduce the chance of becoming a victim, there are some basic rules that can be followed. Be aware of your surroundings; stay alert and do not get distracted. Trust your instincts. Lock your doors, and keep your keys with you at all times. Do not leave your belongings unattended, even for a moment. Keep your car clutterfree; don't use it as a mobile storage unit. If your belongings are stolen, call GTPD immediately. We encourage you to register the serial numbers of your property with GTPD at the GTPD site or have us engrave them on your property for you. This will help us identify your property for its return.

No matter what risk reduction you take, you or someone you know may experience an unwanted sexual encounter. Sexual violence is a prevalent issue among college-age women and men. Sexual violence can be defined as any unwanted or nonconsensual sexual conduct, not just that which results in physical violation or harm. Georgia Tech faculty and staff are required to fill out a Confidential Reporting Form to report any acts of sexual violence that may have been communicated to you. For more information, contact a GTPD officer, Counseling Center staff, Health and Wellbeing staff, or visit voice.gatech.edu.

HB280 was signed by Governor Nathan Deal and became effective July 1, 2017. It enables individuals who have weapons-carry permits to lawfully carry their registered handgun while

on campus, except in restricted areas. To read the law and University System of Georgia guidance, please go to the USG site. To submit a question specific to the Tech campus, email crimeprevention@police.gatech.edu.

To increase your personal safety, download the LiveSafe app. The LiveSafe app was selected by Tech students and "turns your Smartphone into a powerful safety tool." Features include contacting GTPD through a panic button, call, or text; location sharing in an emergency; quick access to emergency information; an electronic SafeWalk option; and much more. Learn more about this free app at the LifeSafe site.

Clery safety alert email notifications are sent to all Tech email addresses whenever a crime such as a homicide, sex offense, or robbery presents a serious or continuing threat to students and employees. This service does not require sign-up.

Tech is committed to providing emergency preparedness and response plans to ensure the safety of the community. Emergency response procedures, information about our LiveSafe app, and other resources can be found at the prepare. gatech.edu.

To be notified in the event of any campus-wide emergency, including severe weather, sign up for the Emergency Notification System (GTENS) notification. This system enables GTPD to make contact via email, voice, and text messaging, alerting recipients of timesensitive information with directions on what actions to take. During a campus-wide emergency, the Tech homepage, digital signage, and social media accounts will also display up-to-date information. The Siren Warning System is an additional form of emergency notification on campus. There are seven sirens strategically located throughout campus to provide alerts

to students, faculty, and staff who are outdoors. The system relays an alarm tone followed by an audio message explaining the emergency situation.

For more information on our services, including crime prevention and emergency preparedness classes, signing up for LiveSafe and GTENS, or the annual Campus Safety Report, please refer to the GTPD website

Emergency Contacts

Georgia Tech Police Department
404.894.2500 | police.gatech.edu

Georgia Tech Counseling Center
404.894.2575

Georgia Tech Counseling Center (24/7)
404.894.2204

National Suicide Prevention Lifeline
1.800.273.8255

Georgia Crisis and Access Line
1.800.715.4225

Crisis Text Line
741741

Sexual Assault Information Line
404.894.9000

Office Hours

Faculty and instructors are required to maintain regular office hours. The Student-Faculty Expectations agreement affords each student "the right to expect to consult with faculty outside of usual classroom times through regularly scheduled office hours or a mutually convenient appointment." In addition, instructors should consult with their department or academic unit for specific policies about office hours.

Policies regarding office hours for TAs are generally determined by the course instructor for whom the TA is working. The number of office hours may depend on the amount of time a TA is committed to work. For example, a TA hired at "50 percent time" is generally expected to work 20 hours per week. However, this may vary by department or academic unit.

Faculty, instructors, and TAs are encouraged to hold office hours at times that are convenient for students and to be willing to let students schedule appointments as needed. Because peak course times are Monday through Thursday from 9 a.m.–1 p.m., the best time for students is often in the late afternoons Monday through Thursday.

TAs and Graduate Student Instructors

Tech employs both graduate and undergraduate students to serve as TAs. Undergraduate teaching assistants (UTAs) are typically paid an hourly rate for their work. Graduate students employed as graduate teaching assistants (GTAs) must be registered for at least 12 total graduate credits (with at least nine hours attempted for a letter grade or pass/fail) and employed at least 1/3 of the time by the Institute. Graduate students meeting these criteria will be eligible for a tuition waiver.

In accordance with the Board of Regents' policy on graduate teaching/laboratory assistants, each college or department that uses graduate or undergraduate TAs must develop procedures to

(a) provide appropriate training to support and enhance these assistants' teaching effectiveness;

(b) conduct regular assessments, based on written procedures and including results of student and faculty evaluations, of

each assistant's teaching effectiveness and performance; and,

(c) assess competency in English and, if needed, provide training in English language proficiency.

CTL offers courses and programs for the training and development of both undergraduate and graduate TAs. These courses are CETL 2000 (undergraduate) and CETL 8000 (graduate), which are one-credit, pass/fail courses that cover effective teaching skills as well as policies and procedures related to teaching. Discipline-specific sections of either course may be offered within any department or academic unit that utilizes TAs.

Launched in fall 2019, CTL's International TA Program (ITA) conducts a spoken English language screening for new international TAs whose TOEFL speaking scores are below 26. Based on the outcome of the assessment, graduate students may be referred for enrollment in the ITA program to support English language proficiency, teaching skills, and cultural adaptation to the U.S./American classroom.

Graduate students may serve as instructor of record after they have earned a master's degree or 18 hours of credit in the academic discipline. Each college or unit that assigns a graduate student to teach a lecture course, recitation section, or laboratory section as the instructor of record must maintain documentation of the graduate student's credentials. Graduate student instructors of record must be directly supervised by a faculty member experienced in the discipline of the course.
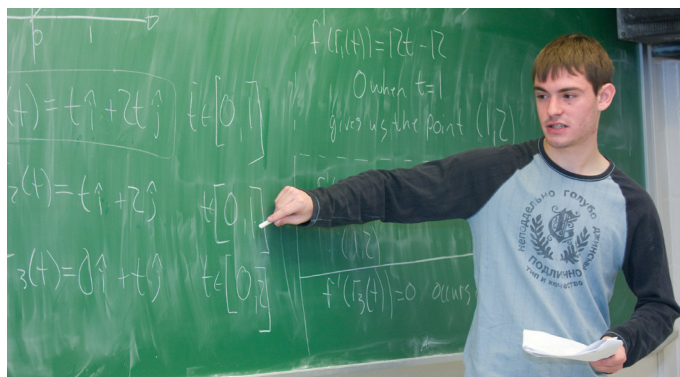
Grading System, Submitting Grades, and Grade Changes

Grading System

The letter grades for completed courses used in the calculation of scholastic average are as follows:

GRADE	DESCRIPTION	QUALITY POINTS PER CREDIT HOUR
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing	1
F	Fail	0
S	Satisfactory completion of a course taken under pass/fail, or of a course in which no other letter grade may be assigned.	0
U	Unsatisfactory completion of a course taken under pass/fail, or of a course in which no other letter grade may be assigned.	0
V	Audit (no academic achievement implied). An unsuccessful audit will receive a W.	0
I	Incomplete (See relevant section for complete description.)	0
W	Withdrew (See relevant section for complete description.)	0
NR	Not Reported — assigned when an instructor fails to submit grades by the published deadline, through no fault of the student (effective summer quarter, 1988).	0

Grade Substitution

Undergraduate students may repeat courses for grade substitution according to the following set of criteria. If these conditions are not met, the general policy governing repeated courses applies.

▸ Undergraduate students may repeat for grade substitution up to two Tech courses with posted letter grades of D or F. These courses will be excluded from calculation of their cumulative grade point average.

▸ A course can be taken for grade substitution only once and must be repeated within one calendar year.

▸ A course is not eligible for grade substitution if the student was found responsible for any academic misconduct in that course regardless of how many times it is repeated.

▸ Grades excluded under previous Institute rules (such as the Grade Substitution policy that was in effect up until 2019) count toward the maximum two courses allowed for substitution.

▸ Once a grade substitution is posted, the student cannot remove the exclusion or change it to another course at a later date. A student cannot request a grade substitution after they have graduated.

▸ The application for grade substitution must be filed with the Registrar's Office no later than the deadline for withdrawing from a course during the student's next term of enrollment after the course is repeated.

The original grade and the repeated grades will all appear on the official transcript. Once a grade substitution is applied to a course, the credit hours attempted and earned on the course will be removed from the calculation of the cumulative grade point. Excluded courses and hours will continue to be counted in calculations of satisfactory progress, for financial aid eligibility, and for tuition.

Students should be aware that many graduate and professional schools recalculate grade point averages in the process of considering an applicant for admission to such programs. This recalculation may include restoring the grades of the repeated classes and their effects on the cumulative grade point average.

Submitting Grades

Information and instructions about grade entry (including progress report entry) are available at the Registrar website.

Faculty and instructors who need to access the progress report and/or final grade entry page will enter directly in the Banner system or through BuzzPort. In Banner, select "secured access login" and the user ID is the gtID#. In BuzzPort, the user ID is the PRISM username/gt-account (typically first initial/lastname/number, e.g., as in "gburdell3") and the email password. Only the instructor of record may submit grades in any of these three systems. Instructors of record can export grades from Canvas to Banner.

Deadline for Reporting Grades

It is essential that grades be reported by the deadline (noon on Monday after finals week). The turnaround time for processing grades, academic standing, GPA calculation, and award for degrees is very short between semesters. In addition, the financial aid office must review grades to determine continuing eligibility. Having grades go unreported (or reported late) creates many hardships for students, campus offices, and faculty.

Grade Changes

The Office of the Registrar is responsible for processing all grade changes. In order for a student to receive a grade change, a Grade Correction Form must be completed and signed by the faculty member who taught the course. The form must then be signed by the head of the academic department. The form is

then submitted to the Office of the Registrar for processing.

Grade changes are processed once a week during the term with the exception of the week during which final grades are assigned. Academic standing is reviewed after each grade change, and any necessary changes are made.

With the exception of grades changed via the grade substitution policy, only the final grade earned in a course for a given term is shown on an official transcript; no intermediate changes are displayed. Grade changes made in the computer system are immediately reflected on OSCAR.

Grade Appeals and Student Academic Grievances

When a student believes that an instructor has acted unfairly or improperly in the assignment of grades or in other academic matters, he or she may pursue academic grievance procedures to resolve the issue. The full description of these procedures may be found in the Tech Policy Library, but a brief summary is included below:

▶ Grade appeals must be initiated by the student within his or her next enrolled term following the term of the course in question, and the appeal should be addressed within that term.

▶ The student should attempt to resolve informally the grievance with the individual faculty member, department, school, college, or unit involved.

▶ If the grievance is not resolved informally, the student may request a formal hearing at the department, school, college, or unit level. Following this hearing and issuing of a written decision, the grievance is presumed to be resolved unless the student appeals.

▶ The student may appeal the formal decision rendered by the department, school, college, or unit level to the Institute level. In this situation, the Student Grievance and Appeal

Committee will review the appeal and determine if a hearing is warranted. If a formal hearing is held, the committee will recommend a remedy if it finds that a faculty member, departmental committee, or administrator of a unit has not acted fairly or properly.

Sources

Office of the Registrar
registrar.gatech.edu/faculty-and-staff/grading-and-grade-entry

Student Rules and Regulations
registrar.gatech.edu/faculty-and-staff/rules-and-regulations

Online Student Computer Assisted Registration (OSCAR) oscar.gatech.edu

BuzzPort buzzport.gatech.edu

Canvas canvas.gatech.edu

Georgia Tech Catalog catalog.gatech.edu

Incompletes and Withdrawals

Incompletes

A student may be assigned an "incomplete" (grade of "I") when he or she was doing satisfactory work, but for nonacademic reasons beyond his/her control and deemed acceptable by the instructor, the student was unable to meet the full requirements of the course. If the student's performance was so poor as to preclude his/her passing, the instructor should assign the grade of "F".

Acceptable reasons for assigning an "I" include, but are not limited to, the following:

▶ Personal illness of the student

▶ Family emergency (e.g., death in family, serious illness in family, birth of child, etc.)

▶ Computer failure/software problem/lack of data supplied by outside source

▶ Travel required by job that could not be rescheduled

For more information on the use of "incomplete," visit the Registrar's website.

The student should be able to provide documentation to the instructor for any nonacademic reason. The emphasis is on the fact that the reason is not academic in nature and that the student was doing satisfactory work. **Students should not be instructed to sign up for the course again** in order to make up an "I" grade and should only lack a small portion of coursework. If the student is missing so much work that a passing grade could not have been assigned, a grade of "F" should be assigned.

When completing a Grade Correction Form to remove the "I" grade, the instructor is required to identify the nonacademic reason that the "I" was given, not what the student was required to do to make up the work.

Withdrawals

Withdrawals from individual courses without penalty will not be permitted after 60 percent of the term has been completed, as specified by the official calendar, except in cases of hardship as determined by the Institute Undergraduate Curriculum Committee or Graduate Committee, as appropriate. Withdrawal from school will not be permitted after 60 percent of the term has been completed, except in cases of hardship as determined by the Institute Undergraduate Curriculum Committee or Graduate Committee, as appropriate. With the exception of parttime graduate students, students who withdraw from school and receive all grades of "W" will not ordinarily be permitted to re-enroll the next succeeding term.

Student Attendance and Absences

There are no formal institutional regulations regarding class attendance. All students are responsible for obtaining an understanding of each instructor's or department's policies regarding absences, and all students are expected to attend announced quizzes, laboratory periods, and final examinations. Faculty and instructors should clearly state their policy for attendance and procedures for absences on their course syllabus. If a percentage of the course grade will be given for attendance, this policy should also be clearly noted.

Although it is recognized that occasionally it may be necessary for students to be absent from scheduled classes or laboratories for personal reasons, students are responsible for all material covered in their absences, and they are responsible for the academic consequences of their absences. Students should discuss planned absences with their instructors as soon as possible after the beginning of an academic term. Students who are absent because of participation in approved Institute activities (such as field trips and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities is granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence should be obtained from the Office of the Registrar. Students who need to request an approved absence may obtain a form from the Registrar's website.

Students may need to be excused from classes because of personal emergencies such as being hospitalized or being in a car accident. The Office of the Vice President and Dean of Students assists students with documented emergencies. Please see the information in the catalog for more information on the process to be followed. This section of the catalog also includes information on observances of religious holidays.

Instructor Absences and Class Cancellation

It is the faculty member's responsibility to arrange for his/her duties to be performed during absences from campus. Cancellation of classes because of absence from campus is strongly discouraged. TAs should consult with the supervising instructor of the course before canceling any laboratory, recitation, or class. In all cases, faculty, instructors, and TAs should check with their college, school, department, or academic unit for specific policies.

Sources

Faculty Handbook policylibrary.gatech.edu

Georgia Tech Catalog
catalog.gatech.edu/rules/4

Progress Reports

Students should receive some performance evaluation in all courses prior to the end of the fifth week of the term. For all classes numbered 1000 through 2999, this is formally done through progress report grades. Progress report grades of "S" or "U" will be submitted to the registrar on all classes numbered 1000 through 2999 each semester prior to midterm, typically in the sixth week of fall and spring semesters and the fifth week of a summer semester. A progress report grade of "U" indicates a performance level of "D" or lower. These are not permanent grades and never appear on a transcript but are issued to help students assess where they are in their classwork and to obtain academic help from the faculty and the many academic support services available on campus.

It is also imperative that students receive a graded performance evaluation prior to the last day to withdraw from classes (Drop Day). This is to allow students to evaluate whether to change the grade mode for the course or to withdraw from it.

Sources

Faculty Handbook policylibrary.gatech.edu

Office of the Registrar
registrar.gatech.edu/info/grade-entry-faq

Georgia Tech Catalog catalog.gatech.edu/rules/5

Final Exam Guidelines

In courses with final exams, the final exams must be administered at the time specified on the Final Exam Schedule. Instructors must inform students about the time and place of their final examination. All students, including degree candidates, will take final examinations in all courses in which they are registered on the days specified on the Final Exam Schedule. A student reporting to a final examination room more than 15 minutes after the scheduled starting time will not be allowed to take the examination unless a satisfactory explanation is presented to the instructor conducting the examination. Additional guidelines are as follows:

1. In regularly scheduled lecture courses, a final examination must be administered at the time specified in the official Final Examination Schedule as distributed by the Office of the Registrar. In courses such as seminars, senior design, capstone, writing courses, and laboratories, final examinations may be waived and may be replaced with appropriate assessment. The decision to give a final examination in these courses shall be made by the instructor of record. An announcement of the course's final examination policy must be made to the class at its first meeting and included in the syllabus.

2. No assessment other than a final examination or its replacement may be due during the Final Examination Period.

3. Requests to change a class's final examination time within the Final Examination Period must be submitted to the chief academic officer of the department of instruction for approval no later than one week before the beginning of the Final Examination Period. Any such request must have the unanimous approval of the class as shown by secret ballot, as well as approval by the instructor of the class.

4. A change in the scheduling of a final examination for an individual student ordinarily will not be permitted. However, such a change may be allowed for hardship cases at the discretion of the instructor. The request for a change must be justified in writing by the student and must be submitted to the instructor prior to Final Examination Period, and may be rescheduled to an appropriate time.

5. There are two scheduling conflicts in which students may request an alternate exam time. First, in the event a student has two final examinations scheduled for the same time, the course having the lower number shall be considered in conflict. Second, in the event a student is scheduled for three final examinations in one day, the examination scheduled for the middle period will be considered in conflict. Should either of these conflicts occur, the student must notify the instructor of the conflicting course no later than two weeks before the Thursday of the Final Examination Period. In such case, the final examination in that course will be given during the Conflict Examination Period or, by agreement of the instructor and the student, at a mutually satisfactory time.

    a. If the student notifies the instructor after the above deadline but before the Thursday of the Final Examination Period, the student will, at the discretion of the instructor:

    i. receive a course grade of "I" (Incomplete), with an

opportunity to take a makeup final examination the following academic term (and have the course grade changed as warranted by the results of the test), or

ii. be given the final examination during the Conflict Examination Period or at an alternative time during the Final Examination Period.

b. A student who fails to notify the instructor of the conflict before the Thursday of the Final Examination Period will, at the discretion of the instructor:

i. receive a score of zero on the final examination, or

ii. be given the final examination during the Conflict Examination Period or at an alternative time during the Final Examination Period.

Final Instructional Class Days and Reading Periods

The following applies to the standard academic terms, including the fall semester, spring semester, and full summer session. It does not apply to the early short summer session and late short summer session. Given the variability in the exact timing of the full summer session, the Office of the Registrar will adjust the final instructional class days and reading periods for this semester only in order to meet required instructional time. This policy replaces the former Dead Week (week preceding final examinations) Policy.

Final Instructional Class Days

1. Final Instructional Class Days are scheduled during each regular term, including the full summer session, and are the last two instructional days of the term immediately preceding the first reading period.

2. No tests or quizzes are to be administered on these days. Lab quizzes and/or practicums may be given in courses comprised of both a lecture and a scheduled lab, wherein the lecture carries at least two credits.

3. For all courses, graded homework or assignments, lab reports, course projects, demonstrations, studio reviews, and presentations may be due during these two days, provided that they are listed on the syllabus at the start of the semester.

4. All quizzes and tests should be graded and reported to students on or before the last Final Instructional Class Day.

Reading Periods

1. Reading Periods will be designated to provide time for students to prepare for final examinations.

2. No classes meet. This includes labs, recitations, projects, design/capstone courses, and studios.

3. No assignments, projects, presentations, or other graded activities are allowed.

4. Instructors may schedule optional study review sessions

for students during reading periods, but no credit or extra credit may be attached to these optional sessions. New content may not be covered, and any materials (e.g., handouts, slides, practice problems, etc.) that are provided at these optional review sessions must be made available to all students. This provision does not require that such optional sessions be audio or video recorded.

Requests for exceptions to the Final Instructional Class Day and Reading Period Policies may be made in writing by the dean of the college (or her/his designee) to the Student Rules and Regulations Committee (SRR). The SRR will then make a recommendation to the Undergraduate Institute Curriculum Committee or Graduate Institute Curriculum Committee, as appropriate, for approval or denial. Requests must be made no later than the academic term prior to the desired term of implementation and will be regularly reviewed.

Student concerns may be discussed with the faculty member and/or reported to the chief academic officer of the department of instruction or with the assistant provost for academic advocacy and conflict resolution. For more information, see the Student Academic Grievance Policy.

Please see the catalog listing for more information about final instructional days.

Access for Students with Disabilities

To comply with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, Tech faculty, instructors, and TAs must provide reasonable accommodations for students with documented disabilities. "Students with disabilities" includes any person who has a documented physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Tech's Office of Disability Services, a department of the Division of Student Engagement & Well-being, works with students and faculty to ensure that all students have physical and programmatic access to all college programs, thereby affording students with disabilities an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement as students without disabilities in all activities of the campus community. The Office of Disability Services works with students who have self-identified as having a disability to identify necessary accommodations and coordinate with faculty and staff to ensure those accommodations are provided in a timely and effective manner. Disability Services staff members also serve as full-time advocates for students with disabilities.

The responsibility of informing the Institute of a disability resides with the student. Students with disabilities should contact the Office of Disability Services, which is the campus agency responsible for classroom accommodations. Official documentation of a disability is required to determine eligibility for services or adjustments to enhance a student's campus experience.

Any student who requests assistance because of a disability should be referred to the Office of Disability Services. Once referred, the staff will work with the student to arrange for appropriate services. The office will provide the student with a letter detailing necessary accommodations, and the student should then meet with his or her instructors to share this letter and information. Should there be any questions or discrepancies pertaining to the information, please contact the Office of Disability Services.

Students with disabilities must maintain the same level of academic integrity and responsibility as students without disabilities. This includes achieving the same academic standards, attending class, and providing timely notification of individual needs. A failure to abide by the Student Code of Conduct will result in disciplinary action.

Sources

Office of Disability Services
disabilityservices.gatech.edu

**Georgia Tech Catalog** catalog.gatech.edu

Tips for Teaching Students Using Universal Design

- Announce reading assignments well in advance for students who are using alternative formats. It takes an average of six weeks for a book to be converted to accessible formats.

- Start each lecture with an outline of material to be covered during that period. At the conclusion of class, briefly summarize key points. Post any available or appropriate lecture notes and PowerPoint slide presentations to the class's online learning platform.

- Speak concretely and logically to students, and avoid the use of sarcasm, idiom, and jokes for clear and effective communication.

- Present new or technical vocabulary in print. Terms should be used in context to convey greater meaning.

- Give assignments both orally and in written form to avoid confusion.

- Allow students to record lectures.

- Provide adequate opportunities for questions and answers, including review sessions. Repeat information when needed and allow more time for verbal responses.

- Provide study questions for exams that demonstrate the format of the test, as well as study questions on content. Explain what constitutes a good answer and why.

- Design alternate testing formats for students to demonstrate mastery of course material using methods appropriate to the student and the subject matter.

- Permit use of simple calculators.

Disability Services Accommodations Procedures for Faculty and Students

▶ Students should register with the Office of Disability Services (ODS) to receive an Accommodation Letter, available each semester, listing their necessary accommodations. Accommodations are based on the documentation of the disability provided to the ODS staff member.

▶ Students should identify themselves to their instructors and make an appointment to present their accommodation letter and discuss their testing and/or other accommodations.

▶ Students with testing accommodations should make arrangements for taking tests at the beginning of the semester with their instructor and/or the ODS Testing Center.

▶ Instructors are encouraged to include a statement on their course syllabi referring students with disabilities to the ODS. The following statement is an example:
Georgia Tech complies with regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are in need of a classroom accommodation, please make an appointment with the Office of Disability Services to discuss the appropriate procedures.

▶ It is also recommended that instructors make an announcement such as this at the first meeting of the class: *"Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to see me during my office hours."* This approach preserves students' privacy and also indicates the willingness of the faculty member to provide assistance as needed.

▶ The only valid documentation a student needs to provide an instructor is the Office of Disability Services Course Accommodation Letter.
Confidentiality of all disability information is essential. Instructors may not ask the student for any more documentation or information regarding their disability. Furthermore, at no time should the class be informed that a student has a disability, except at the student's express request. All disability information that the student gives to the faculty member is to be used specifically for arranging reasonable accommodations for the course of study.

▶ Instructors need only provide accommodations to students who provide an ODS accommodation letter and should refer students with disabilities to ODS if they do not have the accommodations letter.

▶ Staff in ODS serve as liaisons between students and faculty to promptly and effectively resolve students' disability-related concerns.
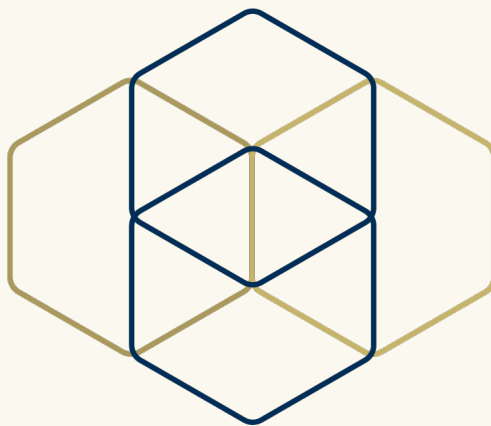
OFFICE OF
DISABILITY SERVICES

Dear Instructor,

The Office of Disability Services (ODS) is a resource for students with disabilities and Institute faculty. Through collaboration, we ensure students with disabilities experience access and inclusion in their coursework through accommodations and/or other modifications.

George P. Burdell has connected with the Office of Disability Services and been approved for the following accommodations:

☐ Testing Accommodations/Extended Time on Tests at a Rate of Double Time
"Tests" also includes quizzes and other timed assessments. When possible, we encourage students and instructors to arrange testing accommodations within the department to allow students' access to the instructor during the exam period. If this is not possible, students approved for testing accommodations may utilize facilities at the Disability Services Testing Center.

For Semester: Summer 2021

☐ Academic Accommodations/Ability to Make Up Missed Exams, Labs, Assignments by Consulting with Professor
Student may need to make up missed exams, assignments and labs due to disability-related absences. The student will consult with the faculty to develop a plan that allows for a reasonable timeline in order to provide missed work. Due dates for making up missed work should be clearly defined and agreed upon by both student and faculty.

For Semester: Summer 2021

The accommodations listed are a starting point in the conversation among the student, instructor, and the ODS team. Upon student request or ODS notification (such as a test request), the following accommodations should be facilitated for the student or discussed with ODS when questions of reasonableness exist.

Accommodations are not retroactive, which means the accommodations are applied once the student has conversed with the instructor either in person, by phone, or by email to discuss accommodation needs. During this exchange, the student and instructor will discuss how the student's accommodations will be applied in the course. The student needs to inform the professor and/or ODS of the intention to use specific accommodations prior to the course event and with a reasonable amount of time for accommodations to be adequately facilitated.

We have a collaborative responsibility to create accessible learning environments, and we value your input. Reasonable accommodations are determined on a case-by-case basis. Decisions are based upon the design of the course and the student's individual situation. At the time this letter is sent, ODS likely does not have in-depth knowledge of your specific course design. As a result, some accommodations listed within this letter may not align with course activities or may be unreasonable because implementation would fundamentally alter the course objectives. If you believe this is the case, please contact ODS immediately to determine reasonable access options.

Reasonable accommodation and modification possibilities can extend beyond what is listed in this letter so long as they do not fundamentally alter the essential course objectives. If you have ideas regarding how to create access for your course beyond what is listed, ODS encourages you to collaborate with a disability coordinator to discuss course design, learning objectives, and reasonable access options.

Thank you for contributing to an accessible experience for our students!

Anne Jannarone
Assistant Dean/Director
Email: anne.jannarone@studentlife.gatech.edu
Phone: 404.894.2563

Discrimination, Harassment, and Sexual Misconduct

Georgia Tech is committed to maintaining a safe learning environment that fosters the dignity, respect, and success of students, faculty, and staff. Two important policies that reflect those goals are the Equal Opportunity, Nondiscrimination, and Anti-Harassment Policy and the Sexual Misconduct Policy.

Tech's Equal Opportunity, Nondiscrimination, and Anti-Harassment Policy prohibits discrimination, including discriminatory harassment, on the basis of race, ethnicity, ancestry, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, national origin, age, disability, genetics, or veteran status in its programs, activities, employment, and admissions. This prohibition applies to faculty, staff, students, invitees, and guests.

Tech's Sexual Misconduct Policy prohibits sexual misconduct, including but not limited to nonconsensual sexual contact, sexual harassment, stalking, intimate partner violence, and dating violence. Nonconsensual sexual contact is any physical contact with another person of a sexual nature without the person's consent. Student-on-Student sexual harassment is unwelcome verbal, nonverbal, or physical conduct based on sex (including gender stereotypes), determined by a Reasonable Person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to participate in or to benefit from an institutional education program or activity. Sexual harassment involving other than Student-on-Student interaction (for example, staff on student) is defined to include unwelcome verbal, nonverbal, or physical conduct, based on sex (including gender stereotypes), that may be any of the following:

▶ Implicitly or explicitly a term or condition of employment or status in a course, program, or activity;

▶ A basis for employment or educational decisions; or

▶ Is sufficiently severe, persistent, or pervasive to interfere with one's work or educational performance creating an intimidating, hostile, or offensive work or learning environment, or interfering with or limiting one's ability to participate in or to benefit from an institutional program or activity.

Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others, and/or cause a reasonable person to suffer substantial emotional distress. Intimate partner violence encompasses domestic and dating violence, and specifically violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.

Employees impacted by sexual harassment or sexual misconduct may access counseling services through the Employee Assistance Program ("EAP"). More information about the EAP is available at hr.gatech.edu/eap.

Faculty Responsibilities for Reporting Sexual Misconduct

Faculty must, of course, refrain from behavior that constitutes sexual discrimination, including sexual harassment and sexual violence, but they are also required by Tech's and the Board of Regents' sexual misconduct policies to report sexual discrimination, including sexual

Reporting and Preventing Harassment

- Maintaining professionalism with students and peers is the best way to avoid discriminating against or harassing others.

- Harassment is judged by a reasonable person, not by the intent of the harasser. For example, "It was meant as a joke" is not a good excuse for inappropriate behavior.

- People of all identities may be the perpetrator or victims of discrimination or harassment. Students or faculty members can be the perpetrators or victims of harassment.

- Discrimination can affect people who are not directly involved (e.g., they might overhear inappropriate comments in a work setting). Third parties can report harassment if they feel uncomfortable in a hostile environment or if they suspect someone else is being harassed. The same supportive resources are also available to third parties who feel uncomfortable or who have witnessed or know someone who experienced discrimination (see "Resources" section on next page).

- If someone's behavior is making a person uncomfortable, then it is that person's right and responsibility to speak up and request that it be corrected. However, if the person feels uncomfortable or intimidated speaking up, he or she may request assistance in addressing the situation. See "Resources" section.

- Hostile work environment can be caused by verbal comments, body language, touching, images (pinups, websites, etc.), sexual jokes, and terms of address ("honey," etc.).

- Discrimination and harassment can have the effect of denying or limiting an individual's ability to participate in or benefit from an Institute program. Discrimination and harassment can affect or place at risk an individual's job, pay, grade, or academic standing.

- Responsible employees should report incidents of sexual harassment or other sexual misconduct through Georgia Tech's 24/7 online reporting form available at **titleix.gatech.edu**. Other forms of harassment should be reported to Georgia Tech Human Resources or through EthicsPoint.

violence, to the Title IX Coordinator (online form available at titleix.gatech.edu.

Tech believes everyone has the right to live and learn in our community free of violence or the threat of violence. Therefore, it is important for all Tech employees, including faculty, instructors, and TAs, to be aware of their personal responsibilities with respect to reporting sexual misconduct. "Responsible Employees," which includes faculty, instructors, TAs, administrators, and other persons in positions of authority, must report sexual misconduct. As a Responsible Employee, if you are aware of or told about alleged sexual harassment, sexual misconduct, or other sexual discrimination, , regarding a student or another employee, you MUST report these claims to the Title IX Coordinator or one of the designated Deputy Title IX Coordinators (see "Resources" section). You should not investigate the situation yourself, but you need to report all details of the situation known by you to the Title IX Coordinator or one of the Deputy Title IX Coordinators so they can pursue any follow-up or investigation.

Confidentiality in these cases cannot be guaranteed by Responsible Employees or the Title IX Coordinator, but Tech tries to ensure privacy of the parties to the extent possible and permissible by law. Victim-survivors who want their information to remain confidential should contact VOICE in Health Initiatives (students) or the Employee Assistance Program (employees). (See "Resources" section)

For Tech's complete policy on sexual misconduct, including sexual harassment, sexual assault, intimate partner violence, and stalking, visit this website and click "Policies."

For the Board of Regents' policy on sexual misconduct, please visit the USG website and review section 6.7.

Filing a Complaint

Tech provides various avenues and processes through which faculty, staff, students, or groups may file a harassment or discrimination complaint, depending on the parties involved:

- All sexual midsconduct/sexual discrimination complaints, including those involving students, faculty and staff, should be filed with the Title IX Coordinator or one of the Deputy Title IX Coordinators (see "Resources" section).

- Other resources:
  - A harassment complaint, other than one alleging sexual misconduct/discrmination involving a student should be filed with the Office of the Dean of Students. If the complaint is student-to-student, it will be handled by the Office of the Dean of Students. If the complaint is student-to-faculty, it will be handled by the Associate Vice Provost for Advocacy and Conflict Resolution (AP-ACR).
  - A harassment complaint, other than one alleging sexual misconduct/discrimination and made by a faculty/staff member against another faculty/staff member should be made to Employee Relations in the Office of Human Resources.
  - Complaints may be filed anonymously through EthicsPoint by either calling them at 1.866.294.5565.

Sources

VOICE
Tech's sexual and relationship violence prevention and response initiative in Health Initiatives
VOICE Advocates: 404.385.4451 | 404.385.4464
404.894.2500 (on-call advocate available outside of business hours)
healthinitiatives.gatech.edu/well-being/voice

Georgia Tech Police Department 404.894.2500
police.gatech.edu

Employee Assistance Program 678.616.8324

Office of Human Resources Employee Relations
ohr.gatech.edu/resources/employeerelations

Office of the Provost provost.gatech.edu

Georgia Tech Catalog catalog.gatech.edu

Faculty Handbook policylibrary.gatech.edu

EthicsPoint secure.ethicspoint.com/domain/media/en/gui/7508/index.html

Diversity and Teaching

Tech is committed to equal opportunity in education and employment. The Institute does not discriminate against individuals on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status in the administration of admissions policies, educational policies, employment policies, or any other Institute-governed programs and activities.

The Institute's nondiscrimination policy (see below) applies to every member of the Institute community. Diversity, equity, and inclusion in all aspects of teaching, learning, research, service, and outreach are central to Tech's mission. The office for Institute Diversity, Equity, and Inclusion (IDEI), the Office of Equity & Compliance, Human Resources, the Division of Student Engagement & Well-Being, and many other campus groups partner to help ensure that Institute policies, programs, and services are strategically aligned to achieve these goals. The strategic plan for diversity, equity, and inclusion provides a framework to guide this work as we become a more equitable, diverse and inclusive campus community for all.

Sources

Institute Diversity, Equity, and Inclusion
diversity.gatech.edu

DEI Plan diversity.gatech.edu/deiplan

Office of Human Resources ohr.gatech.edu

Office of Student Diversity Programs
diversityprograms.gatech.edu

Women's Resource Center
womenscenter.gatech.edu

LGBTQIA Resource Center lgbtqia.gatech.edu

Equal Opportunity Complaint Policy 1.11
policylibrary.gatech.edu/employment/equal-opportunity-complaint-policy

Title IX Coordinator titleix.gatech.edu

VOICE voice.gatech.edu

Policy of Nondiscrimination and Affirmative Action 1.1

The Institute does not discriminate against individuals on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status in the administration of admissions policies, educational policies, employment policies, or any other Institute-governed programs and activities. The Institute's equal opportunity and nondiscrimination policy applies to every member of the Institute community.

The Institute's affirmative action program, Title IX, and related policies are developed in compliance with applicable law.

Pursuant to Title IX, 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. Inquiries concerning the Institute's application of or compliance with Title IX may be directed to Dr. Alexis Martinez, Executive Director of Equity and Compliance Programs, alexis.martinez@gatech.edu, 404.385.5151, or M. Chris Griffin, Title IX Coordinator, chris.griffin@gatech.edu, 404.385.5583. Additionally, inquiries concerning the application of applicable federal laws, statutes, and regulations (such as Title VI, Title IX, and Section 504) may be directed to the U.S. Department of Education's Office for Civil Rights (www2.ed.gov/ocr).

Policies on Student-Athletes

As mandated by the National Collegiate Athletic Association (NCAA), Tech must develop and adhere to policies for student athletes regarding both academics (e.g., what policies are required for student athletes to remain eligible for competition) and attendance (e.g., expectations for when classes are missed due to competition schedules). Faculty, instructors, and TAs may receive travel/ competition excused absence letters from student athletes at the beginning of a term. In addition, faculty will receive requests and communication by athletic advisors on the progress of student athletes in their respective course(s). Per the registrar, advisors in the GT Athletic Association are Tech employees charged with advising and monitoring the academic progress of student athletes. In the course of performing their duties, they will request faculty input on performance of student athletes; this activity falls under legitimate educational interest provided by FERPA. Athletic coaching staff should not request academic progress information or directly make contact with faculty, instructors, or TAs. Questions regarding this process should be directed to the Office of the Registrar or Associate Athletic Director of Student-Athlete Academic Support Services.

Attendance Guidelines

Students who are absent because of participation in approved Institute activities, such as athletic events, will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar.

The travel/competition excused absence letters are signed by the registrar and should be submitted by the student athlete as early in the semester as such documentation is made available. The instructors must allow for makeup of academic work missed during the approved travel/competition days. These forms are used on a consistent basis. No student may be excused from regularly scheduled classes for athletic practice.

Academic Guidelines

To be eligible for intercollegiate athletic competition, a student must satisfy the following requirements:

▶ Be enrolled in a degree program

▶ Be carrying a full-time course load, as defined by the NCAA

▶ Be making satisfactory progress toward a degree and meeting any further requirements of the NCAA or other governing organization

If a request from an athletic academic staff member regarding the academic progress of a student athlete in a course is forwarded to the faculty, instructor, or TA, per FERPA, such a request may be honored. Athletic coaching staff should not request academic progress information or directly make contact with the faculty, instructor, or TA. Questions regarding this process should be brought forward to the Office of the Registrar.

Academic Standing Guidelines

All questions about these policies should be directed to the Office of the Registrar:

▶ Any student placed on academic drop/dismissal, review, suspension, or expulsion may be immediately ineligible for participation.

▶ Changes in disciplinary standing that affect eligibility become effective immediately.

▶ Participation also requires satisfaction of any additional requirements established by the Student Activities Committee of the Academic Senate.

Sources

Office of the Registrar registrar.gatech.edu

Student-Athlete Academic Support Services ramblinwreck.com/ot/saass-index.html

Georgia Tech Catalog catalog.gatech.edu

Course Instructor Opinion Survey (CIOS)

Institute policy requires that all students enrolled in Tech courses be surveyed each term, provided the course has at least seven registered students and is not an independent research or similar type of course (e.g., visiting lectures, unsupervised laboratory, etc.). To satisfy this policy, a web-based questionnaire is administered once each term to collect students' assessments of their classes and instructors. This questionnaire is known as the Course Instructor Opinion Survey (CIOS).

CIOS was created in 1986 for two primary purposes: to allow students to give anonymous feedback about the quality of instruction at Tech and to satisfy accountability requirements from the Board of Regents. The original paper-based system was eventually moved online in 1999. It was then shortened in 2001 and used until 2011 when it was redesigned and moved to an external vendor (Digital Measures).

In summer 2014, CIOS was moved to a new vendor (GAP Technologies) whose SmartEvals product provided significant advancement in reporting capabilities, mobile survey access, and survey administration. In 2017, a task force was established to examine the use of CIOS as a measure of teaching effectiveness, and the campus continues to examine ways to leverage multiple measures of teaching effectiveness.

CIOS is administered by the Office of Academic Effectiveness.

Survey Questions

The survey is divided into three sections: student effort, quality of course, and quality of teaching. Students can type in open-ended comments at the end of each survey section and overall comments at the end of the survey. Additionally, instructors may choose up to three extra questions to include in the survey from an available database of curated questions.

Survey Periods

For most courses, CIOS will open the Monday two weeks prior to finals and will run through midnight the Sunday after finals. For courses with nonstandard schedules, CIOS will open during the last one to three weeks of the course, depending on course duration. Students receive automatic emails when the survey opens, and every three to four days during the survey period, until the survey closes.

Individual student responses are strictly anonymous. It is against policy for instructors to ask for individual confirmation that students have completed a survey. However, instructors can monitor overall class response rates during the survey period.

Survey Access

All users access the course survey through **gatech.smartevals.com**. When instructors access the course survey they can choose optional questions, ensure that their course is set to be surveyed, check on participation rates during survey periods, and download results after the survey period has concluded. When administrators access the survey, they can download results for scaled responses for courses within academic units they oversee. When students access the course survey, they can complete their surveys.

Survey Results

Approximately one week after grades are due, survey results are released to instructors via **gatech.smartevals.com**. At this time, the results are also available to relevant administrators. Numerical results from scaled responses are provided to instructors and are also available to administrators. Open-ended responses are only available to instructors. Each summer the Office of Academic Effectiveness computes normative data about the responses to the survey during the previous academic year. The Center for Teaching and Learning (CTL) provides consultation services to any instructor or faculty member who would like assistance interpreting their CIOS results or using their CIOS results to improve their teaching. Additional resources for interpreting CIOS results are found in the "Resources" section of this guidebook.

Sources

Office of Academic Effectiveness
academiceffectiveness.gatech.edu/resources/cios/

Normative Data Reports
academiceffectiveness.gatech.edu/resources/cios/norm_data/

Survey and Reporting Access gatech.smartevals.com

Center for Teaching and Learning
Suite 457, Clough Undergraduate Learning Commons | ctl.gatech.edu/faculty/course-survey

The CIOS Questions

Item	Scale
Student Effort 1. On average, how many hours did you spend on this course per week (total in class, on homework, etc.)?	Variable Scale 0-3, 3-6, 6-9...18+
2. What percentage of classes did you attend?	0-30, 30-50, 50-70, 70-80, 80-90, 90-100
3. What percentage of the homework did you complete?	0-30, 30-50, 50-70, 70-80, 80-90, 90-100
4. Comments about your responses in this section (e.g., were expected and expended effort appropriate for this course?).	Open-ended
Quality of Course 5. Rate how prepared you were to take this subject.	5 Point Scale Completely Unprepared - Extremely Well Prepared
6. How much would you say you learned in this course?	Almost Nothing - An Exceptional Amount
7. Degree to which exams, quizzes, homework (or other evaluated assignments) measured your knowledge and understanding:	Very Poor - Exceptional
8. Considering everything, this was an effective course.	Strongly Disagree - Strongly Agree
9. What were the best features of the course, such as lectures, activities, assignments, and projects?	Open-ended
10. How could this course be improved?	Open-ended
Quality of Teaching 11. Instructor's clarity in discussing or presenting course material:	5 Point Scale Very Poor - Exceptional
12. The instructor clearly communicated what it would take to succeed in this course.	Strongly Disagree - Strongly Agree
13. Instructor's respect and concern for students:	Very Poor - Exceptional
14. Instructor's level of enthusiasm about teaching the course:	Detached - Extremely Enthusiastic
15. Instructor's ability to stimulate my interest in the subject matter:	Ruined my interest - Made me eager to learn more
16. Instructor's availability for consultation:	Hard to Find - Highly Accessible
17. Helpfulness of feedback on assignments:	Not Helpful - Extremely Helpful
18. The instructor provided a positive environment in which to learn, regardless of my race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status.	Strongly Disagree - Strongly Agree
19. Considering everything, the instructor was an effective teacher.	Strongly Disagree - Strongly Agree
20. What was the greatest strength of the instructor?	Open-ended
21. How can instruction be improved?	Open-ended

SECTION IV

Resources for Teachers

Georgia Tech offers a wide range of resources and services to assist you in your teaching. Whether you need to order textbooks for a class, develop a survey to determine how well a new curriculum change is working, integrate technology into the design of a course, or handle an academic integrity issue, you will find the relevant departments and their contact information listed here.

Academic Advising

Academic advisors are located in each college and school to help students explore, understand, and navigate degree requirements and take advantage of campus resources in support of their success. Faculty and instructional staff can ask advisors for input on situations involving specific students. To find the appropriate advisor for a given major or degree program, visit the GT Advising website. The Director of Undergraduate Advising & Transition in the Office of Undergraduate Education coordinates advising on campus to ensure that students receive a consistent message about matters that apply to all majors, and, in collaboration with the Georgia Tech Academic Advisors Network (GTAAN), provides professional development and networking opportunities for advisors and other student services professionals.

Pre-Graduate and Pre-Professional Advising, also part of Undergraduate Education, are located in the Bill Moore Student Success Center. Students interested in careers in health or education, or who want to pursue prestigious fellowships or graduate school, can find the contact information for these advisors at advising.gatech.edu. Faculty may also contact these advisors for tips on related reference letters. Pre-law advising and opportunities are available through the School of Public Policy. Information is available on all of these programs on the advising website.

Sources

Undergraduate Advising & Transition
Suite 283, Clough Undergraduate Learning Commons | 404.385.5464
advising.gatech.edu gtaan.gatech.edu

Pre-Graduate & Pre-Professional Advising
pgpp.oue.gatech.edu

Academic Support for Students

Tutoring and Academic Support

Located in Clough Undergraduate Learning Commons, the Office of Undergraduate Education offers a variety of academic support programs that help students succeed at Tech.

The 1-to-1 Tutoring Program, which has a special emphasis on introductory STEM courses, is a free, appointment-based program that offers tutoring in more than 200 courses. All Tutors have successfully completed the courses they tutor with an A, and they have completed a tutor training course at Tech. In addition to peer tutoring, the center provides a variety of services for students who want to take their learning to the next level.

Peer-Led Undergraduate Study (PLUS) sessions are collaborative study groups led by Tech undergraduates. PLUS targets high-enrollment introductory courses and is offered in cooperation with faculty. PLUS leaders attend every class, meet with the faculty to discuss appropriate session content, and hold two study sessions per week. Sessions focus on conceptual material and study skills that boost student mastery in course material. PLUS sessions are open to all students enrolled in the class, and those students who participate regularly generally do better in the course. Faculty can request PLUS support by contacting tutoring@gatech.edu.

In addition to 1-to-1 tutoring, the CULC Tutoring Center offers drop-in tutoring (no appointment necessary) for introductory chemistry, organic chemistry, CS 1371, mathematics, and physics. The help desks are coordinated with the academic departments and staffed by TAs and tutors.

Students can schedule Academic Coaching with professional staff to enhance their academic skills, gain confidence, discover motivation, and improve course performance. Faculty can learn more and refer students to academic coaching at advising.gatech.edu/academic-coaching.

OMED: Educational Services (Office of Minority Educational Development)

OMED offers a variety of transition, peer-mentoring, coaching, academic support, and strategy/skill building programs designed to assist students with academic, social, and professional growth. OMED programs, while targeted to underrepresented students (e.g., African American/Black, Hispanic/Latinx, and Native American/Pacific Islanders), are open to all Tech students. OMED offers free study sessions , 1-1- drop in tutoring, and on demand tutoring requests covering core courses in support of all majors and classifications, advanced math, and several major-specific courses with graduate and undergraduate tutors. OMED also provides ILARC (The Interactive Learning and Resource Center) with two floors of students access to free Wi-Fi printing and private and group study rooms.

The Edge Peer Mentoring Program offers academic peer mentoring for first-year students, and Peeriscope offers peer mentoring for Achieve Atlanta Scholars and 2nd-3rd year students. Also, OMED offers an academic preparation intensive, Transitions, and an online resource hub for incoming first-year students (including transfer students) and graduate students.

Sources

Tutoring and Academic Support
Suite 283, Clough Undergraduate Learning Commons | 404.894.1945 | success.gatech.edu

OMED: Educational Services (Office of Minority Educational Development)
Chapin Building | 404.894.3959 | omed.gatech edu

Accommodations for Students with Disabilities

Office of Disability Services

The purpose of the Office of Disability Services is to provide equitable access to the educational experience for students with disabilities and to enhance the understanding and support within the Institute through accessibility, accommodations, and the provision of programs and services.

Disability Services serves any Tech student who has a documented, qualifying disability. A few examples of qualifying disabilities are hearing impairment, visual impairment, mobility impairment, learning disability, attention deficit disorder, cancer or other health-related disease, seizure disorder, multiple chemical sensitivity, multiple sclerosis, muscular dystrophy, and brain injury. Accommodations and services provided may include priority registration, academic adjustments, test proctoring, enlarged print or Braille, textbooks on tape or electronic format, auxiliary equipment for loan, interpreting, note taking, software access, removal of structural barriers, accessible parking, campus transportation, housing needs, communication with faculty about disability needs, and coordinating actions, policies, and procedures that affect students with disabilities.

Source

Office of Disability Services
Suite 123, Smithgall Student Services Building
404.894.2563 | disabilityservices.gatech.edu

Bookstore and Assistance with Course Materials

Barnes & Noble @ Georgia Tech

Barnes & Noble @ Georgia Tech is the official campus bookstore. They are a resource to faculty & staff for all course materials; textbooks, course packs, technical supplies, and more. The bookstore provides course materials in many formats; new, used, rental, digital, and instant access formats. Through AIP, the Adoptions & Insights Platform, faculty can research & adopt course materials in one convenient location. Georgia Tech has integrated the platform with our Single Sign-On (SSO) technology. You can access AIP from buzzport.gatech.edu. Barnes & Noble @ Georgia Tech can assist with special department purchases including book orders and hosting book events for author signings. The Barnes & Noble @ Georgia Tech is so much more than just a bookstore! The Tech Square location hosts an Apple certified Technology Store, a large general reading department, a marketplace, a licensed Starbucks café, and an expansive selection of Georgia Tech spirit apparel & gifts along with textbooks, school supplies, greeting cards and a dorm shop. The Burdells gift shop conveniently located in the Pavilion also carries a selection of spirit items, school supplies, greeting cards, and snacks. Faculty & Staff purchases are eligible for a 10% discount and bulk departments purchases 20%, exclusion apply such as textbooks, electronics, magazines, and snacks.

The problems we face today and the ones we will face tomorrow are becoming increasingly complex and need diverse aptitudes to be solved. I want to allow students to work on real-world, authentic design challenges that would enable them to work with students from other disciplines and get them ready to solve the world's most significant and challenging problems.

The role of higher education institutions like Georgia Tech goes far beyond disseminating advanced educational content to students...I consider my role as an educator within higher education to be that of a facilitator who creates an environment where students can internalize new knowledge and become lifelong learners.

—Amit S. Jariwala
Senior Academic Professional
Mechanical Engineering
2022 CTL Undergraduate Educator Award

Calendars (Academic, Registration, Final Exams)

Office of the Registrar

Official Tech calendars, including the registration, school, and final exam calendars, as well as a tentative five-term calendar, are maintained by the Office of the Registrar on its website.

Classroom Technical Support Services

Office of Information Technology (OIT)

The Office of Information Technology (OIT) provides several important services to faculty, instructors, and TAs to support their teaching and instructional activities. These include general technical support, academic technology solutions, technologyenhanced classroom support, general purpose computing, high performance computing (HPC), multimedia facilities, and printing services.

Technical Support

The Enterprise Service Desk (ESD) is available to help students, faculty, and staff use Tech computing resources and services. The ESD staff offers support with Tech accounts, Tech email, wireless network configuration and connections, computer viruses, and OIT-supported software applications. Hours of operation are 7 a.m. to 6 p.m., Monday through Friday, with walk-in assistance available during those hours. The ESD is located on the second floor of Clough Undergraduate Learning Commons in Room 215.

Community Technical Services (CTS) provides a laptop loaner service (b.gatech.edu/laptop-loaner), student printing support, computer lab support, and poster printing (library.gatech.edu/poster-request). CTS is also based out of Room 215 at CULC.

Audio Visual Services

OIT's Audio Visual Services (AVS) provide client-focused technical support and audio-visual systems maintenance for classrooms, conference rooms, and other collaborative spaces at Tech.

As stewards of classroom audio-visual technology at the Institute, OIT AVS assists faculty, staff, and students by providing technical support, development opportunities, and advice on incorporating audio-visual resources and technologies into the instructional process. As the Institute increasingly emphasizes its teaching mission, OIT AVS continues to create a supportive environment that helps faculty, staff, and students. The AV services that are offered improve and enhance the teaching and learning process through effective use of information resources and technologies in classrooms, conference rooms, and other collaborative spaces.

Support of Classrooms and Conference Rooms

Support of classroom and conference rooms is available Monday through Friday from 7 a.m. to 8 p.m. Problems can be reported 24 hours a day by calling 404.385.5555. Please visit the OIT-AV Website at avservices.oit.gatech.edu to:

▶ View Classroom Schedules and capabilities
▶ Report a Problem
▶ Request a Wireless Microphone
▶ Request Technology Training

General Purpose Computing and Multimedia Facilities

OIT, in partnership with the Library, offers students and faculty access to more than 80 computers and more than 40 software applications, including Microsoft Office and various engineering- and science-related software packages. Laptops, digital cameras, digital video cameras, e-readers, and other gadgets may be checked out by chatting with the InfoDESK at library.gatech.edu/help. Library staff members are available for research help, instruction, and some technical support every hour the Library is open.

The Media Scholarship Commons located on the 3rd floor of the Library in the Price Gilbert building, provides the campus community access to professional-level hardware and software for the creation of creative media-rich projects and research. The space gives campus users access to a reservable full video and audio production studio with control room, whisper booth, lightboard, and green screen technologies. The MSC also provides users with a reservable post-production video-editing suite, and an open lab with multimedia software including the Adobe Creative Suite, Final Cut Pro and Pro Tools. The lab is staffed by student experts and provides services and support for large format printing.

Printing Services

Printing and Copying Services within OIT offers Pharos Uniprint (pay-for-print) printing at various locations around campus, including Clough Undergraduate Learning Commons and Price-Gilbert 3rd FL. Students are allocated printing funds on their Buzzcard for printing at any supported print location on campus at the beginning of each semester—$33 for Fall, $35 for Spring, and $27 for Summer. The cost for black-and-white printing is $.04 per page and color printing is $.19 per page. Students can also send larger print jobs to Central-Printing Service (Central-PS) using their allocation of 1,200 pages/semester. Central-PS is managed offsite and delivered to the Clough Undergraduate Learning Commons, Room 215. Support can be found at print. gatech.edu.

Sources

Office of Information Technology (OIT)
Technical Support: 404.894.7173 | oit.gatech.edu

Student Center Cluster Support
404.894.2788 (Student Center) | 404.894.7173 (OIT)
oit.gatech.edu/service/computer-labs/computer-clusters

Audio Visual Services Technology Support
404.894.4669 | oit.gatech.edu/service-item/audiovisual-and-technology-enhanced-rooms

Library Commons
404.894.4528 (Library) | library.gatech.edu

Georgia Tech Campus Reservation System
gtevents.gatech.edu/EMSWebApp

Communication Support

The Naugle Communication Center (CommLab) supports graduate and undergraduate students who are working on communication-related projects , regardless of discipline. All services are free and noncompulsory. In addition to one-on-

one and group tutoring services, the Communication Center also has rehearsal studios where clients can practice and record an individual or team presentation and receive presentation coaching. The Communication Center also helps clients prepare for non-classrelated communication projects (e.g., applications for graduate programs, scholarships/fellowships, internships, or jobs). The center's professional staff offers a variety of communication-related workshops and events that vary each term, including the Dissertation Accelerator and programs dedicated to supporting English Language Learners.

Staff members also are available to work closely with faculty who wish to implement communicationrelated assignments or projects. Faculty may schedule class visits and tours by visiting the website.

Source

Communication Center
The Naugle CommLab | Fourth Floor, Suite 447, Clough Undergraduate Learning Commons
404.385.3612 | commlab.gatech.edu

Conflict Resolution and Academic Integrity/Honor Code Resources

The Office of the Vice President and Dean of Students

The Office of the Vice President and Dean of Students offers resources and support for both undergraduate and graduate students at Tech. Faculty and TAs are encouraged to refer students to the Office of the Vice President and Dean of Students for concerns about a particular student (e.g., the student's grades drop dramatically, the student appears to be having personal or family issues, or the student is not responsive to emails or not attending class). While the office does not expect faculty or TAs to serve as counselors to students, the office requests your assistance in ensuring that students in need are noticed and receive assistance. Staff members in the Office of the Vice President and Dean of Students often coach students on resolving conflicts with fellow students and faculty, and provide intervention if necessary. Please see the Division of Student Engagement & Well-Being website for more specific information on how to refer a student to the office or for consultation (studentlife.gatech.edu).

The Office of Student Integrity

The Academic Integrity process and adjudication of violations of the Honor Code are coordinated by the Office of Student Integrity (OSI), a department of the Division of Student Engagement & Well-Being. OSI encourages a comprehensive learning environment through the promotion and implementation of the Honor Code and Student Code of Conduct to foster integrity and ethical conduct within the Tech community. For more information and resources, including tips on how to prevent plagiarism and cheating in the classroom, please review the "Policies, Guidelines, and Procedures Pertaining to Teaching" section of this guidebook.

"Student Integrity is everyone's responsibility. The Office of Student Integrity works hard to communicate to students the importance of academic honesty and sound decision-making both in and out of the classroom. Working together as a community of scholars and learners, we can all strive to uphold the ideals of honor and integrity embedded in the Georgia Tech Honor Code."

—**John Stein**, Associate Vice Provost for Student Engagement & Well-Being and Brandt-Fritz Dean of Students Chair

Consultation About Student Needs

The Division of Student Engagement & Well-Being and Office of the Vice President and Dean of Students has a 90-year history of support and advocacy at Tech. The office assists faculty and students in the resolution of problems, provides information and referrals about campus resources, and promotes initiatives that address faculty and students' needs and interests. Examples of services that are provided by the office include academic assistance (e.g., missing classes for personal emergencies, failing classes, withdrawing from school), financial assistance (e.g., emergency loans), and medical and personal assistance (e.g., alcohol/ drug concerns, sexual misconduct, emotional issues, eating disorders, addiction).

If you are concerned about a student for any reason, please contact the office to discuss your concern or complete the Referral Form on the Division of Student Engagement & Well-Being website.

Sources

Division of Student Engagement & Well-Being
Office of the Vice President and
Dean of Students Second Floor, Smithgall Student Services Building | 404.894.2565 | studentlife.gatech.edu

Office of Student Integrity

Suite 210, Smithgall Student Services Building
404.894.2566 | osi.gatech.edu

Teaching and Learning Consultations

The Center for Teaching and Learning (CTL) offers evidence based, tailored guidance and support to faculty, postdoctoral scholars, TAs, and graduate student instructors. Instructional staff can request a one-on-one meeting for a variety of reasons, such as to (1) discuss a specific teaching and learning issue with a professional consultant; (2) explore alternate approaches and new ideas for improving student

The Office of Student Integrity encourages a comprehensive learning environment through the promotion and implementation of the Academic Honor Code and Student Code of Conduct to foster integrity and ethical conduct within the Georgia Tech community.

learning in a course; (3) get feedback on their teaching from someone who is not involved in departmental hiring, promotion, or tenurerelated activities; (4) talk with someone about designing a syllabus, class activity, or new course; (5) find the best types and uses of instructional technology to fit a teaching need; (6) determine how to assess the impact of a teaching strategy on student learning; or (7) develop a grant proposal that includes a teaching/learning component.

Faculty, postdoctoral scholars, TAs, and graduate student instructors may also request that a CTL faculty member observe a class to provide specific feedback during the consultation process. While COVID-19 protocols are in place, CTL consultants will meet virtually with an instructor to learn the specific areas on which the instructor would like to focus. Then the consultant visits a synchronous class meeting or explores the course's asynchronous materials, takes descriptive notes, and charts teacher-student interaction, student-to-student interaction, and student behavior as is possible.

Many instructors are interested in gathering anonymous student feedback during the term, and CTL consultants are available upon request to conduct a class dialogue with students in a particular course. The consultant leads a brief, guided discussion with students about (1) what helps them learn in the course and (2) what changes in the course might improve their learning. The consultant then prepares a written summary of the students' feedback and meets with the instructor for a confidential discussion of their comments. Feedback can be done virtually or in person. Learn more about class dialogues here: ctl.gatech.edu/teaching/consultations/early-course-feedback.

Source

Center for Teaching and Learning
Suite 457, Clough Undergraduate Learning Commons | ctl.gatech.edu/faculty/course-survey

Educational Components in Grants and Proposals

Faculty who wish to incorporate educational components in their grants and proposals have several resources available to them. For undergraduate and graduate educational initiatives, CTL provides a range of support, from providing feedback on a proposal draft to doing more substantive work together to develop an assessment tool, articulate learning objectives, or design an evaluation plan.

For faculty interested in defining the next generation of educational practices and technologies, Center for 21st Century Universities (C21U) works with faculty to develop and test new educational platforms and techniques. See the Research Roadmap at C21U's website for more information about research are as currently under consideration.

For initiatives that include a PreK-12 and post secondary STEM education component, the Center for Education Integrating Science, Mathematics, and Computing (CEISMC) can provide support and resources, including education research and evaluation consultations. Fo r faculty considering incorporating resources for undergraduate research in grants and proposals, the Undergraduate Research Opportunities Program (UROP) can assist.

Sources

Center for 21st Century Universities (C21U)
Second Floor, Klaus Advanced Computing Building
404.385.2218 | c21u.gatech.edu

Center for Education Integrating Science, Mathematics, and Computing (CEISMC)
505 10th Street, NW
404.894.0777 | ceismc.gatech.edu

Undergraduate Research Opportunities Program (UROP)
Suite 205, Clough Undergraduate Learning Commons
404.385.7436 | urop.gatech.edu

The scope of CTL support can range from providing feedback on a proposal draft to doing more substantive work together to develop an assessment tool, articulate learning objectives, or design an evaluation plan.
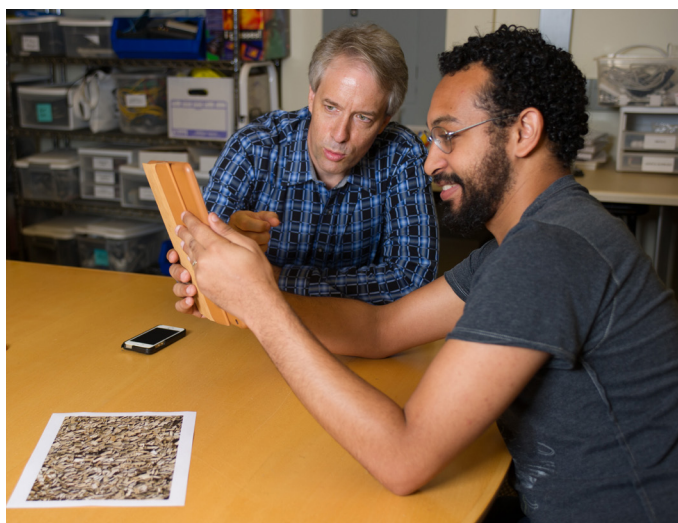
Evaluation and Assessment Services for Educational Initiatives

Center for Teaching and Learning

What are students learning in your class and how well are they learning it? Which of your teaching practices increase your students' ability to reason and solve problems? How effective are the new teaching and learning initiatives your department is piloting for its majors?

If you are interested in assessing your students' learning and evaluating your instructional innovations, CTL is available to partner with you by working to clarify what you want to know about your students' learning and then helping you develop a plan to find answers to your questions; this might include, for example, creating rubrics and heuristics to assess student capabilities and developing or improving a midterm assessment instrument. CTL can also help you carry out the learning assessment plan, analyze the results, and share the information with others.

Assessment services may range from creating a rubric for a single activity to developing a comprehensive assessment plan using multiple approaches. Examples of projects include the following:

- Creating rubrics to assess student capabilities
- Developing or improving a midterm assessment instrument
- Assessing student achievement of learning outcomes for courses
- Incorporating accreditation needs into undergraduate curricular
- Assessing the impact of innovative campus programs
- Writing an assessment or evaluation plan for an educational grant or proposal.

Office of Academic Effectiveness

The Office of Academic Effectiveness (OAE) fosters a culture of improvement and sustained excellence across academic programs and support units. Through ongoing engagement and assessment support services, the office contributes to the Institute's commitment to excellence in student learning and quality assurance.

OAE exists to do the following:

- Provide support for assessing and improving student learning and outcomes
- Facilitate continuous improvement
- Develop and disseminate best practices for program assessment and continuous improvement
- Accumulate, generate, maintain, communicate, and disseminate institutional information to support assessment and general awareness of student learning

OAE can assist you in crafting an assessment plan for your academic program by helping you align your program's goals, activities, assessment methods, and intended impacts. Find more in the Assessment Toolkit.

The OAE maintains Institute surveys that describe the experience of students at Tech. This information is for use by faculty and schools and maintained at Institute Surveys.

Sources

Center for Teaching and Learning
Suite 457, Clough Undergraduate Learning Commons
404.894.4474 | ctl.gatech.edu

Office of Academic Effectiveness
Suite 003, A. French Building | 404.385.2229
academiceffectiveness.gatech.edu/

Faculty Affairs

Faculty Affairs

Faculty Affairs, located within the Office of the Vice Provost for Faculty and working closely with the Office of the Executive Vice President for Research, is a resource for academic and research faculty at Georgia Tech. It is responsible for the following:

- ▶ Faculty personnel services
- ▶ Faculty data and records management
- ▶ Reappointment, promotion, and tenure processes
- ▶ Faculty-related accreditation and compliance documentation and support

Information regarding hiring, reappointment, promotion, tenure, and other actions for academic and research faculty is provided through Faculty Affairs. The office also supports faculty in work-life areas such as Active Service Modified Duty, leaves of absence, and extensions of the tenure clock, as appropriate. In collaboration with other units on campus, Faculty Affairs works to attract, retain, and develop faculty at Georgia Tech.
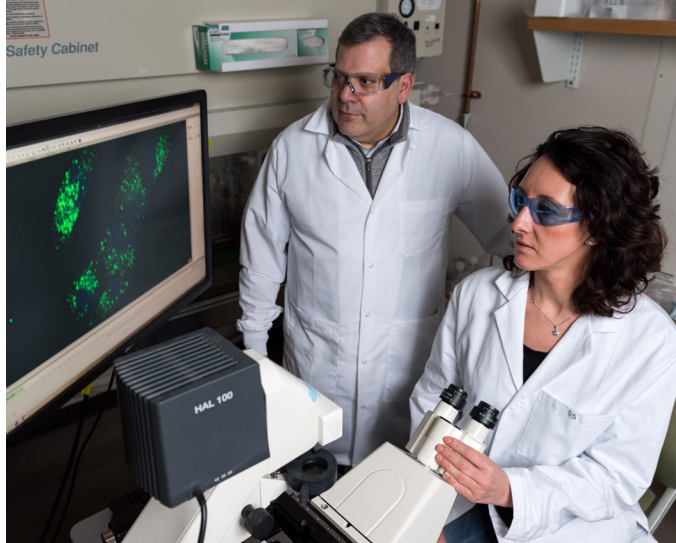
Source

Office of Faculty Affairs
A. French Building, Suite 111
404.894.4883 | faculty.gatech.edu
facultyaffairs@gatech.edu

Gathering and Responding to Feedback on Teaching

Many Georgia Tech instructors and TAs set the stage for better student learning—and avoid surprises on end-of-semester evaluations—by collecting feedback from students' learning and perceptions during the term. Effective teachers typically gather feedback from their students throughout the term and use the feedback to adjust along the way. Gathering student feedback between weeks four to six, when the dynamic in the class has been established, gives you time to respond to their feedback in a way that can positively impact their learning experience.

Source

Center for Teaching and Learning
Suite 457, Clough Undergraduate Learning Commons
404.894.4474 | ctl.gatech.edu

Gathering feedback from students may be one of the most effective ways to create a positive learning-centered environment and generate student buy-in. Consultants from CTL can help in two ways. First, CTL faculty members can work with you to develop or tailor a written survey to gather information from students, such as this pre-semester Canvas survey you can use to better understand students' context, especially for remote or hybrid modes.

Secondly, the CTL specialist can hold a virtual or in-person dialogue session with your students during the last 20 to 25 minutes of a class session. Once you have gathered feedback from your students, CTL consultants can help you determine how you want to respond to the feedback, handle contradictory results, and discuss your next steps with students. Learn more at ctl.gatech.edu/teaching/consultations/early-course-feedback.
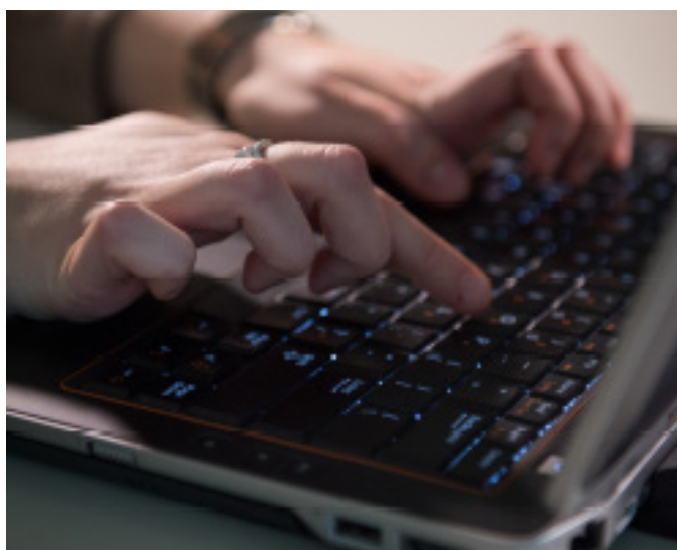
Instructional Technology Resources

A variety of instructional technologies are available at Tech to support innovation in teaching and learning. If you are interested in using any of the technologies listed below, please visit the corresponding website for each technology for more information. If you need any assistance, please contact the support staff at support@oit.gatech.edu or via the contact email addresses provided below, or submit a help request to the GT Enterprise Service desk.

Annoto

annoto.net | Support: support@annoto.net
Annoto offers the capacity for students to converse while watching a video as an active and collaborative experience. Annoto is found within Canvas as part of any video/media upload (Kaltura) and is available for students as part of the Media Gallery or via a Canvas page.

Badgr

badgr.com | Support: canvas@gatech.edu
Badgr is a complete badging solution integrated in Canvas. By awarding Open Badges in Canvas, you can create a portable, visible record for your students of what they actually learned, one that employers and peers can readily understand. Automatically award module completion badges in Canvas courses to give students meaningful credentials that directly represent the skills and experiences employers are looking for.

BlackBoard Ally

Blackboard.com
Support: canvas.gatech.edu/bbally
Blackboard Ally focuses on making digital course content more accessible to all students. Ally provides detailed insight and guidance to instructors on how to improve the accessibility of their content, automatically checks for common accessibility issues, and provides institution-wide reporting on the accessibility of content to efficiently prioritize resources and tackle problems. Additionally, Ally automatically creates alternative versions of making digital course content, allowing students the option to choose the type of file that best suits their needs.

Box

oit.gatech.edu/box | Support: box@gatech.edu
Box's unlimited cloud storage solution, available in Canvas, provides secure access on any device, with no additional software required. With Box, you can create, store, collaborate, and access files and information securely from anywhere on a multitude of devices. Box allows students to submit their homework assignments via their Box account, and instructors can a embed files into pages and modules.

Canvas

canvas.gatech.edu | Support: canvas@gatech.edu
Georgia Tech uses Canvas as its official learning management system for assignments, grades, online collaborations, and more.

CATME

info.catme.org | Support: catme@gatech.edu
CATME (Comprehensive Assessment of Team Member Effectiveness) is an online peer evaluation tool that helps instructors effectively organize and manage teams, communicate with students, and facilitate peer evaluation. Instructors can use it by creating an instructor account at the CATME website with their Georgia Tech email.

Dropbox

ai.oit.gatech.edu/dropbox
Support: dropbox@oit.gatech.edu
Dropbox keeps your files safe, synced, and easy to share. With the Dropbox and Canvas integration, students and faculty have secure access to Dropbox content directly from Canvas. Students can link files stored in Dropbox to course content, or students can access their Dropbox files, embed them into pages, or submit them as assignments in Canvas.

Ed Discussion

edstem.org/us | Support: support@edstem.org
Ed Discussion is an online threaded discussion platform that supports document and image upload, math equations, embedded video, runnable code snippets, and image annotation. Discussion board posts can be categorized, private, or even anonymous. It can be used as a stand-alone tool or within Canvas.

Films on Demand

food-infobase.com
Support: infobase-fod.zendesk.com
Films On Demand, available in Canvas and online is a streaming video service containing educational programs. Many programs from the History Channel, Biography Channel, BBC, PBS, and other news channels are included in this collection.

Gradescope

gradescope.com | Support: help@gradescope.com
Gradescope, available in Canvas and online, is an assessment tool designed to streamline and standardize paper-based, digital, and code assignments. Gradescope uses machine learning & systematic answer grouping to streamline grading paper-based, digital, and code assignments while providing insights into how students are doing. It supports problem sets and projects as well as worksheets, quizzes, exams, and papers.

GT Cloud Lab

Support: canvas@gatech.edu
GT Cloud Labs (GTCL) enables cloud-based resources for online computing labs. GTCL can facilitate environments that range from individualized desktop environments to specialized tools to specific computing infrastructure topologies.

Honorlock

honorlock.com
Support: support@honorlock.com
Honorlock is Georgia Tech's licensed platform for automated digital proctoring services in Canvas. Automated digital proctoring is the utilization of a software platform to monitor and/or control test- takers' computer desktop, webcam video, and audio and benefit from machine learning algorithms to automatically flag disallowed test-taking behavior.

Kaltura

mediaspace.gatech.edu
Support: kaltura@gatech.edu
Kaltura is Georgia Tech's YouTube like portal for rich media. You can use it to create and stream video, audio, and images and share your media with a specific group, the entire campus, or make them publicly available. Kaltura's integration with Canvas consists of three tools (Media Gallery, Media Space, and the Canvas Rich Content Editor) that make it possible to upload and share video, audio, and image files within any Canvas class.

LinkedIn Learning

linkedinlearning.gatech.edu
Support: linkedin.com/help
LinkedIn Learning, available in Canvas and online, is an online educational platform that helps users discover and develop business, technology-related, and creative skills through expert- led course videos. With more than 5,000 courses and personalized recommendations, you can discover, complete, and track courses related to your field and interests.

MATLAB Grader

grader.mathworks.com
Support: mathworks.com/help
The MATLAB Grader app for Canvas is an authoring

environment for creating, sharing, and grading of MATLAB coding problems and assessments. For more on MATLAB at Georgia Tech visit matlab.gatech.edu.

Microsoft Teams Meeting
canvas.gatech.edu/microsoft-teams-meetings
Support: support.microsoft.com
The Microsoft Teams Meetings app for Canvas provides an easy way to create a Microsoft Teams Meeting from within Canvas.

OneDrive
onedrive.com I Support: support.microsoft.com
The Microsoft Office 365 Canvas integration adds a link to a user's OneDrive in the Course Navigation Menu called "Office 365." After logging in to their user accounts, users can view all files in their OneDrive account.

OneNote Class Notebook
onenote.com/classnotebook
Support: support.microsoft.com
The OneNote Class Notebook app for Canvas helps instructors set up OneNote in their class that automatically adds students enrolled in the course to the notebook.

Overleaf
overleaf.com/edu/gatech | Support: support@overleaf.com
Overleaf is designed to make the process of writing, editing and producing your research papers and project reports much quicker for both you and your collaborators. Overleaf can also be linked to other services to best fit into your workflow.

Padlet
Padlet.com | Support: hello@padlet.com
Padlet is a digital pinboard, a virtual wall, and a collaborative space, where students and instructors can collaborate and reflect in a secure location. Padlet can be used as part of a live discussion or as part of an asynchronous discussion, as a space to develop a collaborative wiki-like project. Padlet is integrated within Canvas.

Perusall
perusall.com I Support: support.perusall.com
Perusall is an annotation tool, integrated in Canvas, that helps your students engage collectively with texts. With Perusall, students can annotate and discuss course readings easily with their peers.

Piazza
canvas.gatech.edu/canvas-plugins-piazza
Support: piazza@gatech.edu

Piazza is a discussion platform that can allow students to interact more richly with each other and with the class. It can be used as a stand-alone tool with Canvas.

POPin
popinnow.com | Support: support@popinnow.com
POPin is a real-time crowd engagement platform for company meetings, conferences and classrooms that increases productivity and collaboration by means of live polling and results.

Postem
Support: canvas@gatech.edu
PostEm is a Canvas tool built by C21U that allows teachers to upload and share a spreadsheet to provide individualized feedback and/or grades to students. Think of it like the Canvas gradebook's sidekick. Use it when you want to provide regular feedback and/or grades to students, but you don't necessarily want to create a new column in the gradebook.

Qualtrics
qualtrics.gatech.edu
Support: qualtrics.com/support
Qualtrics allows for the creation of surveys for feedback. Survey results can be viewed, downloaded, and shared with ease of accessibility. Qualtrics allows for the creation of surveys for feedback. Survey results can be viewed, downloaded, and shared for seamless collaboration with ease of accessibility. It can be used as a stand-alone tool or within Canvas.

Respondus 4
canvas.gatech.edu/respondus4 | Support: web.respondus.com/support
Respondus 4.0 is a powerful tool for creating and managing exams that can be printed to paper or published directly to Canvas.

Respondus LockDown Browser
canvas.gatech.edu/respondus | Support: web.respondus.com/support
Respondus LockDown Browser is a custom browser integrated into Canvas that locks down the testing environment within a learning management system. Students are unable to copy, print, access other applications, or visit other websites during an online exam.

TurningPoint
turning.com
Support: support@turningtechnologies.com
TurningPoint is an engagement and assessment tool that supports student interaction and

participation in real-time using a clicker or mobile device. It can be used as a stand-alone tool or within Canvas.

Turnitin
canvas.gatech.edu/turnitin | Support: supportcenter.turnitin.com/s/contactsupport
The Turnitin app for Canvas provides instructors with the tools they need to detect plagiarism, engage students in the writing process, and provide personalized feedback. Turnitin solutions promote academic integrity, streamline grading and feedback, and deter plagiarism.

Vocareum
vocareum.com | Support: info@vocareum.com
Vocareum is a Canvas integrated cloud lab platform built for learning, research, and assessment in computation courses.

VoiceThread
gatech.voicethread.com | Support: voicethread.com/support
The VoiceThread app for Canvas provides access to interactive collaboration and sharing tool that enables students to build online presentations by adding images, documents, and videos, and other media to which other users can add comments for discussion. Instructors may assign a VoiceThread activity as part of course practice activities and graded assignments.

WeBWorK
webwork.maa.org | Support: canvas@gatech.edu
WeBWorK is a Canvas integrated system for delivering individualized homework problems over the web and used for a wide range of courses in mathematics. WeBWorK provides students with immediate feedback about the correctness of their answers and encourages them to make multiple attempts until they succeed. By individualizing problems, cheating is discouraged, and instructors receive real-time statistics that allow for customization of lesson plans to better serve students.

Zoom
zoom.com | Support: canvas.gatech.edu/zoom
Zoom is a web conferencing tool that provides remote conferencing services. The Canvas-Zoom integration allows instructors to schedule online meetings from within Canvas and is available in all Canvas courses.

International Education, Faculty Development, and Study Abroad Programs

Office of International Education

The Office of International Education (OIE) offers support to faculty and students in the following four areas:

Support for International Students, Faculty, and Scholars

This support includes assistance with the visa process; programs to support international student adjustment to the United States, Atlanta, and Tech; and assistance with problems of daily living (e.g., taxes, driver's license, health insurance, etc.).

Study Abroad/Research Abroad/Internship Abroad

Tech offers students many opportunities to study abroad through more than 35 Tech faculty-led summer programs and through semester-or year-long programs at more than 80 partner universities around the world as well as opportunities for student research abroad and student internships abroad. OIE assists faculty with the development of new study abroad opportunities for students, and offers orientation to faculty and graduate TAs who will teach or assist in study abroad programs. OIE helps students in the selection of appropriate study abroad opportunities, provides orientation and preparation for the study abroad experience, and supports students while abroad.

International Opportunities for Faculty Development

OIE facilitates faculty development opportunities in the international arena. This includes assisting faculty with overseas research/teaching opportunities, such as those offered by the Fulbright Commission, as well as helping faculty locate appropriate summer international faculty seminars to learn about other parts of the world.

Development of New International Initiatives on Campus or Outside the United States

OIE is interested in collaborating with faculty to develop new international initiatives for educational programs offered outside the United States and for programs in Atlanta that help internationalize the campus.

Source

Office of International Education (OIE)
Suite 211, Savant Building
404.894. 7475 | oie.gatech.edu

Interpreting Course Instructor Opinion Survey (CIOS) Results

Student evaluations of teaching have been shown to be a generally valid and reliable method for evaluating teaching. While the evidence base for this conclusion continues to evolve, interpreting the results of student evaluations should be taken seriously and as an opportunity to evaluate and reflect on teaching practices and course design. In addition, CIOS results are often used as a source of information about teaching for annual reviews and for promotion and tenure purposes. Hence, it is useful to take care with interpretation of the results.

The Center for Teaching Learning is available to consult with faculty members about their CIOS results. Key issues that are analyzed may include:

▶ **Numerical Data** What does the data mean? How do they vary by class size? How can you interpret the score distributions? How do you interpret the interpolated medians? What can you change based on these data?

▶ **"Item 10" Response Values** The survey item historically referred to as "item 10" (but in fact no longer placed as item 10 on the survey) asks students to rate their level of agreement with the statement, "Considering everything, the instructor was an effective teacher." This response gives you an overall student impression about your instructional performance and may be the first data looked at by promotion and tenure committees. Some important considerations here include trends over multiple semesters, correlation of item 10 to more specific questions, and comparison with institutional norms. (See **academiceffectiveness.gatech.edu/resources/cios/norm_data/**)

- **Student Comments** Comments may be difficult to interpret because of their general and sometimes contradictory nature. Things to consider here include the number of times similar comments appear, what specific actions you took to garner positive comments, and whether modifications to the course will benefit a significant portion of the class. In addition, it is often useful to distinguish between actionable suggestions from students, praise for your teaching, vague or nonspecific comments, and comments unrelated to teaching or pointing to things that are out of your control.

The box on the next pages contains brief tips to improve your CIOS scores for each of the Institute's core questions. In addition, ctl.gatech.edu/resources/best-practices/GnR/CIOS provides direction for independent interpretation of CIOS data. Finally, please feel free to contact CTL to discuss your results in more depth.

Tips for Adapting One's Teaching Based on Responses to the Institute's Core Questions

"Quality of Teaching" Questions:

Instructor's clarity in discussing or presenting course material
- Explain course themes, topics, and activities clearly in the syllabus.
- State clear learning goals for the course in the syllabus, and refer to them regularly.
- Outline each class period with a clear agenda and set of objectives.
- Check for student understanding using quizzes or classroom assessment techniques ranging from direct questioning of the class to mini papers on index cards about key points.
- Use outlines illustrating relationships between concepts and ideas, and refer to them regularly at transition points.

The instructor clearly communicated what it would take to succeed in this course
- Explain course assessment and evaluation systems (including key dates) in the syllabus.
- Create in-class activities or assignments that help students assess their own learning in terms of the stated objectives for the class or the course.
- Give a clear idea of expectations, including time commitment, at the beginning of the semester.
- Use rubrics and include previous work graded with those rubrics as examples of what is expected.

Instructor's respect and concern for students
- Agree with student comments to the extent you can before building on or correcting them.
- Conduct a midterm assessment or a classroom dialogue with CTL soliciting student feedback about the course. Then, implement one or more concrete ideas suggested by students.
- Consider defining your instructor's role as part of a learning community where your students are emerging scholars. This helps transfer ownership of the learning to the students.
- Review material in class when multiple students contact you outside of class with questions about it.

Instructor's level of enthusiasm about teaching the course
- Demonstrate interest in what students say by making eye contact, listening, and responding with thoughtful commentary and information.
- Bring your research (related to course topics) into the classroom and explain the purpose of the research along with how the content the students are learning is fundamental or important to that research.
- Praise valuable student contributions to discussion or quality work performed by students.
- Keep the course current and look for ways to stimulate your own interest.

Instructor's ability to stimulate my interest in the subject matter
- Use memorable anecdotes, examples, or analogies to illustrate key points. Present multiple perspectives to help students understand a topic.
- Relate content to students' lives by providing ample context for the use of course information. Connect content to current events, show how various careers incorporate the content in their work, and invite former students to talk about how they use the content.
- Allow students some level of choice in how they demonstrate their knowledge. Give students options regarding the types of assignments they complete, or give assignments that allow students to explore areas that interest them more deeply.

Instructor's availability for consultation
- Advertise office hours and encourage visits on a regular basis.
- Encourage students to email you, and let them know your typical response time.
- Form a student "quality circle" by asking for volunteers who will meet with you periodically to assess the learning environment in the class and represent the interests of their peers.

Helpfulness of feedback on assignments
- Align methods of student evaluation with the goals of the course. Evaluate students according to the knowledge and skills you want them to learn.
- Give students the opportunity to share their new knowledge and to practice key skills with drafts of their work.
- Use rubrics with details about what you expect to see

at various levels of performance for each topic on the rubric.

- ▸ Record common areas where students struggle on particular assignments along with ways to resolve them, and refer to this list when grading student work.
- ▸ Summarize common misconceptions or other insights gleaned from grading student assignments, and clarify key points in terms of the context of the course.

Provision of a positive environment in which to learn, regardless of my race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status

- ▸ Share power by inviting students to contribute to decisions about curriculum, pedagogy, and classroom expectations.
- ▸ Use examples, case studies, and other learning resources that reflect diverse peoples.
- ▸ Provide multiple means of access to course materials and content.

Considering everything, the instructor was an effective teacher

- ▸ Account for student background knowledge (or lack thereof), and try to anticipate common barriers to understanding.
- ▸ Plan for adequate time to cover the material without rushing.
- ▸ Strive for constructive alignment among course goals and objectives, course activities, assignments, and grading criteria such that the connections among these areas are explicit.

"Quality of Course" Questions:

Degree to which exams, quizzes, homework (or other evaluated assignments) measured your knowledge and understanding

- ▸ Ensure that each assignment clearly aligns with the course goals and learning objectives.
- ▸ Ask students to prepare a good exam question or problem and to prepare the answer.
- ▸ Provide students with detailed requirements and criteria for evaluation on each assignment and perhaps present examples of high-quality work in similar contexts to use as a guide.
- ▸ Give students advice about how to study for your tests, and include review questions similar to those they will see on their test.
- ▸ Provide assignments that help students practice the same types of skills at the same level they will see on exams. For example, avoid assigning cookbook problems from the text for homework and then asking students on the test to combine knowledge from several problem types within one question.

References

Fitzpatrick, S. and M.D. Svinicki. *The Research Behind Student Evaluations.* 2002.

Feldman, K. *Identifying Exemplary Teaching: Using Data from Course and Teacher Evaluations, in Honoring Exemplary Teaching,* M.D. Svinicki and R.J. Menges, Editors. 1996.

Teaching Evaluation & Student Feedback - Interpret Feedback. Available from Stanford University Office of the Vice Provost for Teaching and Learning. https://evals.stanford.edu/results/respond-feedback. June 26, 2018.

PreK-12 STEM Educational Resources and Community Outreach Opportunities

Tech plants the seeds for future STEM success in science and technology education through the Center for Education Integrating Science, Mathematics, and Computing (CEISMC) for more than 60,495 Georgia PreK-12 students and over 2,525 teachers each year. CEISMC's research efforts allow for the identification and dissemination of evidence-based best practices in STEM education. CEISMC's approximately 55 programs include transformative student enrichment, teacher professional development, school-university partnerships, innovative curricula, and evaluation that cultivate and inspire student engagement.

While some of the programs operate entirely within CEISMC, others actively engage faculty members in PreK-12 and post-secondary STEM educational pursuits. This facilitation assists faculty in avoiding the organizational difficulties often experienced by academic faculty attempting to work with teachers or within school systems. Hosting teachers and students in summer research internships is one type of outreach that has garnered strong support within the Institute, because it advances the fundamental mission of faculty educating people and conducting research. Tech faculty have also assisted CEISMC in creating novel science and engineering experiences for students participating in summer and afterschool enrichment experiences, and in providing professional development experiences for teachers on specific science and engineering content.

CEISMC also coordinates programs that connect Tech undergraduate and graduate students with high-need schools in

the Metro Atlanta area.

CEISMC's professional staff are available to consult with faculty and graduate students who are interested in incorporating PreK-12 STEM educational programs into their grants, linking their research or teaching activities to the PreK-12 community, or becoming involved in CEISMC's programs. Interested faculty or students should contact CEISMC to arrange an appointment.

Institute Partnerships

The Office of Government and Community Relations (GCR) is the Institute's primary connection to federal, state, and local government, and communities throughout Georgia. Through the efforts of this office, Tech has effectively worked to strengthen relationships with local public school districts across the state and Metro Atlanta region, as well as with business organizations such as the Midtown Alliance, Central Atlanta Progress, the Georgia Chamber of Commerce, and the Metro Atlanta Chamber of Commerce. The office also helps promote opportunities for Tech faculty, staff, and students to get engaged with the community outside of campus. From providing Buzz at community events to hosting on-campus experiences for elected officials, business leaders, and young learners, the GCR is committed to ensuring Tech is working collaboratively for a better Georgia.

Tech and the K-12 Community

CEISMC Summer Programs
Information about CEISMC's summer programs can be found at **studentprograms.ceismc.gatech.edu**

Georgia Tech K-12 Connection
This website, maintained by CEISMC directs visitors to information about K-12 STEM education and summer programs in science, technology, engineering, and math that are available at Tech. Learn more at **k12.gatech.edu**

Library Resources for Instructors

Georgia Tech Library

The Georgia Tech Library is more than just physical and electronic collections. Our vast array of services help you borrow and request materials, find study spaces, use technology, and learn research skills. Below you'll find we've curated a list of services that help you, the faculty, make your students and their academic success the focus of your professional efforts:

Archives & Special Collections: Georgia Tech Archives and Special Collections collects, preserves, exhibits, and makes available for research institutional archives, manuscripts, personal papers, organizational records, visual materials, memorabilia, rare books, and architectural collections. These materials primarily document the history of Georgia Tech and the activities of its faculty, staff, students, and alumni, as well as collections around the built environment and textile industry in the Southeast.

Spotlight: SMARTech, Georgia Tech's digital repository, is tasked with collecting, curating, preserving, and providing access to unique digital content of enduring value to the Institute and its mission, including Georgia Tech scholarship and research. SMARTech contains more than 58,000 scholarly works, including more than 22,000 Georgia Tech theses and dissertations.

Classes & Events: The Georgia Tech Library hosts more than 250 courses, workshops, and events per year, touching nearly 6,500 students, faculty and staff. Classes and events are held both in person and virtually. Some popular workshops, like Data Visualization, are also available asynchronously through the Library's YouTube channel. We also offer a growing list of minimester courses that carry academic credit.

Collaboration Rooms: Collaboration rooms are dedicated study/meeting spaces for academic and scholarly activities. Within the Library complex, including Clough, Crosland, and Price Gilbert, we have two reservation options: instant and request. Instant reservations allow students to book available rooms within minutes. Request reservations allow students, staff, and faculty to book a room in advance. Most rooms are available to all students, faculty, and staff; a few are reserved for faculty only. Each room is equipped with an LCD screen, laptop connection, PC, wireless presentation, whiteboards, keyboard and mouse.

Course Reserves: Use this option to place books and multimedia on reserve. You can also use this service to request placement of personally owned materials on reserve or ask the Library to purchase reserve materials for use by a class.

Course Integrated Instruction: Georgia Tech librarians teach more than 100 course-integrated workshops per year, touching thousands of students, faculty, and staff. Librarians can lead tailored custom workshops to support your course assignments, by instructor request. Librarians also offer custom workshops for departments or research groups. These workshops should be scheduled in advance and can be integrated into course syllabi or class projects when necessary.

Data Visualization Lab: The Georgia Tech Library's data and

visualization services support campus research, instruction, and learning activities. Librarians and staff provide research consultations, workshops, embedded instruction, and other scholarly activities within and outside the Data Visualization Lab, located on the third floor of Crosland Tower. Included is 24/7 access to visualization software and hardware in the High Performance Computing cluster, also located on the third floor of Crosland Tower.

▶ **Spotlight:** retroTECH engages students and faculty in experiential learning related to digital archives and the histories of hardware, software, and people involved in technology. The Library's retroTECH team develops course-integrated learning opportunities, conducts research consultations, and coordinates events and showcases, both within and beyond the retroTECH lab, located on the third floor of Crosland Tower in the Data Visualization lab.

Dissertation Defense Room: The Dissertation Defense Room is dedicated to the defending and recording of Ph.D. dissertation defenses. This service provides users the capability for recording a defense, video conferencing, and remote committee members. The Library in partnership with OIT will meet with the doctoral candidate to demonstrate all of the features.

Equipment Lending (Gadgets): The Georgia Tech Library provides technology items for loan to students, faculty, and staff. Please note that students have priority.

Faculty Research Zone: The Faculty Research Zone is for both on- and off-campus Georgia Tech faculty, providing a beautiful, peaceful environment to work, read, and have discussions with colleagues. The space is especially important to post-doctoral researchers and faculty, employees at GTRI, and researchers at remote Georgia Tech locations. There are lockers, carrels, comfortable seating, collaboration rooms, and a kitchen for faculty to use.

Teaching Studio: The Teaching Studio, located on the fourth floor of Price Gilbert, is a space for librarians, alongside our campus partners, to work with faculty and GTAs to integrate library resources into courses and research. Faculty can receive support to create digital artifacts, record presentations, create instructional videos, and design class activities. The studio includes a video capture space, consultation areas, a prototyping station, and a specialized classroom lab.

Graduate Student Community: Georgia Tech Graduate Students have their own, BuzzCard accessible space in the Library. Located on the sixth floor of Crosland Tower, the Graduate Student Community is available for quiet study whenever the Library is open.

INFODesk: Based on current and emerging retail models meant to interact with customers quickly and efficiently, the INFODesk is a student, faculty member, or visitor's first stop on their research journey and the portal to everything the Georgia Tech Library has to offer. Whether you need equipment, to learn your way around, to check out course reserves, or simply to ask a general question, this is where you start. The INFODesk is located on the ground floor of Price Gilbert called the Grove Level.

Media Scholarship Commons: The Media Scholarship Commons (MSC), located on the third floor of Price Gilbert, gives campus users access to reservable video and audio recording studios with a control room, whisper booth, lightboard, and green screen technologies. The MSC also provides users with a reservable post-production editing room and a computing zone with multimedia software, including the Adobe Creative Suite, Final Cut Pro and Pro Tools. The space is staffed by student experts and provides services and support for poster (wide-format) printing.

▶ **Spotlight:** The Audio Recording Studio, located on the third floor of Price Gilbert, provides a way for audio experts and novices alike to produce high- quality recordings of music, voice-overs, or podcasts.

▶ **Spotlight:** The Video Recording Studio, located on the third floor of Price Gilbert, houses production equipment for a variety of student and faculty uses, including lecture capture, green screen presentations, interviews, and live broadcasts.

Physical Lending:

▶ **Catalog:** Use the Georgia Tech Library's online catalog to find scholarly and peer-reviewed articles, books and ebooks, journals, theses and dissertations, government documents, newspaper articles, music, films, video, patents, and more. Find the catalog at: library.gatech.edu.

▶ **GIL Express:** A resource-sharing service offered at all libraries of the University System of Georgia (USG), GIL Express provides access to all eligible circulating material at USG Libraries. It is available to all eligible Georgia Tech students, faculty, and staff through remote requesting in the Georgia Tech catalog (Primo) as well as walk-up service at any of the other 25 institutions in the USG.

▶ **Interlibrary Loan (ILL):** Interlibrary Loan, or ILL, allows students, faculty, and staff to request materials not owned by Georgia Tech from other institutions around the world. If items are not available from the Library, its electronic journal subscriptions, or the Emory Shared Collection, requests can be placed in ILLiad, the online interface you use to place your requests.

▶ **Study Spaces:** The Georgia Tech Library features options for both collaborative work and quiet study throughout the building. Please note the sixth and seventh floors of Crosland Tower are quiet work spaces.

▶ **Spotlight:** The Innovation & Ideation Studio, located on the second floor of Crosland Tower, is a low-tech studio environment perfect for creative, messy brainstorming in a group or by yourself. The large tables, work stools, and whiteboards are waiting for you to make a space where your ideas can take shape. A selection of arts and crafts supplies is available for free in the northeast corner of the studio. Take what you need and let library staff know if anything runs out.

▶ **Subject Matter Expert Research Consultations:** The Library's subject matter experts can offer advice on ways to research topics and assistance with verification of bibliographic citations. These librarians also provide library orientations, general and subject-specific library classes in your area of expertise, and assistance in developing research assignments. Consultation is available to individuals or groups, and is offered on both a drop-in and appointment basis.

Instruction and Research Support

Each academic unit is assigned a subject librarian who is available to work with Tech instructors to provide personalized library instruction for their courses. Library instruction sessions can be tailored to the specific information needs of the class and will help students learn to find and use information through the Library.

- Subject librarians can support your teaching in many ways, including the following:
  - Meet with your students in your classroom for a personalized research demonstration or in the Library's electronic classroom for hands-on customized research instruction.
  - Provide general library orientations for your students.
  - Assist in developing research assignments to improve research skills.

- Create research guides to support an assignment or course.
- Subject librarians can also support your research and your students' research in the following ways:
- Schedule individual research consultations to provide research advice and guidance.
- Provide individual training on selecting and using databases, conducting literature reviews, setting up search alerts, and finding data or documents.

Source

Georgia Tech Library
266 4th Street NW, Atlanta, GA 30332
404.894.4500 | library.gatech.edu

Mental Health Services and Referrals

The Center for Assessment, Referral, and Education (CARE)

CARE serves as the single point of access for mental health services and resources on and off campus, providing mental health assessments and referrals. Located on the first floor of the Smithgall Student Services (Flag) Building, CARE is the primary resource for mental health support at Georgia Tech. Students seeking assistance from the Counseling Center or Stamps Psychiatry need to visit CARE first for a primary assessment and referral to on-and off-campus mental health and well-being resources. Referrals to other units and offices that enhance a student's well-being are also provided during that visit. The staff is comprised of licensed mental health professionals in the fields of counseling or psychology.

CARE hours of operation are Monday, Wednesday, Thursday, and Friday from 8:00 a.m. – 4:00 p.m. (office is open until 5:00 p.m.) and Tuesday from 9:00 a.m. – 5:00 p.m. Faculty who need to refer a student for an assessment or who are interested in consulting with a CARE staff member about a student who is experiencing an emergency during the day can call our office at 404.894.3498. Students or faculty members needing consultation after hours should call 404.894.3498 and follow the voice prompts.

Counseling Center

The mission of the Counseling Center is to serve the Tech community, which includes offering assistance in identifying distressed students in order to facilitate appropriate referrals to the Counseling Center. The center provides limited, free, shortterm individual counseling for enrolled Tech students, as well as couples counseling, group counseling, and workshops. The staff is comprised of licensed mental health professionals, doctoral psychology interns, and advanced graduate students in the fields of counseling or psychology. The center offers consultation to faculty members who become concerned about a student and also gives presentations in classes as requested by instructors.

Staff members provide emergency mental health consultation coverage to the campus during normal business hours (8 a.m. to 5 p.m., Monday through Friday). The center contracts with an after-hours emergency call service in the evenings and on weekends. Students or faculty members needing consultation after hours should call 404.894.2575 and follow the voice prompts. During the center's operating hours, a staff member is available for phone consultations with faculty who are concerned about a student who may be may experiencing an emergency or need an urgent consultation. Call the main phone number (404.894.2575) to schedule an emergency consultation.

Tech students typically encounter a great deal of stress (e.g., academic, social, family, work, and financial) during the course of their educational experience. While most students cope successfully with the demands of college life, for some, the pressures can become overwhelming and unmanageable. As a faculty member or TA interacting daily with students, you are in an excellent position to recognize potential problems. You could be the first person a student reaches out to for help. Your ability to recognize the signs of emotional distress and to make an initial intervention can have a significant impact on a student's future well-being. Remember, your role as a faculty member or TA with the students is to listen, show concern, and make a referral. If a student asks you for help, or if you recognize that a student is in significant distress, this may provide reason enough to call the Counseling Center for advice.

Counseling Center staff members provide emergency mental health consultation coverage to the campus 24 hours a day, seven days a week. Students or faculty members needing consultation after hours should call 404.894.2575, and follow the prompts.

Tips for Helping a Distressed Student

Common Warning Signs of Student Distress

Academic Problems
- Excessive procrastination
- Uncharacteristically poor preparation or performance
- Repeated requests for extensions or special considerations
- Disruptive classroom behavior
- Career or course indecision
- Excessive absence or tardiness
- Avoiding or dominating discussions
- References to suicide or homicide in verbal statements or writing

Behavioral Problems
- Change in personal hygiene
- Dramatic weight gain or loss
- Frequently falling asleep in class

- Irritability
- Unruly behavior
- Impaired speech
- Disjointed thoughts
- Tearfulness
- Intense emotion
- Inappropriate responses
- Difficulty concentrating
- Physically harming self

Interpersonal Problems
- Asking instructor for help with personal problems
- Dependency on advisor
- Hanging around office
- Avoidance of advisor
- Disruptive behavior
- Inability to get along with others
- Complaints from other students

Suggestions for Making an Intervention

- Talk to the student privately to help minimize embarrassment and defensiveness.
- Avoid making promises to keep information shared confidential.
- Listen carefully to the student, and respond to both the content and the emotion of the situation.
- Discuss your observations and perceptions of the situation directly and honestly with the student.
- Express your concern in a nonjudgmental way. Respect the student's value system, even if you don't agree with it.
- Help the student identify options for action and explore the possible consequences.
- Be frank with students about the limits of your ability to help them, and let them know that you can help them get to experts who can help them address their concerns.
- Contact the Counseling Center or GTPD immediately if the student appears to be in imminent danger of hurting himself or others. Do not promise to keep threats to the student or others secret.

How to Make a Referral

Emergency Referrals (when students are in danger of hurting themselves or others)
- If the emergency occurs within Counseling Center business hours (Monday-Friday, 8 a.m.-5 p.m. or Thursdays, 8 a.m.-7 p.m.), call 404.894.2575, and ask to speak to a Counseling Center administrator or the therapist who is on duty for such calls.
- Provide the therapist with a description of the situation that has led to your concern.
- The therapist will advise you of appropriate actions to take to most effectively help the student.
- If the emergency occurs outside of Counseling Center business hours, call 404.894.2575, and follow the prompts to contact the therapist who is staffing the crisis consultation line. This is appropriate if the student or another person is in immediate danger, or when you believe the student is out of control.
- For students who may need additional support, the Fulton County Mental Health Hotline number is 404.730.1600. The Georgia Crisis and Access Line is 800.715.4225

Non-Emergency Referrals
- Encourage the student to contact the Counseling Center directly to schedule an initial appointment.
- Offer to let the student call from your office if you believe they may need extra support and encouragement.
- It might be helpful to share with the student that the Counseling Center is staffed by psychologists and counselors, and that the services are free and confidential.

Source

Counseling Center
Smithgall Student Services Building, Suite 238
404.894.2575 | counseling.gatech.edu

Resource

Stressed or Distressed: A Video Resource for Georgia Tech Faculty Regarding Student Stress
studentlife.gatech.edu/content/stressed-or-distressed

Non-Native English Speakers in Teaching Roles

The Language Institute

The Language Institute supports the international community at Georgia Tech by offering noncredit courses in English as a Second Language (ESL) for students, visiting scholars, postdoctoral scholars, and faculty. The Language Institute has both part-time and full-time study programs. Courses include American pronunciation, presentation skills, reading, grammar, academic writing, business communication, cross-cultural communication, and academic speaking. The Language Institute also provides customized language and communication support for campus departments and individuals. Support may include screening, one-to-one coaching, workshops, and online instruction.

In addition, through CTL, the Language Institute offers courses and training for international graduate students to help them improve their written and oral communication skills for their academic programs. Each semester, international graduate students can enroll in CETL 8723 for writing skills, CETL 8797 for oral communication skills, and CETL 8796 for presentation skills.
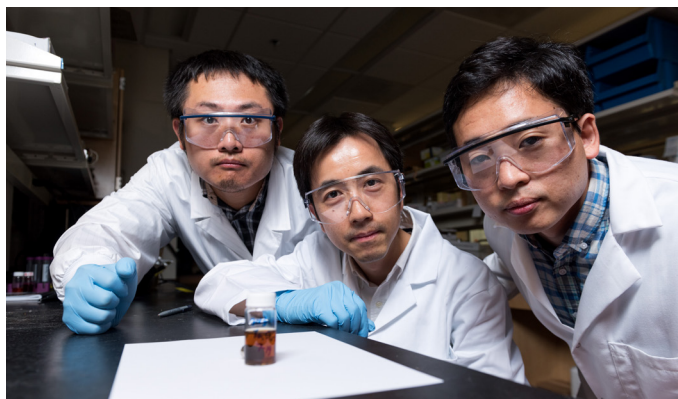
Source

Language Institute
South Wing, O'Keefe Building
404.894.2425 | esl.gatech.edu

Center for Teaching and Learning
Suite 457, Clough Undergraduate Learning
Commons | ctl.gatech.edu/courses

Opportunities for Fostering Real-World Connections

Research shows that when faculty interact with students in co-curricular activities, student learning increases, academic performance improves, and students persist in their degree programs. Multiple offices on campus assist faculty in fostering meaningful connections between students' in-class academic coursework and their out-of-classroom experiences. The offices listed below work closely together to provide opportunities for students and faculty to engage in academic and co-curricular activities specifically aimed at promoting public service, global citizenship, sustainability, and careers that make a difference in the world.

The Center for Student Engagement

The Center for Student Engagement exists to support opportunities that create a vibrant, safe, and engaged student experience that complements the academic mission of Tech. Student Engagement at Tech consists of Civic Engagement, Fraternity and Sorority Life, Student Media, and Student Organizations. Applying a student-centered approach for students to develop and clarify identity, to work collaboratively with their peers, and to promote the development of a positive campus community, Student Engagement staff are educators committed to holistic, co-curricular learning and building supportive advising relationships with student leaders and student organizations. Whether you are interested in advising,

mentoring, or assisting with service or sport activities, the center can connect you with avenues to share your knowledge and interests. For example,

- ▶ Advising registered student organizations, including Greek-letter organizations and student publications.

- ▶ Participating in service activities, including Days of Service, campus-wide philanthropy events, Alternative Service Break trips, and ongoing service projects.

- ▶ Attending campus events including Homecoming, student organization fairs, Take-a-Professor to Lunch, Sting Break, and Midnight Breakfast.

Contact Student Engagement with questions related to all aspects of student organizations, Greek-letter organizations, student media, co-curricular service experiences, working with non-profit community partners, an d the Jumpstart program.

Serve-Learn-Sustain

Tech's motto is "Progress and Service," and it is upping the ante through Serve-Learn-Sustain (SLS), Tech's Quality Enhancement Plan focused on the theme "creating sustainable communities." Launched in 2016, SLS supports curricular and co-curricular opportunities that prepare students to use their disciplinary expertise to work with diverse stakeholders to

address sustainability challenges impacting communities. SLS addresses a gap in Tech's impact on students. A 2012 alumni survey gave Tech high ratings on disciplinary training, but lower ratings on preparing students to apply this training to impact social and environmental issues. SLS works with faculty, students, staff, and on- and off-campus partners through a variety of programs such as the following:

- Course affiliation— more than 150 affiliated courses per year across all six colleges

- Course design and development (workshops and grants)

- SLS Summer Internship Program

- SLS Linked Courses Program (courses in different schools linked by a theme and partner)

- Innovating for Social Impact Program

- The RCE Greater Atlanta (a regional sustainability network co-founded by SLS)

- Sustainable Cities Minor

- Thematic fellows programs in areas such as Climate Change and pedagogical areas such as Reflection

In 2021-2022, SLS will continue to support GT faculty, instructors and teaching assistants in bringing equity and justice conversations, tools, and project work into their classes and on providing community engagement opportunities for students and research collaboration opportunities for faculty. SLS also offers support (course development, workshops, and partner engagement) to instructors seeking to teach on the UN Sustainable Development Goals.

SLS welcomes faculty interested in workshops focused on the SDGs or ESD (Education for Sustainable Development) to contact SLS Service Learning and Partnerships Specialist Rebecca Watts Hull at rwattshull@gatech.edu. For support specific to equity themes and resources, please contact SLS Service Learning and Partnerships Specialist Ruthie Yow.

Institute Relations

Institute Relations (IR) is the Institute's primary connection to federal, state, and local government and communities throughout Georgia. Through the efforts of this office, Tech has effectively worked to strengthen relationships with local public school districts across the state and the Metro Atlanta region, as well as with business organizations, such as the Midtown Alliance, Central Atlanta Progress, the Georgia Chamber of Commerce, the Metro Atlanta Chamber of Commerce, and area nonprofits. The office helps promote opportunities for Tech faculty, staff, and students to get engaged with the community outside of campus. In addition, the IR Economic Development team leads Tech's engagement with state and local economic development partners to support recruitment, retention, and growth of companies in the state. The team coordinates the recruitment and development of industry partnerships designed to enhance economic development.

From providing Buzz at community events to hosting on-campus experiences for elected officials, business leaders, and young learners, IR is committed to ensuring Tech is working collaboratively for a better Georgia. IR can assist faculty in

- Speaking in lectures or campus events regarding current events, important federal and state legislation, and local issues.

- Providing opportunities for faculty to testify as experts before state and federal legislators.

- Providing campus visit opportunities for student groups from grades K-12.

- Examining important economic factors in the City of Atlanta and statewide.

- Assisting with securing space to host events formed with local partners.

Source

Student Engagement
Room 2211, Student Center Commons
404.894.3458 | engage.gatech.edu

Serve-Learn-Sustain (SLS)
Room 205E, Clough Undergraduate Learning Commons | 404.385.8135

serve-learn-sustain.gatech.edu

Subscribe to the SLS email list:
contact.gatech.edu/sls/subscribe

Institute Relations (IR)
Suites 14 and 15, A. French Building
404.894.1238 | gov.gatech.edu

Professional Education

Georgia Tech Professional Education (GTPE) is the gloabl campus and lifetime education arm of Tech, offering professional development courses, certificate programs, and online master's degrees in tech, business, and industry-specific subject matter to meet the needs of working professionals and industry partners. Programs are available worldwide both online and onsite.

In addition to professional academic offerings, the division administers K-12 learning and teaching programs, English as a Second Language courses, and training programs for active duty service members and veterans while managing meeting and event facilities in Atlanta and Savannah.

Georgia Tech Professional Education (GTPE) is the global campus and lifetime education arm of the Georgia Institute of Technology.

GTPE offers professional development courses, certificate programs, and master's degrees to career-focused adults in tech, business, and industry specific subject matter to meet the upskilling and reskilling needs of the workforce. While GTPE is located at the Georgia Tech Global Learning Center (GLC) and the O'Keefe building in Atlanta, and at Georgia Tech-Savannah, programs are available worldwide through online and hybrid formats, as well as in-person at corporate, government, and third-party locations.

In addition to professional academic offerings, the division administers K-12 outreach, professional certificates for active-duty service members and veterans, and an English as a Second Language program. Additionally, GTPE is home to two distinctive comprehensive facilities for virtual, hybrid, and in-person professional meeting and event experiences.

On an annual basis, GTPE serves and supports nearly 124,000 learners – the "hidden students" who don't live on campus but out-number those who are physically here – representing more than 1,700 companies.

Many GTPE activities generate revenue, of which a significant amount was returned to various parts of the Institute. Tech faculty and academic units have access to an array of services offered by GTPE including the following listed below.

GTPE Learning Design and Delivery Services

As a unit with long-standing expertise in remote learning and online education, GTPE employs a Learning Design Team to help curate high-touch, personalized content for GTPE's educational activities and programs in face-to-face, online, and blended learning environments.

A team of instructional designers and technologists, expertly trained with advanced degrees in quality course design, use educational theory and instructional models to guide design, development, structure, and delivery so that it systematically supports the designed learning outcomes.

While this group primarily works with faculty to guide and develop asynchronous and synchronous learning in an online environment, they also play a critical role in the Remote & Hybrid Teaching Academy, distributing key knowledge, consultation, and assistance for remote delivery.

GTPE also funds, equips, and operates a variety of classrooms located throughout the Georgia Tech campus as distance classrooms, enabling live or asynchronous connections to the world for GTPE distance programs, as well as for Institute, college, or school events and special seminars to be broadcast and received from around the globe. In addition, GTPE has four studios in Atlanta with videographers, editors, teleprompters, green screens, and sound booths for the development and capture of audio and video content.

GTPE Facilities and Event Services

GTPE is home to two distinctive facilities for professional meetings, events, and trainings: the Georgia Tech Global Learning Center (GLC) located in Atlanta's Tech Square, and Georgia Tech's Savannah Campus. Each of these GTPE facilities is designed, staffed, and equipped for professional, learning-focused events. Whether holding a livestream event for hundreds or an in-person seminar for 30, GTPE's full-service approach enables in-person, virtual, or hybrid events to attract diverse and global audiences.

Additionally, GTPE's comprehensive professional meeting and event offerings are agile and innovative, delivered by trained staff who will consult with you to determine the right delivery, technology, and services for exceptional experiences that fit both your budget and wellbeing.

GTPE Facilities and Event Services

GTPE is home to two distinctive facilities for professional meetings, events, and trainings: the Georgia Tech Global Learning Center (GLC) located in Atlanta's Tech Square, and Georgia Tech's Savannah Campus. Each of these GTPE facilities is supported by a team of dedicated meeting and learning professionals who cater to the learner and organizer needs, along with a full-service event planning, support, and operations team.

GTPE professionals provide instructional and logistical consulting, planning, web presence, registration and payment, social media activity planning, event technology delivery and support services, and event assessment and insight generation for virtual events and learning activities. This full-service approach enables GTPE-led virtual events to attract diverse and global audiences.

GTPE Education Logistics Services

GTPE's Education Logistics team collaborates with the Georgia Tech Research Institute (GTRI) and stakeholders across Georgia Tech's academic units to provide full-service customer and learner focused attention to professional events and educational activities. From course concept through final assessment, these professionals support more than 600 public and contract course offerings, program certificates, and MOOCs – offering valuable partnership, assistance, and global expertise to GTPE's professional programs.

GTPE Market Research and Marketing Services

The award-winning GTPE Marketing & Digital Strategy team acts as an in-house digital marketing agency, working with faculty and academic units to conduct market research to gauge the feasibility of new and proposed programs, as well as developing and implementing digital marketing programs to build awareness and drive enrollment.

Source

Georgia Tech Professional Education (GTPE)
pe.gatech.edu | inquiry@pe.gatech.edu

Special Teaching Opportunities

GT1000: First-Year Seminar

GT1000, Tech's first-year seminar course, assists newly enrolled students in understanding and preparing for the difference, both academically and socially, between high school and college. The course is taught in small sections (up to 20 students), and interdisciplinary, cohort-specific, and discipline-specific sections are offered. Learning outcomes touch on the topics of academic planning, resume writing, career exploration, and leadership development. Instructors have stated that teaching this course is an incredibly rewarding experience and has connected them with the pulse and culture of Tech and its students. Academic faculty and instructors teaching the course report that students in their major are better prepared for the rigors of coursework, more aware of the opportunities available in that major, and more likely to have a connection with faculty members. Faculty members and graduate student instructors are needed to teach sections of GT1000 in fall and spring semesters. For more information or to volunteer to teach a section of GT1000, contact Undergraduate Advising & Transition.

GT2000: Transfer Seminar

GT 2000: Transfer Student Seminar is a one-credit, discussion-based course designed to help incoming transfer students transition successfully to Tech. GT 2000 helps students develop key skills they need to succeed at Tech and beyond, including career development skills, communication skills, and academic success skills. The course also introduces students to key campus resources such as undergraduate research, study abroad, co-ops and internships, and more. The class is taught by faculty and administrators from across campus who have experience working with and supporting transfer students. Through GT 2000, students make connections with faculty, administrators, and fellow transfer students, and develop skills critical to their success at Tech. Faculty members are needed to teach sections of GT 2000 in fall and spring semesters. For more information or to volunteer to teach a section of GT 2000, contact the Undergraduate Advising and Transitions.

Special Problem Courses (Independent Study)

Each school has its own procedure for establishing Special Problem Courses (independent study) in which a student arranges to pursue a topic with an instructor. The number of the course and the number of hours must be pre-arranged. The Scheller College of Business, for example, has a form that students fill out to request a Special Problem Course (independent study).

To learn which course numbers are available for these courses, review Tech's course numbering system. It is recommended that faculty use a format similar to that of the Scheller College of Business when working with a student to set up the course. The faculty member should also coordinate with the person within the school who schedules classes.

Georgia Tech Living Learning Communities

Students participating in Living Learning Communities (LLCs) at Tech are provided with opportunities to develop and grow the robust disciplinary knowledge they are gaining in their coursework and communicate it across social, cultural, and economic boundaries. The Living Learning Experience at Tech enriches a student's college experience in every way. Through purposefilled courses with intentional co-curricular programming, LLCs encourage and provide space for student and faculty engagement and ease the social and academic transition to college.

- ▸ **iGniTe.** iGniTe is a summer-only program designed to provide FirstYear students with a jump start at Georgia Tech. Participants have the option of living on campus in the residence halls or living

off campus. All iGniTe students take themed courses tailored to a track they select based on their interests. Students also have the opportunity to participate in co-curricular enrichment activities that are themed to their particular tracks. Any major can select any of the seven tracks. *Any admitted student can choose to come for summer.*

▶ **Impact.** The Impact LLC explores issues of social impact, diversity, community engagement, and sustainability through activities, events, service projects, and coursework. Impact initiatives link the residential living experience with existing and emerging curricular and extra-curricular opportunities, developing leadership, teamwork, and collaboration skills and students' understanding of social justice and sustainable communities.

▶ **Explore.** The Explore LLC of the College of Sciences strives to connect students with faculty, staff, and professionals across the institute in order to provide interdisciplinary support, encourage exploration of career options, and develop the technical and team-building skills for early access to research and clinical opportunities, while creating a culture of curiosity and self-discovery.

▶ **Global Leadership.** By teaching students how to most effectively utilize servant leadership, Grand Challenges creates change makers who seek empathy and who have an unparalleled opportunity to change the world. At the conclusion of the first year, Grand Challenges teams pitch a proposal for a solution to grand challenges facing the world.

▶ **Grand Challenges.** By teaching students how to most effectively utilize servant leadership, Grand Challenges creates change makers who seek empathy and who have an unparalleled opportunity to change the world. At the conclusion of the first year, Grand Challenges teams pitch a proposal for a solution to grand challenges facing the world.

▶ **Honors Program.** The Honors Program aims to be an accelerator for innovation in higher education. The Honors Program provides small, active-learning classes, often including innovative interdisciplinary and experiential elements, to foster the curiosity, creativity, and innovative capacity of highly motivated learners. Students partner with Honors Program staff to plan student activities and to advance the Honors Program mission.

▶ **International-House.** The I-House is a vibrant community of world cultures, foreign affairs, and enthusiastic students interested in how the world works beyond campus. I-House residents plan and attend events related to international outreach, literature, film, cuisine, sports, cultures, and languages.

▶ **Women, Science, and Technology (WST).** WST offers programs addressing academic and professional issues for Tech women students who live together and who connect with one another and faculty through monthly dinners, biweekly lunches, campus receptions, and research panels. Students may also be paired with a faculty mentor.

Source

Office of the Registrar registrar.gatech.edu

Office of Undergraduate Education
Suite 205, Clough Undergraduate Commons
404.385.8543 | llc.gatech.edu

Undergraduate Advising and Transitions
Suite 283, Clough Undergraduate Commons |
advising.gatech.edu

Syllabus Development

Your syllabus is one of the most important documents you create for your course, especially during times of uncertainty. This document gives students a first impression of you and sets the tone for the course and classroom environment from the very first day. The syllabus is an agreement between you and your students, an operating manual for the course. The Institute requires that you provide students with a syllabus before the last day of the add/drop period.

Taking the time to write a thorough and organized syllabus that emphasizes students' learning outcomes, clarifies your expectations, and lets students know what it takes to be successful in your course will reduce frustration and confusion throughout the semester. During pandemic protocols that may be in place during the year, the syllabus and your Canvas site take on even more importance. Adopting a tone of support for student learning will also help to establish a good relationship between you and your students, contributing to a healthy learning environment and classroom dynamic, even as plans may change.

The following Syllabus Checklist was created to assist in developing a syllabus. More information, including template syllabi for a traditional and a hybrid or fully remote course, is available on the [CTL website](#).

CTL Syllabus Checklist

1. Welcome and Overview of the Course

☐ **Course Prefix and Number, Name, Section, and Credits**

☐ **Instructor name and contact information (email address and office phone)**

☐ **TA(s) name and contact information (email addresses)**

☐ **Class day, time, and location (include lab/recitation times and locations if appropriate)**

☐ **Instructor office hours and physical or virtual location**
You may also choose to include a brief statement encouraging students to see you outside of class.

☐ **Course Mode (e.g., Residential, Remote, Hybrid)**
While the Institute is using pandemic protocols, clearly explain to your student which of the five offered modes–

residential with physical distancing, a hybrid model or fully remote–and how that will work in the course. You will articulate your expectations around the mode in the Expectations and Policy sections of the syllabus (see below). For more details on each of the five modes of instruction, visit this website.

☐ **Course Description**
Your course description should provide a brief introduction to the scope, purpose, and relevance of the course. Note also that it is perfectly acceptable for the course description in your syllabus to go beyond the description in the course catalog, provided it is consistent with that description. Aim to give students a sense of what is interesting/useful about the course, while avoiding the use of jargon and terms that students who haven't yet taken the course might not understand.

☐ **Prerequisites and Corequisites**
If applicable, list prerequisites here. In some instances, you may also want to describe the background knowledge/ experience that is most likely to lead to success in your course (e.g., this is often relevant in a graduate-level seminar).

☐ **Course Goals and Learning Outcomes (Objectives)**
Developing learning objectives is an important first step in course design, and they should be articulated on your syllabus as a bulleted list. Your learning objectives are meant to identify your main course goals for your students, in terms of the skills and knowledge they will develop in your class. They should be student-centered, action-oriented, and measurable, and should reflect a big-picture view of the purpose of the course. One way to do this is to write them as a bulleted list of completions of the sentence starter, "Upon successful completion of this course, you should be able to .... " Aim for three to five learning objectives for a single course.

2. Course Requirements and Grading

☐ **Assignments**
List all the graded components of your course, including assigned homework, quizzes, exams, papers, projects, or other assignments that will be turned in, along with the dates they are due and how much weight (e.g., percentage, points, etc.) each component carries. Keeping it on the first page of your syllabus will help your students quickly answer their most pressing questions on the first day of class (What's the workload like? and How do I get an A in this class?).

☐ **Description of Graded Components**
Your syllabus should include details for each component of your students' final grade. The idea here is to give your students a sense of what kind and quantity of work will be expected of them. Some things can be lumped together (e.g., midterms and final exams), but there should be a descriptive blurb associated with every component of your course that counts toward a student's final grade. In cases where attendance and/or participation will be graded, you should explain how you will be assessing their attendance and/or participation. You can also include information

about late-work policies, coursework resubmission, and information about how, where, and when assignments should be turned in.

☐ **Grading Scale**
Grades are awarded on a scale of A to F with no +/- grades permitted. In your syllabus, you should define your approach to assigning grades so that students can clearly see the ways in which their work and grades earned along the way will contribute to their final grade in the course. According to policy, grades at Tech are interpreted as follows:
A Excellent (four quality points per credit hour)
B Good (three quality points per credit hour)
C Satisfactory (two quality points per credit hour)
D Passing (one quality point per credit hour)
F Failure (zero quality points per credit hour)

Visit the Registrar's website for more information about the grading system at Tech.

☐ **Extra Credit and Grade Dispute Policies and Procedures**

3. Course Materials

☐ **Course Texts**
Specify whether texts are required or recommended and where they can be purchased. Also, if you are putting materials on reserve in the Library (either print or electronic versions), tell students how to access these materials. If applicable, include items like lab supplies, electronic devices, computer applications, and other materials that are required for your class. Alternatively, consider including optional/support materials, like additional books/readings that interested and/or motivated students might want to read. You may also consider listing any resources or services that may be helpful for students to know about or that you want students to use during your course, such as organizers, or campus tutoring support.

☐ **Course Website or Other Classroom Management Tools**
Either mention your use of a Canvas site or add a link to your course website. If you are using other classroom management tools, such as TurningPoint clickers, include information about that here. Your Canvas site should serve as the hub for your class, regardless of teaching mode.

4. Course Expectations and Guidelines

Below are the policies that should be included in all Tech syllabi. As you write this portion of your syllabus, use language that emphasizes your students' role in the process, and aim for a tone that communicates both authority and approachability. Each policy should make it clear what is and is not expected/ permissible in this class, what the rationale or motivation behind the policy is, what students need to do in extenuating circumstances, and what the consequences will be if they do not live up to the expectations laid out in the policy. Finally, your policy should represent something that you are comfortable implementing consistently, throughout the course.

While these expectations also should be articulated clearly in a syllabus, when the Institute is using a pandemic protocol, you will need to be flexible as the situation demands. We have integrated some suggests for doing that in the explanations below. Please stay up to date on policies and language that may come from Georgia Tech or USG as needed.

☐ **Academic Integrity**
Suggested wording for this policy:

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, which will investigate the incident and identify the appropriate penalty for violations. For more information on the Honor Code, visit this webpage.

☐ **Accommodations for Individuals with Disabilities**
Each syllabus should contain a statement directing students to the Office of Disability Services if they require special accommodation. Consider this wording for a traditional course:

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at 404.894.2563 or their website, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Then, make an appointment as soon as possible to discuss your learning needs.

During pandemic protocols, students may find they need different accommodations for working remotely and for health reasons. Encourage your students to reach out to the Office of Disability Services. Also check the Office's webpage frequently for officially suggested language.

☐ **Assignment Submission**
Explain to students your directions for how, where, and when assignments should be turned in. During pandemic protocol, the safest and most effective way will likely be through the different avenues available through Canvas.

☐ **Attendance and/or Participation**
Whether attendance and/or participation are required and/or graded in your class is up to you; however, keeping some version of attendance or participation will help students know how to participate in the course, regardless of mode, and allow for contact tracing if necessary. Your expectations are an important course design consideration, especially when pandemic protocols are in place and students may be in different physical locations at different times of the semester. Be flexible, and consider working with your students to develop shared expectations and pathways for learning. Here are several questions worth thinking about as you articulate expectations in your syllabus: What happens if a student chooses not to or cannot attend in-person courses for health reasons? What viable remote learning pathways would be available to them? How will you be sure attendance and/or participation methods are equitable regardless of a student's physical location? How will student absences affect the learning experience of other students in your course?

☐ **Collaboration and Group Work**
The Institute's Honor Code gives you the job of defining for your students the levels of collaboration that are permitted, as well what outside resources they are permitted to use (e.g., on assignments, exams, projects, etc.) and how they are supposed to report their use of those outside resources. Articulate your policy here, considering acceptable collaboration and groupwork during non-traditional course formats given pandemic protocols as these will likely be different.

☐ **Extensions, Late Assignments, and Rescheduled or Missed Exams**
Flexibility will be key when course formats range from face-to-face with physical distancing, hybrid, and fully remote. Students need to know what your policy is on things like late assignments and missed exams. Be as clear as possible about your expectations, but also discuss how you will be flexible when appropriate due to illness or circumstance. Note also that at Tech some exceptions are made for "approved Institute activities"(e.g., field trips and athletic events.

☐ **Masks and Other Public Health Expectations**
In this section, include the USG's policy on face coverings in physical spaces and any additional health-related policies released by the Institute. The suggested mask policy at time of publication is as follows: Effective July 15, 2020, University System of Georgia (USG) institutions will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/

buildings where six-feet social distancing may not always be possible. All members of the campus community will be provided reusable cloth face coverings. Face covering use will be in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Refusal to comply with the requirement may result in discipline through the applicable conduct code for faculty, staff, or students. There are a few exemptions. Reasonable accomodations may also be made for those who are unable to wear a face covering for documented health reasons.

☐ **Student Use of Mobile Devices in the Classroom**
To set this policy in a traditional course, think about individual students, the overall dynamic you would like to see at work in your classroom, and your own tolerance of distractions in the classroom. During pandemic protocols, students may need access to technology such as laptops or mobile phones in order to participate actively and engage with peers in multiple locations. This might be a policy you collaborate with your students to create.

☐ **Student-Faculty Expectations**
Consider the following wording for this policy:

At Georgia Tech, we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgment, and responsibility between faculty members and the student body. This page in the catalog articulates some basic expectations that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech, while in this class.

There may be pandemic-related supplements to these expectations that will be shared through Institute communication vehicles.

5. Course Calendar and Content

Given the modality with which your course meets—residential, hybrid, or remote, synchronous or asynchronous, presenting a clear but ultimately flexible course calendar helps students understand the trajectory of the course and what they can expect to learn. The following subheadings can be used as a place to start in a traditional or adapted course:

☐ **Course Meetings**
List each class meeting date as well as the final exam or project due date and time (if known). Adjust as necessary if the course is meeting asynchronously, The campus calendar has changed for at least Fall 2020. Visit the academic calendar website.

☐ **Official Holidays**
List any official school holidays that will interfere with a class meeting as a reminder; official Tech calendars are located here.

☐ **Important Dates**

Consider important dates when scheduling exams or other major assignments as well as the adapted calendar for the Fall 2020 semester.

☐ **Requirements Outside of Class Time**
List any key dates that students are expected to attend events that are outside of normal class time. Examples include review sessions, film screenings, career fair, etc.

☐ **Class Plan**
For each class date or asynchronous module, list the topics or activities planned for the class meeting. You should mention to students that the calendar is tentative, and state how you will notify students if changes are made.

6. Additional Sections to Consider

☐ **Tips for Success and Learning Tools**
You might add suggestions for how to study for the course or how to succeed, which might include how to take useful notes, how to read for understanding, how to work effectively in groups, how to take exams, how to do research at the Library or on the Internet, how to communicate effectively in writing, or how to give effective presentations. Simple reminders like these help students understand your expectations.

☐ **Discipline-Specific Tips**
Examples include terminology and notations you will use throughout the course, and prerequisite skills you expect students to be aware of or to have mastered prior to your class.

☐ **List of Additional Campus Resources**
Consider adding quick links to offices such as Student Success Center, Counseling Services, Serve-Learn-Sustain, and the Office of Institute Diversity, as well as the pandemic-related information, for example.

☐ **An Introduction to Yourself**
Including a personal greeting, especially a video greeting for a hybrid or remote course, can enhance the personal nature of the course and relieve student anxiety. Let students know if you have received Safe Space, Trans 101, QPR, Implicit Bias, or other training to create a more inclusive learning environment and support well-being.

☐ **Diversity Statement**
Add a statement of diversity and inclusion that welcomes students into the course and establishes guidelines for how to value the diversity of people and perspectives in the class as well as how to respectfully engage with each other.

Undergraduate Student Research Support

Undergraduate Research Opportunities Program (UROP)

The role of UROP is to facilitate and enhance opportunities for undergraduate students to participate in research during their tenure at Tech. Programs administered by UROP include the President's Undergraduate Research Awards (PURA), Research Option, Spring Symposium, and student workshops relevant to undergraduate research. Program staff is also available to answer questions related to research and how students can participate.

PURA are competitive salary awards given to support students while they conduct research and/or to offset travel expenses for undergraduates to present their research at professional meetings and conferences. Either faculty or students can initiate projects, but the proposal must be written by the student. Faculty must submit a recommendation letter on behalf of the student. Awards are granted every semester with the deadline occurring two to three months before the start of the semester in which the funds will be used.

The Research Option is a thesis-based research program providing students with an opportunity to get first-hand experience in substantive research. While open to all students, this program is tailor-made for those considering graduate school as it provides students with a taste of the main elements of long- term research. It also provides them with extensive experience in scientific writing not found within a typical course setting. Faculty, staff, and students can find additional information on the research option by going to urop.gatech.edu/research-option. This includes the current programs offered to students. If any school would like to participate, they can send an email to urop@gatech.edu.

Faculty should be aware of two sets of course numbers used campuswide for undergraduate research for either credit or pay options. Students taking courses for graded credit will sign up for either XXXX2699 or XXXX4699 within the school of their faculty advisor. Students who are being paid for their research work or are working on a volunteer basis with a faculty member are asked to sign up for the nonbillable audit courses XXXX2698 and XXXX4698 within the school of their faculty advisor. First -years and sophomores should sign up for the 2698/2699 courses, and juniors and seniors for the 4698/4699 courses. In all cases, students typically sign up for one credit hour for each three hours of work anticipated on the project per week. Students must obtain permits to register for all four courses. Students may not receive pay and graded course credit for the same project during the same semester.

There are a couple of student groups that can be helpful to those interested in getting involved in undergraduate research. The Undergraduate Research Ambassadors offer mentoring to students interested in research or who need advice about their current experience. They also host the Undergraduate Research Fair where students can learn more about research opportunities at Tech and other workshops throughout the academic year. Students can also sign up for virtual office hours. For additional information, visit the UROP website.

Students interested in publishing their work should consider submitting to Tech's undergraduate research journal, The Tower. For information on past publications, submission deadlines, publication dates and more, visit tower.research.gatech.edu.

Student Innovation

The Student Innovation program plans, manages, and coordinates invention and entrepreneurship programs and competitions. It focuses on growing the innovation ecosystem at Tech and connecting it to the wider startup community. Students can participate in the pursue their ideas by working an innovation coach, in some cases receiving research credit.

The InVenture Prize@ Georgia Tech is a faculty-led innovation competition for undergraduate students. Students can work independently or in teams to develop and present inventions that will be judged by experts. The competitors will introduce their inventions in one or more preliminary rounds from which approximately six finalists will advance to a final round shown live by Georgia Public Broadcasting. Winners receive $35,000 in prize money, a U.S. patent filing valued at up to $20,000, and acceptance to CREATE-X Startup Launch, a Georgia Tech startup accelerator program.

Sources

Center for Academic Engagement Programs
Suite 205, Clough Undergraduate Learning Commons | 404.385.8543 | enrichment.gatech.edu

Office of the Registrar registrar.gatech.edu
Student Innovation
Suite 205, Clough Undergraduate Learning Commons
404.385.5379 | innovation.cae.gatech.edu

Undergraduate Research Opportunities Program (UROP)
Suite 205, Clough Undergraduate Learning Commons
404.385.7436 | urop.gatech.edu

SECTION V

The Teaching Assistant (TA)
As a Teacher and a Student

One of the most frequent recommendations by experienced faculty and TAs is to clarify the responsibilities of TAs. Because the roles of TAs vary considerably across campus, and there is no single job description that applies to every TA, carrying out this recommendation is no easy task. The following section offers practical guidance to faculty, instructors, and TAs on how to work together to facilitate learning.

The TA and Faculty Relationship

If you are serving as a TA now or will be in the near future, you have invaluable opportunities for training and professional development. While the immediate benefit of being a TA includes learning content in your field of study at a much deeper level, there are also opportunities to enhance your communication, organizational, and leadership skills, as well as work closely with faculty and administrators who can later serve as strong references for you in your job search.

If teaching (either at the college or K-12 level) is part of your career path, working as a TA can be an important first step to developing important teaching and learning skills and establishing your personal teaching style and philosophy. Whether you plan to pursue a career as a faculty member or in industry or government, being a TA will help you enhance your oral communication, presentation, facilitation, and/or timemanagement skills, and is an attractive addition to a resume or CV.

Because TA duties vary by department and course, TAs and their supervising faculty should take time to discuss the TA's duties and faculty expectations at the onset of each semester. Defining and clarifying the TA's responsibilities as completely and specifically as possible will alleviate TA anxiety and ensure a well-managed course.

The Checklist for Teaching Assistants and TA Supervisors found at the end of this section was created to help with this process. The checklist is a tool for faculty to complete and then discuss with their TAs prior to the beginning of the course. Below are some additional questions for TAs to consider:

▶ What can I do to prepare myself to be seen as a junior colleague?

▶ What can I do to achieve a measure of independence and self-fulfillment in my job?

▶ How can I provide meaningful input into the design and teaching of the course to which I have been assigned?

▶ How can I effectively communicate the elements of the course that are working and not working in a way that is well-received by the instructor?

▶ How can I present myself as a professional-in-training?

▶ How much time and effort am I willing to devote to my professional development as a TA?

"Mentoring new instructors is a fundamental piece of graduate training in every discipline. Teaching assistants in Biological Sciences are a key component of undergraduate academic success in our interactive laboratory and lecture courses. We value and respect them as members of the teaching team. Our collaboration with CTL to build and refresh our one-credit teaching training course (CETL 8000/2000 BIO) helps our teaching assistants become better teachers and keeps the standards high for quality instruction in our courses."

— Chrissy Spencer
Associate Chair for Undergraduate Affairs, School of Biological Sciences
2014 Undergraduate Educator Award
2015 Geoffrey G. Eichholtz Faculty Teaching Award

"Communication and coordination with the course instructor are crucial to a coherent and effective use of studio time. Thus, the TA's role is to clearly communicate students' level of understanding to the instructor, as well as know exactly what material the instructor has covered in lecture, so these concepts can be reviewed and practiced with the students."

— Cvetelina D. Hills
Ph.D. Candidate in Mathematics
2020 CTL Graduate Teaching Assistant of the Year Award

"Be proactive and schedule an initial meeting and regular follow-ups with the instructor. Not only will these meetings establish a positive relationship with the instructor from the beginning, but they will also help you to avoid any misunderstanding, learn from the instructor to improve your own teaching and grading practices, and be more attuned to the needs of the class."

— Angela Yoo
Ph.D. Candidate in Psychology
2020 - 2022 CTL Graduate Teaching Fellow

Tips for a Successful Teaching Assistantship

Clarify Faculty/Instructor Expectations as Early as Possible

▶ Be clear about the course goals. Specifically, know what course goals are important for you as the TA. For example, if a goal of a lab course is for students to keep a detailed lab manual, you should help students accomplish this goal.

▶ Be clear about your responsibilities. One of the most common complaints by TAs is not knowing "what to do and when to do it." To alleviate this problem, review the "Checklist for Teaching Assistants and TA Supervisors" at the end of this section (See pages 89-93)

▶ Know how you will be evaluated. Talk to the instructor about how he or she will give you feedback. Will there be a student evaluation of your teaching? Will there be classroom visits or observations? Talk with a teaching consultant about how to improve your teaching; CTL offers these services free of charge to all TAs.

▶ Encourage the instructor to meet with you regularly to discuss course details that are important for you to know.

Prepare for Teaching

▶ Be prepared. An unprepared TA can be very frustrating for students! As with any job, preparation is key.

▶ Review the course material you will teach, including any resources the class may use, such as Canvas and classroom response systems ("clickers").

▶ If teaching a lab, run through the experiment yourself. If teaching a recitation section, work out the problems ahead of time and read the appropriate sections of the textbook and/or course notes. If leading a discussion session, make sure you have read the appropriate material and prepared discussion questions in advance.

▶ Consider attending lectures. It's a great review of the material for you, and you'll be better able to help your students if you know what they have experienced in lecture.

▶ Ask for advice. For example, talk to TAs who have taught the course before. Ask the instructor each week what you should reinforce from the lecture and what you should work on with the students.

▶ Organize the material you will be teaching. Post a menu of topics or problems on the board. If teaching a lab, give a short pre-lab session and demonstrate important techniques.

Get Off to a Great Start on Your First Day of Class

▶ Familiarize yourself with the classroom or lab in which you will be teaching. Pay attention to any equipment or classroom technology you will be using during your teaching. For laboratory settings, know the appropriate safety procedures and the location of the emergency equipment.

▶ Arrive early and put your contact information on the board.

▶ Greet students at the door and chat with them as they arrive.

▶ Introduce yourself and talk about your background: How did you get to where you are today? Why are you interested in this subject, and how did you get started in it? What are your research interests?

▶ Be enthusiastic; show the students how excited you are about your discipline!

▶ Take attendance to learn names.

▶ Use an icebreaker to learn your students' names and help them get to know one another. Try to get to know some of the interests and experiences of your students and use these in your teaching.

▶ Hand out a short syllabus that provides your contact information, office hours, and any important policies you have. (Be sure to review this with your supervisor.)

▶ Tell students what they can expect of you with regard to office hours, grading, encouraging participation in class, and how best (and when) to contact you.

▶ Review policies about appropriate collaboration and academic integrity/dishonesty issues.

▶ Know what the appropriate dress code is for TAs in your department. Remember that you need a visible symbol to set yourself apart from students. Dressing well shows your students that you respect them.

▶ Review important campus policies related to teaching. These can be found in this guidebook and by talking with your instructor or department.

Be Accessible, Available, and Concerned about Students' Learning

▶ Be approachable. Invite your students to ask questions or stay after class briefly to follow up on anything that was confusing.

▶ Respond in a timely manner (within reason) to email and discussion board questions. Often, a problematic issue can be resolved by a quick email response such as, "Review the equation on page 32 of the textbook for help on that problem" or "Be sure to read Chapter 7 for help with that part of your paper." If the issue is complex, invite the student to visit during office hours or another time that works for both of you.

▶ Schedule office hours at times when students can attend (typically late afternoons Mondays-Thursdays), and offer virtual and face-to-face appointment options. Avoid the heaviest course times: 9:00 a.m. to 1:00 p.m. Even if you are not required by your instructor to have office hours,

"Being a TA for a graduate course and a full instructor for two entire undergraduate courses has been one of the most rewarding experiences of my life. It not only rearmed my dream of pursuing an academic career but also instilled in me... key skills essential for success in most other careers as well."

— Aditya Anupam
Ph.D. Candidate in Literature, Media, and Communication
Graduate Student Instructor of the Year Award

it may be a good idea to set aside an hour or two to handle student questions.

- ▶ When students attend office hours, put aside other tasks you may have been working on to focus on your students. Ask questions that probe their understanding and help them discover the answer themselves
- ▶ Refer students needing extra help to appropriate resources.
- ▶ Online courses often conduct office hours virtually; but this practice can also make it easier for on-campus student to find time to meet.

Know What Resources and Services Are Available to You as a TA

- ▶ Use this guidebook to find information about campus resources and policies related to teaching, including academic integrity, diversity, and teaching students with disabilities.
- ▶ CTL offers a number of services for TAs, including workshop, individual consultations, teaching observations, and gathering feedback on your teaching through classroom dialogues. Visit ctl.gatech.edu for more details.

Protect Yourself Legally, Personally, and Academically

- ▶ Become familiar with the policies and resources in this guidebook, particularly those related to grading, academic integrity and student conduct, sexual misconduct, and diversity. If you need further clarification on any policy, be sure to talk to your supervising faculty member, departmental administrator or CTL faculty member.
- ▶ Do not post grades by student ID, Social Security Number, or Georgia Tech ID number. See FERPA policies for more information on this.
- ▶ Always leave your office door open when meeting with a student during office hours.
- ▶ Be aware of how you treat male and female students. Have a gender-neutral system for choosing people to call on in class. Remember that creating a hostile atmosphere based on a sexual perception is a form of sexual misconduct.
- ▶ Do not get socially involved with a student in your class. Remember that as a TA you may still be a student, but you are in a position of power over students in your classroom. Even if you are not grading students, students will perceive that you have an influence over their grade. If you express an interest in seeing a student socially, that student may view complying with your request as a requirement for a good grade. This would be considered sexual misconduct. If a student you are dating (formally or casually) enrolls in a section you are teaching, your best option is to ask the supervising instructor to change your assignment.
- ▶ Consider writing a short syllabus to hand out to your students that states important policies (making sure your syllabus is in alignment with the professor's). You may want to include:
  - ▶ Name and contact information
  - ▶ Office hours
  - ▶ How a student should/may communicate with you (e.g., email, phone, notes in a mailbox, stopping by the office, etc.)

"[Being selected as Teaching Assistant of the Year] made me realize what a significant impact TAs can have on student learning and how the role of the TA is not just simply to perform monotonous tasks like grading homework and answering emails. It's much more than that—we have the potential to truly make a positive influence on student learning and be the difference to help students succeed."

— Brandon Kang
Undergraduate in Industrial and Systems Engineering
2020 Undergraduate Teaching Assistant of the Year Award

- ▶ (Re)grading policies (e.g., for tests, homework, or other assignments)
- ▶ Attendance policies
- ▶ Other relevant policies (e.g., turning in homework, giving makeups, etc.)
- ▶ Places students can go for help other than you
- ▶ Be familiar with testing procedures, especially if you are giving exams or quizzes during your class time. Review procedures with students before the first exam so that there are no surprises. Be aware of how the physical surroundings affect students during a test (e.g., lighting, heating/cooling, etc.), and try to make it easier for them to take the exam. Have a consistent policy for students who arrive late for an exam, and make sure it is in agreement with the instructor's policy. Regarding cheating, keep in mind that most students don't want to cheat. Give students a reason NOT to cheat besides the obvious: seat them far apart, walk around, and pay attention while proctoring. Give students a way to report cheating that does not force them to expose their identities.

Heed This General Advice from Former Georgia Tech TAs

- ▶ Don't make decisions by yourself; share all responsibility for decision-making with the supervising instructor.
- ▶ Never speak on behalf of an instructor.
- ▶ Don't be afraid to say, "I don't know; I'll get back to you." And then you must get back to them with the information!
- ▶ Engage students in their learning as much as possible. This not only keeps them interested, but it also relieves you of some of the pressure.
- ▶ Find out your departmental policy on private (for-pay) tutoring. Then, think about whether you feel comfortable doing it. If either answer is "no," then you are under no obligation to provide it. Refer students to Tutoring & Academic Support.
- ▶ Try to be available before exams if possible.
- ▶ Set limits on your availability and office hours. You don't have to be available all of the time. Make it clear when it is okay to make an unscheduled visit to your office. Let

students know that if they visit without an appointment, you may have to say you don't have the time right then.

- ▶ Give yourself plenty of time to prepare and deal with possible problems. (Especially copy machines.)
- ▶ Know what is going on in your department. Respect the office staff; they can make your assignment very easy or very, very, very tough!
- ▶ Remember that you have an obligation to your students and to Tech but that you are not alone.

How To Improve Your Teaching

- ▶ Ask your students for feedback.
- ▶ Talk to experienced faculty members whom you consider to be good teachers.
- ▶ Participate in professional development programs (such as those offered by CTL).
- ▶ Observe successful teachers or TAs.
- ▶ Video record yourself and review the recording with a colleague or mentor.
- ▶ Read books on learning and teaching issues.
- ▶ Document and reflect on your teaching experience and activities.
- ▶ Practice, practice, practice!

Questions Frequently Asked by TAs

What is my pay? Will I get a raise? Will I be TAing every semester?

TAs are hired by individual departments, and you should direct any questions about your pay and benefits to your department.

Is there a dress or personal appearance code for TAs? For students?

There is no campus dress code for TAs, but your department, school, or academic unit may have specific policies. In general, TAs should dress professionally when they are teaching. As a rule of thumb, it is appropriate to wear business casual attire. TAs who will be teaching in lab settings should follow safety procedures and dress accordingly.

There is no campus dress code for students. If you are concerned about a student's appearance, you may consult with your instructor, departmental administrator, or the Division of Student Engagement & Well-Being. In some situations, a drastic change in a student's appearance may be a sign of a distressed student. (See "Mental Health Services and Referrals" section of this guidebook on page 68 for more information)

Do I have to buy textbooks for the class in which I am TAing?

In general, you should not have to purchase any books or materials that are required of you in your teaching assistantship. Check with your department for procedures pertaining to obtaining textbooks or other supplies you need to teach

I am having an issue with my supervising faculty member. Where can I go for assistance?

Seek help from your school's TA coordinator or the appropriate associate chair in your school. CTL faculty are also available for consultation. CTL will work with the student and will make appropriate referrals where necessary. If the issue is related to gender, diversity, or sexual misconduct, a TA may consult with the Women's Resource Center and/or the Division of Student Engagement & Well-Being.

How should I respond when a student asks a question to which I do not know the answer?

The first thing you should do is admit that you do not know the answer. Not admitting this and then giving an incorrect answer will damage your credibility. Once you have admitted that you don't know, you may try to reason out the answer with the student, or tell the student that you will research the question and get back with him or her. If you choose the latter, do the research and give the answer to the student in a timely fashion (e.g., by the next session of class or by email).

How much time should I schedule for office hours? What about grading? How long will I be in the class for which I TA?

The scheduling of your different responsibilities will vary by department and even instructor; make sure to discuss your responsibilities with the supervising instructor or the TA coordinator in your department.

Will I be managing a course in its entirety?

It is rare for graduate students to be the instructor of record for a course. Rather, TAs typically help a professor. If you are interested in being the instructor of record for a course, see the "Policies, Guidelines, and Procedures" section of this guidebook for more information about the requirements, and then talk to your departmental administrators.

What is the procedure to follow when a student is caught cheating? In an exam, should I immediately remove the student from class?

Before such a situation arises, discuss course policies with the instructor. Also, refer to the "Policies, Guidelines, and Procedures" section of this guidebook for policies pertaining to academic integrity and student conduct (See page 28 section 3).

Cross-Cultural Tips for International Teaching Assistants (ITAs)

For ITAs, it is important to be aware of the cultural differences that may exist between the way university students and instructors behave in a US American classroom and the way they behave in a classroom in your country. These differences can sometimes lead to a breakdown in communication. Being aware of these differences will make you better able to understand your students' behavior and expectations of you. And, as a result, you will be able to establish the kind of rapport with your students that will facilitate the best possible learning environment.

As you gain more experience teaching in the United States, you will be able to develop your own cross-cultural understanding. This section provides tips to get you started.

Expectation of Friendliness

Generally, American students expect TAs to be approachable and will respond better when there is a friendly atmosphere in the classroom. Here are some things you can do to help meet that expectation.

- Use appropriate eye contact with all the students in the class and smile.
- Move around the room while you are teaching. You will be able to notice more about the space and the students this way.
- Share your background with your students. They may feel more comfortable with you if they know more about you.
- Try to learn the names of your students and a little background information about each. You might even have students fill out information cards about themselves so that you can get to know them better. Treat them as individuals.
- If your schedule permits, arrive before class and visit with students. Talk about the weather, the Tech football game, or a news item. You might also stay after class for a few minutes to be available for them to ask questions.

- Be sure that you make students aware of your office hours. Invite them to come to see you outside of class if they need any extra help.
- Pay attention to students' faces. If it appears they do not understand you, make sure that you give them the opportunity to ask questions.
- Never make fun of a student or embarrass him/her for not doing the work or for giving an incorrect answer.

Levels of Formality

Students in a US American classroom may be less formal than you are used to in your own culture. Don't be surprised or offended if any of these events occur:

- Students call you by your first name.
- Students ask questions that seem to challenge you.
- Students sometimes enter class late or leave early.
- Students sometimes bring food or drinks to class.

Being a TA in an American classroom is not the same as being a TA in your home country. There are many cultural differences that have an impact on how students learn and what their expectations are. My best advice for new international TAs is to be curious about what these differences are: interact with students, talk to instructors, have an open mind, embrace the experience. Your students are learning from you and you are learning from them!

— Ana María Estrada Gómez
Ph.D. Candidate in Industrial and Systems Engineering 2020-2021
CTL Graduate Teaching Fellow

In some cultures, the aforementioned behaviors may be a sign of disrespect. Because of the diversity of thought within U.S. culture, these events often are not intended to be disrespectful in a US American classroom.

Student-Centered Learning

Students generally enjoy actively participating in class. Here are some ideas on how to encourage your students to participate:

▶ Ask lots of questions. Be prepared to paraphrase the question if students don't seem to understand what you are asking. Allow enough time for students to answer. Don't answer your own question if someone does not respond right away.

▶ Have students work in groups to solve problems or discuss lab results. Your function will be to move around the room as a coach to answer any questions that arise.

▶ Give positive feedback when students do something well, but don't overdo it. Phrases like "Exactly right! Excellent job!Good observation!" will go a long way.

▶ Try to get everyone involved in the discussion. Call on students if necessary. Don't let one person dominate the conversation.

Communication Tips for Non-Native Speakers of English

It is not unusual for TAs who are teaching a course for the first time to be a little worried about speaking in front of a group of students. For an ITA, teaching a class for the first time in English, this anxiety can become even greater. The following tips can help you feel more comfortable with your communication skills as you instruct an American classroom for the first time:

▶ At your first class meeting, help your students feel comfortable with your name. Be sure to write it on the board and pronounce it clearly. It is common for TAs to be called by their first name or by a nickname. Be sure to tell

"The most meaningful contribution is indeed the very normal duty as a teaching assistant which is to be a bridge or link between the instructorand students.This includes helping the instructors with their teaching and also helping students with their learning. Yes, it is just my everyday work, but it is also what I am supposed to do as a TA. It is all the reason why this position is created. Only after I have done this work can I think about other possible ways to better assist the instructor and students. Although this is normal, it is the most important thing."

— Yushuo Yang
Ph.D. Candidate in Economics
2020 CTL Graduate Teaching Assistant of the Year Award

them what you would like to be called.

▶ Help your students get to know you. Tell them a little about your background: where you are from, what your major is, what your dissertation topic is, and why you have come to Tech.

▶ Introduce contact information and academic policies. Give this information to students in writing. You want to be sure the students know how to contact you and what your expectations are for them. It would be a good idea for you to have another TA from your department check this for you before you hand it out.

▶ It is acceptable to ask for clarification. A comfortable class atmosphere will allow students AND you to ask for clarification if something is not clear. Don't be shy about having an accent in English (after all, we all have accents depending on the listener). You can say, "I know that you all can tell that I have an accent, so if you don't understand me for some reason, please let me know. I will try to repeat it or say it in a different way. I want you

to tell me if you do not understand."

▶ At the beginning of each class or lab session, provide a written outline. Let the students know what the format of the class will be. Write a brief outline on the board of the major points you will cover. Point to each topic as you go through the lesson so that students can follow you more easily. This will help the student put all the pieces of your class together.

▶ Don't try to answer a question you don't understand. Most likely you will confuse or frustrate the student that way. Ask for clarification if you don't understand the question. You can say, "Let me see if I understand what you are asking. Do you mean... ?" See if you can restate the question the student asked.

▶ Make yourself understood. Be sure you know the pronunciation of key words for the class. Use an online dictionary to help you, or ask a fellow TA from your department to pronounce them for you.

▶ Speak slowly and clearly. Try to pause frequently to give students time to process what you are saying. Speaking too quickly is one of the worst things you can do. It is twice as hard to understand someone when they are speaking quickly as when they speak slowly.

▶ Be sure to speak loudly enough. Low volume is difficult to understand in any language. Speaking softly can also be interpreted as not having confidence.

▶ Use the board, PowerPoint, or handouts to reinforce your spoken language. Not only will this help students in notetaking, it will also help them learn the information in both a visual and audio format.

▶ Don't be afraid to make a mistake in English. If you can laugh at your own mistakes, students will be much more able to accept them. If you get embarrassed about your grammar or pronunciation mistakes, you will make your students feel uncomfortable as well.

Campus Resources for ITAs and Graduate Students

Remember that you not only have to teach in English, you also need to communicate your research findings in both the written and spoken form in English. Writing papers for peer-reviewed publications and presenting at research conferences are the norm in a graduate career.

Above all, take advantage of the many opportunities at Georgia Tech! Register for CETL 8802, a course specifically designed for ITAs. Contact the Center for Teaching and Learning for an individual consultation. If you want to improve your language, communication, or writing skills, check out the graduate ESL courses within the Language Institute. Check with your department for their course offerings. You can also take courses in English as a Second Language at the Language Institute. For more information about the courses available, please visit the Language Institute website at esl.gatech.edu or contact eslinfo@esl.gatech.edu.

Checklist for Teaching Assistants and TA Supervisors

Faculty and TAs may use this form to review all duties, responsibilities, and roles of the teaching assistantship. If you would like to modify it to suit the specific needs of your department, contact CTL and request an electronic form.

TA Name:

Preferred Contact Information (e.g., email address, office location, phone number):

Faculty/Instructor Name:

Preferred Contact Information (e.g., email address, office location, phone number):

Faculty Office Hours (e.g., for course or in general):

Course Logistics

Course Title, Name, and Number:

Course Meeting Times and Locations:

Lecture: _____   Lab: _____   Recitation: _____Other: _____

Number of students in course: _____   Number being supervised by TA: _____

List each TA assigned to this course, their specific role, and their weekly time commitment for the course:

TA	Name	Primary Role (Lab, Recitation, Grader, Administrative, etc.)	Weekly Time Commitment
1			
2			
3			
4			
5			
6			

Checklist for Teaching Assistants and TA Supervisors

Course Logistics

What are the course goals/objectives? Are some more important for TAs to be aware of?

Who are the students? What do you expect them to know or be able to do from prior courses?

Course Materials and Resources

Textbook:_____

Other Materials:_____

How will desk copies of the textbook and other materials be made available to the TA?

List any course website, Canvas site, BuzzPort site, mailing list (Listserv), or other course management tools to be used:

List any additional course resources TAs need to be aware of (e.g., tutoring programs, library resources, etc.):

Responsibilities Chart		
Responsibility	Yes/No	Provide Specific Details
Class Management		
Attend Lectures		
Assist Instructor During Lectures		
Proctor Exams		
Maintain Online or Other Resources for Students (e.g., Canvas)		
Make Copies or Perform Other Clerical Duties		
Communicate About Course Issues with Students (respond to emails, etc.)		
Facilitate Online Discussion Board		
Record and/or Maintain Grade Records		
Record and/or Maintain Attendance Records		
Return Graded Assignments to Students		
OTHER		

Checklist for Teaching Assistants and TA Supervisors

Responsibilities Chart		
Responsibility	Yes/No	Provide Specific Details
Training and Instructional Responsibilities		
Attend Regular or As-Needed TA Meetings with Supervisor/Instructor		
Attend TA Training or Development Programs		
Schedule and Hold Regular Office Hours		
Conduct Review Sessions		
Tutor Individuals or Groups (i.e., beyond office hours)		
Lead Lectures, Recitations, or Labs		
Give Guest Lectures (i.e., as needed or as a learning experience)		
Facilitate or Manage Group or Project Work		
OTHER		
Grading and Providing Feedback		
Grade Homework		
Grade Quizzes, Exams and/or Assignments		
Create Quizzes, Exams, Homework, or Other Assignments		
Contribute to Quiz, Homework, or Exam Problems		
Give a Percentage of the Final Grade		
Provide Feedback on Assignments, Quizzes/Exams, or Projects		
OTHER		

Checklist for Teaching Assistants and TA Supervisors

Responsibilities Chart		
Responsibility	Yes/No	Provide Specific Details
Course Policies for Which TA Has Authority to Make Decisions		
Requests for Regrading		
Granting an Extension on a Deadline		
Accepting Late Assignments		
Giving Makeup Quizzes		
Referring Students Who Need Academic or Personal Assistance		
OTHER		
Lab TA Responsibilities		
Ordering Materials and/or Equipment		
Demonstrating Labs		
Preparing ("Prepping") Labs		
Giving a Pre-Lab Lecture to Students		
Grading or Providing Feedback on Lab Reports or Lab Notebooks		
Maintaining Safety or Emergency Equipment		
Explaining Safety or Emergency Procedures to Students		
OTHER		

Checklist for Teaching Assistants and TA Supervisors

Responsibilities Chart		
Responsibility	Yes/No	Provide Specific Details
Instructor and/or Student Evaluation of TA Performance		
Review of Graded Exams or Papers		
Classroom Visits and Feedback		
Videotaping and Review		
Midterm Course Evaluations		
End-of-Term Course Evaluations		
Midterm Student Course Evaluations		
End-of-Term Student Course Evaluations		
OTHER		

Notes and Comments:

_____

_____

_____

_____

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_____

SECTION VI

Supervising and Mentoring TAs

You will work with many TAs who are new to their roles. Supervising and mentoring TAs may be a new role for you too. This section is designed to help clarify expectations for working with TAs. You will find resources that will help you supervise and mentor your TAs as well as resources to help your TAs prepare for their current roles and future careers. Checklists (see pages 89-93) outline some of the most common duties, responsibilities, and topics to discuss with TAs.

Becoming an effective TA supervisor and mentor is a process. Many faculty find that trying a few of the suggestions found in this section each semester is manageab le and , over time, results in a better partnership experience.

Context for Working with TAs

Policies govern the work we do with TAs at Tech. The Board of Regents (BOR) of the University System of Georgia (USG) provides guidelines for training graduate teaching assistants (GTAs), while the Institute has developed guidelines for preparing undergraduate teaching assistants (UTAs).

The USG BOR has established a policy for the training (development) of GTAs (BOR Policy 8.3.5.2). Institutions that employ graduate assistants must have procedures to do the following:

▶ Provide appropriate training to support and enhance the assistants' teaching effectiveness.

▶ Conduct regular assessments, based on written procedures and including results of student and faculty evaluations, of each assistants' teaching effectiveness and performance.

▶ Assess competency in English and, if needed, provide training in English language proficiency.

To satisfy these BOR requirements, departments may create their own programs, or they can employ CTL resources. Departments may choose to require new GTAs and new UTAs to attend TA Orientation (TAO). Offered prior to the start of each semester, TAO introduces TAs to the general role of the TA and to basic policies that affect the classroom. International Teaching Assistant Orientation (ITAO) offers specific support for international TAs. Appropriate resources and support are available to online TAs, such as those in TAing in our OMS programs.

CTL has designed TA training courses (CETL 2000 and CETL 8000) that can be adapted to the needs of any school and taught by either a faculty member or by an advanced graduate student. CETL 2000 (and/or CETL 8000) has been offered by Biology, Chemistry, Mathematics, Physics, the College of Computing, Chemical and Biomolecular Engineering, and Electrical and Computer Engineering.

CTL faculty are available to consult with schools to help them meet the second BOR requirement: evaluating TA effectiveness and performance.

To address the third BOR requirement, pertaining to English competency, CTL partners with the Language Institute to provide assessment and support for English language proficiency. Beginning in summer 2019, new international graduate students complete a spoken-English language screening to be eligible to receive a TA placement. Based on the outcome of the assessment, graduate students may be referred for enrollment in communication and culture coursework.

International graduate students may also register for the following Language Institute courses:

▶ **CETL 8723** Academic Writing for International Graduate Students (1 credit)

▶ **CETL 8796** Presentation Skills for International Graduate Students (2 credits)

▶ **CETL 8797** Oral Communication for International Graduate Students (2 credits)

TA Hours and Responsibilities

TAs are assigned a 1/3-time (~13 hours) or 1/2-time (~20 hours) assignment. Therefore, you will want to be aware of the percentage appointment your TA received to determine what an appropriate workload is for your TA.

No one set of responsibilities is common to all TAs at Tech. TA roles often fall into one of the following categories:

▶ **Grader:** Evaluates course assignments and scores quizzes and exams. May create and/or proofread assignments, quizzes, or tests.

▶ **Office Hours TA:** Works with students at pre- arranged times to assist them with questions.

▶ **Recitation or Studio Leader:** Conducts each session and prepares the material (though the instructor may create the material as well)

▶ **Lab:** Prepares activities for the day, sets up the lab, assists students, and answers questions during the lab. May conduct a pre-lab lecture.

▶ **Online TA:** Completes tasks related to the online course component whether the class is on-campus or fully online. This includes tasks such as monitoring discussion boards, curating and posting course materials, ensuring assignments/quizzes are set up correctly and more.

▶ **Head TA:** Coordinates the work of other TAs. May be responsible for holding regular meetings with less experienced TAs and for delegating work.

Because this might be your TA's first professional or classroom role, they may be unaware of the expectations and responsibilities of the TA position. Moreover, because of the wide variation in faculty expectations, even experienced TAs need guidance about your specific expectations and standards. Providing basic information about what you want, as well as providing developmental mentoring throughout the semester, will allow you to delegate necessary tasks with confidence, enhance your students' learning, and provide professional development for your TAs.

Campus Resources for New TA Development

Supervision of TAs is an opportunity for you to contribute to the development of future professionals in your field. Consider using the following campus resources to support your efforts:

▶ CTL offers online materials and an on-campus orientation for all new TAs. These orientations cover basic information about being a TA, resources for TAs, strategies to be an effective TA, and important policies and procedures.

  • On-campus TAs can complete required training about academic policies and procedures via a CTL Canvas course, GT TA Training.

  • OMS TAs can complete modules about academic policies and academic practices via a CTL Canvas course, GT TA Training and Development.

▶ CTL offers an international TA orientation each semester that covers issues relevant to international students serving as TAs.

▶ Encourage your TAs to review Section V of this guidebook, including the "Checklist for Teaching Assistants and TA Supervisors." (p. 88 - p. 92).

Appropriate TA Duties

Appropriate TA responsibilities can be found in the checklists in the previous chapter. You may require your TA to handle additional responsibilities as long as they contribute to student learning in your course. TAs' duties should always be directly related to classroom activities or course-related work.

The TA-Supervisor/Mentoring Relationship

Many faculty new to TA supervision initially envision the relationship as one where the supervisor assigns tasks and the TA completes them. Yet, this relationship can be a mentoring opportunity, too. As you help your TAs learn how to be more effective in carrying out their responsibilities, you are contributing to their professional development. Involving TAs in the process of designing, teaching, and evaluating a course provides valuable experience that students might not find anywhere else in their education.

When considering how best to work with TAs throughout the term, many find that having a framework to organize activities is helpful. A typical approach might involve (1) getting ready for the first day; (2) following up the first week; (3) preparing for the first test; (4) continuing throughout the semester; and (5) ending the semester. This just-in-time framework helps you provide basic information as it is needed.

Suggestions for TA Mentoring Activities

- Provide TAs with sample job descriptions in your discipline to get them thinking about the skills they need to develop and how they can use the TA position to develop those skills.

- Draw up a TA development plan in which you collaborate with your TA on the skills that he/ she would like to develop in the position and how the two of you will go about making that happen.

- Encourage feedback and questions from the TA throughout the semester and discuss how the TA will receive feedback from you.

- Consider allowing the TA (with your help) to give a lecture, develop in-class exercises, and write test or assignment items.

Getting Ready for the First Day

The beginning of the semester can be hectic, chaotic, and full of change. When possible, it is helpful to meet with TAs to prepare them for the first day of class before the semester begins.

- **Clarify your working relationship with your TAs.** Think about how you want to work with your TAs throughout the term. Initially, you may need to connect your TAs with basic information and require them to work under close supervision. With a little experience, a TA may be ready to help develop some of the class activities or contribute in a more autonomous capacity. Eventually, a TA may be able to lead a class. Guiding your TAs through a progression of increased responsibility gives TAs an opportunity to grow professionally.

- **Consider what role(s) you want your TAs to carry out in the course.** TAs typically have one or more of the following duties: grading, proctoring exams, leading recitation sections, teaching labs or classes, holding office hours, acting as a head TA, and/or carrying out miscellaneous administrative duties for a particular course. Know the specific duties you want your TAs to undertake, and prepare to talk about them in your first meeting.

- **Meet with your TAs before the first class.** This is an opportunity to communicate important information about the logistics of the course. But more importantly, it allows you to set the tone for the semester. You can get to know your TAs before the beginning of the course and set expectations about their roles and the course objectives.

- **Decide on a communication strategy.** How will you communicate with your TAs? Written documents? Email? Regular meetings?

- **Anticipate TA questions.** What questions are your TAs likely to have? See the box on Page 85 for Common Questions from New TAs.

- **Provide a basic overview of policies on sexual misconduct and classroom equity.** Setting standards for appropriate conduct prior to the semester can help prevent issues from arising.

At the first meeting with your TAs, prepare them for the term by taking the following steps:

- Communicate basic information and provide necessary resources.
  - Contact information (for both instructor and TAs)
  - Class location
  - Course syllabus
  - Text and course materials
  - Attendance of the first class
  - Introductions in the first class (and what this should entail)
- Provide a broad overview of their responsibilities.
  - Do you expect TAs to attend classes throughout the semester?
  - What types of activities do you expect TAs to do?
  - What is the best way for TAs to contact you?
- Give information about the students in the course.
  - What are the students' backgrounds?
  - What do students tend to know before coming into the class?
  - Consider providing an example of typical student responses to questions relevant to the topic area, or show common answers that students provide on a first test.
  - Remind TAs that students may not be used to studying the subject matter in an effective way. Give examples of what students struggle with and provide suggestions about how

TAs might guide the students.

- Discuss cultural differences (both international differences as well as domestic) that can impact learning. Help TAs be aware of common misunderstandings that may occur when there are cultural differences between students and TAs.

▶ **Discuss the common struggles of a new TA.**

- What issues have TAs commonly encountered in the past?
- Consider issues such as (1) dealing with imposter syndrome (feeling like you don't know enough yet to answer student questions); (2) balancing TA duties with other responsibilities; (3) determining how much help (and what kind of help) to give students with homework; (4) handling academic dishonesty. Perhaps you can provide a handout with common problems and possible solutions.
- What should TAs do when they have questions?
- What has been the difference between a good TA and a poor TA?

▶ **Set a time for another meeting at the end of the first week.**
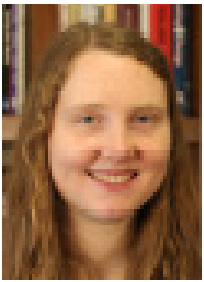
"My most meaningful contribution as a teaching assistant at Georgia Tech has been helping students develop confidence in their abilities that will stay with them as they continue to pursue their goals."

— Caroline R. Kish, Undergraduate in Computer Science
2020 CTL Undergraduate Teaching Assistant of the Year Award

Common Questions from New TAs

General Employment Questions
▶ How many hours will I work per week?
▶ How and when will I get paid?
▶ What are the start and end dates of this TA position?

Roles and Responsibilities
▶ What will my primary duties be?
▶ Do I need to attend every class, lab, recitation, etc.? What days and hours does the class meet?
▶ Should I hold office hours? When, where, and how often?
▶ Am I responsible for the course website?

Resources
▶ Who do I ask if I have a question about my duties or the class material?
▶ What materials do I need for the class, and how do I get them?
▶ What is Canvas, and how do I use it?
▶ How do I use the technology in the classroom?

Student Information
▶ How many students will I have in my section?
▶ Where can I obtain a list of students who are enrolled in my lab or recitation section?

Expectations
▶ How do I grade assignments, and how quickly do they need to be returned?
▶ What is the procedure for dealing with student grading disputes?
▶ What is your late assignment/exam policy?
▶ How well do I need to know the class material?
▶ What do I do if I suspect a student has cheated or plagiarized?
▶ How do I handle students who cause problems?
▶ What happens if I am sick or unable to attend a class?

Following Up After the First Week

Finding time in the chaos of the beginning of the term to develop TAs may seem unmanageable. However, investing time in TAs early on can save time later. Underprepared TAs tend to make mistakes grading, answer student inquiries inadequately, and come to you more often with questions. Such situations increase your workload throughout the semester.

The first or second week may be the perfect time to connect with your TAs again to improve the quality of their contributions during the term. TAs are now more familiar with the course, so they have a context that will make the information you provide more meaningful. For this meeting, consider the following ideas.

Highlight important policies and procedures

Tech strongly advises that all TAs know about Institute policies regarding sexual misconduct, FERPA, academic misconduct, accommodations for students with disabilities, and final instructional class days. TAs who participate in TAO conducted by CTL at the beginning of each semester will receive an introduction to these policies and procedures. Information about policies may also be found in Section III of this guidebook. As you highlight how these policies pertain to your course, you can communicate department-specific and course-specific policies and procedures as well.

Provide more detailed explanations about roles, duties, and responsibilities

Now that your TAs have seen what a week in the course is like, they can more clearly understand how they fit into and contribute to the course. Consider discussing the following:

▶ What specific duties do you want TAs to do now — and how might these duties evolve during the term?

▶ Approximately how long should TAs expect to spend on each duty each week?

▶ What big assignments, activities, or tests are coming up?

▶ How should TAs find answers to their questions?

▶ Provide TAs with the resources necessary for them to complete their specific duties.

- **Grading:** Provide TAs with scoring guides and rubrics, examples of full-, partial-, and zero-credit answers, ideas about feedback to include in their grading, and guidelines on how much time to spend per student assignment/test.

- **Recitation and labs:** Give TAs learning objectives, outlines, sample questions, guidelines for engaging students, etc.

Inform TAs about CTL resources

There are several resources available that can enhance TAs' teaching, grading, and classroom management skills, as well as help ease your training workload.

▶ **CTL Workshops** These targeted discussions provide graduate TAs with information on a variety of teaching topics. The current graduate student workshop schedule is available on the CTL website.

▶ **Observations and Consultations** CTL offers one-to-one services to TAs that can strengthen their teaching. Visit the consultations page on the CTL website to submit a request form.

▶ **CIRTL and Tech to Teaching** As TAs gain experience and explore their interests in academic careers, encourage them to consider enrolling in CTL's teaching certificate program for future faculty.

Help TAs view their position as an opportunity for professional development

Many TAs have never had professional experience in the workplace and may view the TA position only as something they need to do to receive funding. Consider reframing

this perspective so that T As view their appointments as an opportunity to develop professional skills they will continue to use in their careers — regardless of whether these careers are in academia or industry.

- ▶ **Discuss how to build a good reputation.** Explore behaviors that contribute to building a good reputation as an early career professional. Consider preparation for lab/recitation/class, completion of work in a timely manner, meeting deadlines, etc. as building blocks.

- ▶ **Teach the "hidden curriculum."** Most fields have knowledge that is never explicitly taught but that is invaluable to an individual's success. Your experience in your discipline makes you an expert in this area. Use this opportunity to help your TAs learn about disciplinary culture.

- ▶ **Let your TAs know you'll provide feedback.** Highlight that the feedback you provide is to help them grow and improve in areas that will be important for their future career.

- ▶ **Invite TAs to teach (with your oversight).** This can occur in the classroom, lab, or during office hours. Teaching the material will help your TAs learn it in more depth and give them a chance to present themselves as disciplinary professionals.

- ▶ **Provide feedback on communication skills.** Coaching your TAs on effective written and verbal communication as well as on presentation skills will benefit them both now and in their professional careers.

"As a graduate instructor, the contribution I have made that is most meaningful to me, by far, is inspiring students to see the world through the eyes of an economist. There is nothing more gratifying than having students stay after class to ask me questions because they want to know more about what we are learning. Or to receive emails initiating discussions about current events and how to explain them through an economic lens. These acts show me that my efforts as an instructor are truly making a difference in students' lives.:

— **Anthony R. Harding**, Ph.D. Candidate in Economics
2019 CTL Graduate Student Instructor of the Year Award

"I think the most meaningful contribution I've made at Georgia Tech is my connection with so many students. It's been so rewarding to see students succeed in physics and to support the students and TAs in achieving their academic goals."

— **Elaine L. Rhoades**, Ph.D. Candidate in Physics
2020 CTL Graduate Teaching Assistant of the Year Award

Training Up Front for Maximum Benefits

"During the semester I set up regular weekly meetings to go over my lecture outlines, notes, and assessment tools. This certainly pays off, because TAs feel free to ask questions and give their input about teaching practices."

— Mirjana Milosevic-Brockett, Biological Sciences

"We do things together at the beginning. I explain how my system works, what considerations went into doing things that way, and where TAs should use their own discretion. This includes preparing tests, processing and posting grades, preparing item analyses, grading reports or short-answer questions using a rubric I've developed, etc. In this way, we develop a workable routine, shared priorities, and a common language for dealing with student requirements."

— Dianne Leader, Psychology

"I provide TAs with sample homework solutions that I've prepared myself over the years to set clear standards."

— Victor Breedveld, Chemical and Biomolecular Engineering

"Discussing active learning early in the term is extremely important. Once the class becomes passive, it is very difficult to get class participation."

— Klara Grodzinsky, Mathematics

"I try to bring at least one new teaching strategy to each weekly meeting so that, by the end of the semester, the TAs have a small toolkit of teaching strategies."

— Chrissy Spencer, Biological Sciences

"I prepare binders with background information (protocols, expectations, responsibilities, safety info, etc.) for TAs."

— Mary E. Peek, Chemistry and Biochemistry

Mentoring Future Faculty and Professionals

"Share personal experiences. Encourage TAs to find and take opportunities to make presentations of all kinds. Give feedback and ask for self-reflection continuously."

— Dianne Leader, Psychology

"We give a written TA assessment at the end of every term that goes into the TA's file. I meet with TAs in one-on-one meetings to discuss their performance and give constructive criticism where possible."

— Mary E. Peek, Chemistry and Biochemistry

"I encourage my TAs to lecture during one class period or prepare a class activity with assessments."

— Jennifer Leavey, Biological Sciences

2022 TA AWARD WINNERS

Graduate Student Instructors of the Year

Elizabeth Jones
Chemistry and Biochemistry

Alexandra Muscalus
Civil and Environmental Engineering

Boni Yraguen
Mechanical Engineering

Graduate Teaching Assistants of the Year

Vinodhini Comandur
Aerospace Engineering

Jiayu Yao
Scheller College of Business

Tao Yu
Mathematics

Undergraduate Teaching Assistants of the Year

Bryan Clark
Mathematics

Kevin Li
Computational Science and Engineering

Shawn Wahi
Computer Science

Online Head Teaching Assistants of the Year

Jaewoo Jung
Mathematics

Kai Ouyang
Computer Science

Joanne Truong
Interactive Computing

Online Teaching Assistants of the Year

Addison Malone
History and Sociology

Alicia Robang
Chemical & Biomolecular Engineering

Raghav Tandon
Biomedical Engineering

> *Every student is a unique thread necessary for weaving together the strong and vibrant tapestry that is Georgia Tech.*
> *~Addison Malone*

All I want to do is teach forever. I genuinely have the most fun in front of my class, engaging students, watching lightbulbs click...
~Boni Yraguen

If instructors are the bridges leading students to the unknown knowledge, TAs are the handrails of the bridges. With supportive and approachable handrails, students can head to the ocean of knowledge faster and more safely. TAs motivate, direct, and assist students in achieving their success inside and outside of the classroom. We should never underestimate the influence of a TA.
~Jiayu Yao

Preparing for the First Test

By the time the first test occurs, you are usually far enough into the semester that your TAs have a relatively good understanding of the structure of the class and their responsibilities. This is a good point to check in and help your TAs get ready for the first test, make sure their questions are answered, and provide them with feedback on their performance.

Consider meeting again, especially if you do not have regularly scheduled meetings

This can be a more efficient way to provide instruction, give feedback, and answer questions than in a series of emails.

Let TAs know the details of the "before, during, and after" of the first test

- ▶ Will they need to proofread the test?
- ▶ Will they need to make copies?
- ▶ Will they need to be present on the day of the test to assist or proctor? Will you be present that day?
- ▶ What do they do if they suspect someone is cheating?
- ▶ Are they responsible for grading the test? Is there a rubric for this?
- ▶ How and where do they record grades?
- ▶ Do they return the tests to students? What is the procedure for this? (See "FERPA" section of the guidebook on page 32.)

Teaching TAs to Grade Is Critical

"I grade the first set of lab reports alongside my TAs. This helps them learn what is most important and what is less important to emphasize in grading."

— Jennifer Leavey, Biological Sciences

Provide TAs with feedback on their performance

- ▶ Specific feedback is more helpful than general feedback. For example, if you are unhappy with how a test item or an assignment has been graded, consider showing the TAs an example that you have graded. If you are unhappy with their teaching style, let them know what specifically could be improved (e.g., clarity of speech, text-heavy PowerPoints, use of examples, etc.).
- ▶ Consider addressing negative feedback individually. If you decide to discuss a problem area as a group, do not direct the feedback toward one person. Try to follow up negative feedback with positive feedback.
- ▶ Be brief. Stick to two to three points. Too much information can be overwhelming.

Encourage TAs to ask questions

Find out what questions your TAs have and address them. Encourage TAs to ask about anything, no matter how basic or obvious it may seem.

Continuing Throughout the Semester

It is often a good idea to continue the same practices you used for the first day, first week, and first test. These include the following:

- ▶ Checking in to make sure TAs know what to do.
- ▶ Holding regular meetings.
- ▶ Repeating what the TAs' duties are and developing the TAs' skills as necessary.
- ▶ Providing ongoing feedback.
- ▶ Reminding TAs of resources available to them.
- ▶ Apprising TAs of professional development opportunities.

If your TAs have instructional responsibilities such as leading a lab, recitation section, or a particular unit in your course, this can be a good time to contribute to their professional development by observing their teaching and then providing constructive feedback.

In addition, consider your TAs as a valuable source of feedback. Ask for information about how well the students are learning the material and areas where students seem to do well or where they are struggling. Such discussions will help you make the most of your TAs as well as provide them with a chance to support student learning and develop professional skills.

Consider keeping a running archive of all the things you do to develop your TAs throughout the semester. You can then use this list in the future to make TA development more efficient and effective.

Keeping TAs on Track

"I make sure that the students in the class are aware of the TAs' efforts and show appreciation when they go the extra mile — for example, when TAs provide very quick grading close to exams."

— Victor Breedveld,
Chemical and Biomolecular Engineering

"Each TA is observed a minimum of twice per semester. If either observation is deemed less than satisfactory, then we meet with the TA immediately to offer support, advice, and assistance."

— Carrie Shepler, Chemistry and Biochemistry

"I hold a weekly meeting where I encourage TAs to take notes and ask questions. I check in about grading deadlines and ask how interactions in class are going. We look ahead to see what's coming up and how they can prep ahead."

— Chrissy Spencer, Biological Sciences

"I set deadlines for returning student work to help my TAs stay on task."

— Jennifer Leavey, Biological Sciences

Ending the Semester

At the end of the term, be sure to close the loop with your TAs. Meet in person if possible, and let TAs know what you appreciated about their performance as well as what next steps might be appropriate for professional growth.

The end of the term is also when the Institute needs to comply with the Board of Regents (BOR) policy that states, "institutions employing graduate teaching and/or laboratory assistants shall ... conduct regular assessments, based on written procedures and including results of student and faculty evaluations, of each assistant's teaching effectiveness and performance." Each semester the Office of Academic Effectiveness requests that units enter their TA teaching assignment data in BANNER. This data is then used to generate the TA Opinion Survey (TAOS) that invites students to provide feedback on their experiences with TAs. These survey questions are included as part of the Course Instructor Opinion Survey (CIOS). Course instructors are able to view their own results along with those of the TAs assigned to their course. Encourage TAs to review feedback from their students via the TAOS.

If you have had a particularly outstanding TA, consider nominating them for one of the three annual CTL TA awards: Undergraduate Teaching Assistant of the Year, Graduate Teaching Assistant of the Year, and Graduate Student Instructor of the Year. The call for nominations occurs early in the spring semester.

Supervising ITAs

As a supervisor of an ITA in an American university classroom, it is important for you to be aware of some of the cross-cultural differences that exist in higher education settings.

Levels of Formality

Students may be from cultures that are more formal than is typical in American culture.

- **Names.** ITAs may feel uncomfortable calling you by your first name (if you request that). In many cultures, this would be seen as very disrespectful. Consider giving ITAs options about what to call you. In addition, some ITAs may not correct you if you mispronounce or misspell their names. Since knowing and pronouncing someone's name correctly is important for a good working relationship, check in on occasion to make sure you are correct.

- **Feedback.** ITAs may be uncomfortable asking questions or providing feedback that seems to challenge you. You may need to ask repeatedly for feedback and be open to whatever you hear if you want your ITAs to share this information.

- **Time.** All cultures do not have the same perception of time. Some are extremely punctual and may see even five minutes of tardiness as rude. Others may see an appointment time more as a suggestion, and they may be several minutes (or on occasion, hours) late to a meeting. Clarifying your time expectations may help to prevent conflict in this area.

- **Dress.** ITAs may expect to wear relatively formal attire in the classroom and expect the same from their students. You might want to prepare them for the casual attire that is common at Tech.

Communication with ITAs

Most conflicts and misunderstandings that arise with ITAs occur because of communication challenges between the supervisor and the ITA. Often ITAs are still becoming familiar with English, and many may be too embarrassed or shy to ask for clarification or feedback on their communication skills. Here are some suggestions to help with communication issues:

- **Encourage your ITAs to ask for clarification when they do not understand something.** It helps to frame communication skills as part of their professional development. Let them know that you want them to ask if they do not understand something you said or wrote.

- **Let them practice.** Encourage ITAs to practice their English with you. The more they speak and write, the more fluent they will become in various settings.

- **Take a deep breath.** Some days you will be in a hurry, need something done quickly, and feel frustrated because your ITA is having trouble understanding your instructions. Most likely the ITA is frustrated, too, and trying hard to please you. You will get much better results by responding patiently.

- **Correct, but carefully.** It will be necessary, at times, to correct your ITAs' language errors; think ahead about how you will handle this situation. Explain early on that you will correct them at times and that this is part of a normal learning process. This will help ITAs take your feedback more constructively. In addition, balancing corrections with positive comments on their progress will help ITAs keep your feedback in perspective.

- **Refer your ITA to language development resources on campus.** If your ITA needs additional help with language skills, there are these campus resources to assist with this:

  - CTL, with the Language Institute, offers communication courses for graduate students who would like to work on their verbal and written communication skills. Courses in English as a Second Language are available at the Language Institute.

- **Note that nonverbal skills can greatly impact supervisor-ITA communication.** Sometimes nonverbal communication can be just as confusing as written or verbal communication. Being aware of these differences not only prevents miscommunication, it also provides opportunities to educate ITAs on American culture and to learn about their culture as well. Some examples of cultural differences include the following:

  - **Eye contact.** In some cultures, direct eye contact is considered rude, or even aggressive. ITAs may avoid eye contact for this reason, and if you are not aware of

these cultural differences, it may appear that they are not paying attention. In actuality, this is often a sign of respect.

- **Nodding.** For some cultures, nodding is a common gesture that indicates one is paying attention to the speaker. However, Americans may misconstrue this as agreement, so it is a good idea to directly ask if the ITA understands or agrees with what you have said.

- **Personal space.** Personal space distance varies greatly across cultures. For instance, more densely populated cultures tend to have a smaller personal space. Therefore, some ITAs may stand very close to you when speaking, and others may wish to have a large distance.

- **Emotional expression.** Cultures also vary greatly on emotional expressiveness. For some ITAs, emotional displays of yelling, crying, or affection in the workplace are acceptable and commonplace. For others, even modest displays (by American standards) may be embarrassing and uncomfortable.

These are just a few examples of cultural differences, but there are many more. It is helpful to keep potential cultural differences in mind when communicating with ITAs in order to minimize misunderstandings and to improve your working relationship with your ITA.

Suggestions for Providing Effective Feedback

▶ Ask questions to discern what the ITA does and does not understand.

▶ Ask your ITAs to summarize or explain in their own words what you have asked them to do.

▶ Be specific. "You used effective examples to explain the concept" is more helpful than, "You did a good job teaching today."

▶ End on a positive note. Constructive criticism can be vital to an ITA's development. However, too much negative feedback can be demoralizing. Concluding with an encouraging comment can help the ITA stay motivated to improve.

SECTION VII

Temporary/Part-Time Faculty and Graduate Student Instructors

Each year Tech hires instructional staff who do not hold permanent positions at Tech - yet these professionals have a significant impact on the quality of student learning on this campus. Tech strongly encourages all temporary/part-time faculty and graduate student instructors to become familiar with its policies and procedures that relate to teaching, and to use the campus resources available to support teaching efforts. This section provides a brief overview of a few critical components of Tech's teaching and learning environment.

Expectations

The Tech teaching and learning community strives for a relationship of mutual respect, acknowledgment, communication, and responsibility between faculty members and the student body. To foster this environment, Georgia Tech teachers and students abide by the principles described in Student-Faculty Expectations. (See page 32 for a full listing.)

It is essential that temporary/part-time course instructors be familiar with Tech's student-faculty expectations. Both you and your students want to have a productive teaching and learning experience - and this is much easier to achieve when everyone operates within the same framework.

Specifically, you will find that students at Tech expect the following:

- **To attend class at regularly scheduled times.** This means that instructors cannot require class, lab, or exam sessions at times other than those institutionally scheduled.(This does not, however, prohibit instructors from setting up optional or voluntary help sessions beyond regularly scheduled class sessions.)

- **To consult with faculty outside usual classroom time through regularly scheduled office hours or by appointment.** Faculty typically schedule office hours on two or more days in order to accommodate student schedules. (It is important that instructors maintain availability during these announced office hours.) In addition, for students who have conflicts with the regular office hours and in situations of urgency, faculty members will typically make themselves available on an appointment basis at a time that is convenient to both the student and the instructor.

- **To receive a syllabus for each course at the first class meeting.** This syllabus should include information about how to contact you throughout the semester, the course objectives, the means of assessment of student learning, the weighting of components of the course grade, and any other requirements for the course. Limited changes may be made to the syllabus during the term, but only when the instructor provides students with reasonable time to adjust to these changes. Major changes in subject coverage, attendance policy, or the manner in which final course grades are to be determined should not be made. (See "CTL Syllabus Checklist" on pages 75-77 for suggestions on constructing a syllabus.)

- **To have reasonable time to learn course material prior to the administration of an examination.** This right to learn is important to take into consideration in planning course activities throughout the term.

- **To finish the term within the Tech guidelines provided for Final Instructional Class Days and Reading Periods.** (See Registrar's website at catalog. gatech.edu/rules/12.)

- **To have reasonable access to grading instruments and/ or evaluation criteria and to have graded material returned in a timely fashion.** Typically, students expect to have no more than two class sessions intervene between the administration of a course exam and the return of graded exams.

- **To be informed of the grade appeals process.** To learn what students should do when they believe an instructor

Suggestions for Effective Teaching and Classroom Management

Gathered by Eugene E. Comiskey, former associate dean for faculty and research, Scheller College of Business.

- ▶ Make an effort to learn the names of your students.

- ▶ Conduct all classes, even those that are theory driven, on an interactive basis.

- ▶ Assign, collect, and grade homework frequently; this helps students gauge how well they are doing.

- ▶ Be sure students have enough graded work before the drop date in order to make an informed decision about their enrollment in the class.

- ▶ Consider a five-question quiz at the beginning or end of each class session for which a reading has been assigned. Make the questions simple such that a person who has read the material has a good chance of answering at least four of the questions correctly. This helps the interactive/guided discussions by ensuring a high level of preparation.

- ▶ Treat students with respect and challenge them. The foremost motivation for any class should be to add value to the students' education and job. Help them realize their professional dreams.

- ▶ Be open to feedback and make adjustments. At the end of the semester, write down things that worked and those that didn't — and then make adjustments accordingly.

"Temporary, part-time faculty who serve in instructional roles come from a range of backgrounds and add significant value to our educational mission. Practitioners are often experts in their fields or industries and bring pragmatic insights that inform our students' intellectual growth and career perspectives. Visiting faculty and lecturers come with diverse perspectives on teaching and scholarship that encourage students to think more deeply about how and what they learn. Academic professionals often teach with a humanity that comes from their roles as advisors or administrators. And research faculty infuse their groundbreaking and innovative discoveries and scholarship into the curriculum. However, students generally do not make these distinctions in the classroom. To them, we are all 'professors,' equal in status, authority, and responsibility—and they demand similar commitment and standards from us all."

—Steven P. Girardot, Vice Provost for Undergraduate Education

has acted unfairly or improperly in assignment of grades, see page 38 in this guidebook or, visit the following website.

▶ **To be informed in each course of the definition of "academic misconduct."** See Article II, Section 3 of the Academic Honor Code. If necessary, expand upon the examples. For instance, are students permitted to work together on some assignments but not others?

▶ **To have access to any of their records kept by the Institute.** In addition to making sure that students have access to appropriate records during the term, be sure to follow departmental requirements for faculty with regard to turning in copies of syllabi, final exams, contracts for incompletes, and contact information before you leave at the end of the term.

▶ **To be able to contact the course instructor outside of class.** Instructors should provide students with an email address and/or phone number so that they can arrange appointments, ask questions about course material, or inquire about other issues related to the course. (Remember that students should also be able to contact you immediately after the course has ended if they have questions about the final exam or course grade.) All Tech employees are given email accounts (also known as GT accounts) to use for Tech business. To set up your email account or learn about other technology resources available, visit the OIT website.

Source

CTL, in partnership with Faculty Affairs, offers a workshop on teaching at Tech for all temporary/parttime faculty and graduate student instructors the second week of each semester. Consultation about teaching and learning issues is available throughout the term.

The CTL library contains materials specifically written for temporary/part-time faculty and graduate student instructors, including *The Adjunct Professor's Guide to Success: Surviving and Thriving in the College Classroom* by Richard E. Lyons, Marcella L. Kysilka, and George E. Pawlas. Stop by CTL in the Clough Undergraduate Learning Commons (Suite 457, Fourth Floor) to browse or check out materials.

For more information about important policies and procedures, visit the CTL website.

Promoting Academic Integrity

Today's institutions of higher education don't take honesty for granted. In earlier years, many college campuses addressed this issue by banishing baseball caps during tests because students were writing answers under the brim. Once technology entered the exam room, many schools banned cellphones (used to text message answers from one student to another) and digital media players (used to download formulas and other material). Yet the possibilities for cheating continue to evolve, and what's banned one semester is quickly replaced by something new and different.

Tech has chosen to respond to issues of academic integrity by developing an Academic Honor Code, which states that, "the fundamental objective of the Institute is to provide the students with a high-quality education while developing in them a sense of ethics and social responsibility." Tech students commit to an Honor Agreement, and there is an Honor System with governing bodies, procedures for reporting honor code violations, and an advisory council to serve as a resource to the campus community. (For a full description, see the OSI website.) Faculty play a key role in the success of this system. See pages 32-33 in this guidebook or Section 4 of the Academic Honor Code for specific faculty responsibilities.

When questions arise about academic integrity or cheating, consult with appropriate campus resources, such as your department chair, the Office of Student Integrity, and the Student Honor Advisory Council. Promoting academic integrity is an important responsibility of all temporary/part-time faculty and proctors.

Quick Resource Guide

Properties of Good Teaching

There are as many approaches to teaching at Tech as there are faculty members who provide instruction for thousands of courses each year. As new semesters begin and classes get underway, each instructor works to figure out how best to help students learn. Faculty members puzzle over what is most important for students to know, to understand, and to be able to do. Each person designs experiences (including class activities, assignments, and tests) that set the stage for this learning to happen. Yet everyone wonders: Is this the best way to teach?

Over the years, we have learned quite a bit about the characteristics of effective university teaching. While there may be no one best way to teach, our knowledge of good teaching is definitely growing. We realize that gaining expertise in a field of study is an important first step - yet we know that there is much more to teaching than knowing our content. We need to be able to assess what students bring with them to the learning experience so that we can build on what they know. We need to design meaningful activities to engage students with course concepts so that we can further their learning. We must determine how best to get students to think critically and creatively about the issues and problems of the discipline so that they too can eventually contribute to it.

We realize that teaching is no easy job—and so we invite you to join your colleagues at Tech in exploring how to promote learning in your classroom. Read what Tech faculty have to say about how they choose to exhibit these properties in the courses they teach, and then take a look at the properties of effective teaching in the highlighted box on page 110. Finally, we hope you'll reflect on these properties and determine how you too can make them part of your approach to teaching.

"At a research university, one of the most difficult tasks of a good teacher is to convey the creativity, messiness, tentativeness, drama, controversy, and confusion that mark the actual world of research. The ideas conveyed in our textbooks have been reduced to simple, seemingly obvious concepts linked through a clear logical structure. But hindsight is 20/20, and the process through which we reach such conclusions is often hidden from students, especially the very bright ones who have an easy time following a path once the trail has been blazed.

"If we want to attract our best students to be future professors, researchers, and scientists, we need to depart from the textbooks, teach the controversies (not just the outcomes), and do a much better job of integrating our research lives with our teaching lives."

— Bill Drummond
Associate Professor, City and Regional Planning

"Fairness in the classroom goes beyond equality. Presenting clear class rules in the syllabus and carefully aligning what you teach with what you assess all contribute to a fairer class. My recommendation: be fair to your students, and your students will be fair to you."

— Mark Losego
Assistant Professor, Materials Science and Engineering
CTL/BP Junior Faculty Teaching Excellence Award Winner

Our Knowledge of Good Teaching

The reality, as opposed to the mythology, is that a great deal is known about the characteristics of effective university teaching. It is undoubtedly a complicated matter, but our understanding of its essential nature is both broad and deep. Among the properties of good teaching are the following:

▶ A desire to share your love of the subject with students.

▶ An ability to make the material being taught stimulating and interesting.

▶ The ability to engage with students at their level of understanding.

▶ A capacity to explain the material plainly.

▶ A commitment to making it absolutely clear what has to be understood, at what level, and why.

▶ Showing concern and respect for students.

▶ An ability to improvise and adapt to new demands.

▶ Using teaching methods and academic tasks that require students to learn thoughtfully, responsibly, and cooperatively.

▶ Using valid assessment methods.

▶ A focus on key concepts, and students' misunderstandings of them, rather than on covering the ground.

▶ Giving the highest-quality feedback on student work.

▶ A desire to learn from students and other sources about the effects of teaching and how it can be improved.

Ramsden, P. (2003). Learning to Teach in Higher Education. New York: Routledge Falmer. (pp. 86-87).

"It is a privilege and honor to participate in the computing education of young people who will change the world. How exciting it is to watch as they explore, challenge, and develop their knowledge of computing principles. Equally important to their education is instilling ethical principles, and a code of conduct. To help them be aware of their impact and responsibility to a global society. One of the most rewarding experiences is providing opportunities for these students to do outreach in the community where they just shine."

— Mary Hudachek-Buswell
Lecturer, College of Computing

Guidebook Index

Concluding Thoughts

As a community, we have learned a great deal about teaching and learning and the resilient nature of Georgia Tech faculty and students. As we move into the 2022–2023 academic year, we carry those lessons forward to create flexible, inclusive, and engaging learning experiences for every Georgia Tech student.

Teaching at Georgia Tech was created to support members of the Georgia Tech teaching community in their various instructional roles. Whether you are a professor, instructor, lecturer, academic professional, postdoctoral scholar, or teaching assistant, this guidebook is written with you in mind. Included are the important policies, procedures, and guidelines you need to be familiar with, as well as useful resources and services that will assist you in your teaching. In this book, you can find the answers to many common teaching questions, including:

- What is it like to teach Georgia Tech students?
- What are my duties as an instructor or as a teaching assistant?
- What are my responsibilities as a TA supervisor?
- Who can help me explore evidence-based teaching techniques?
- What important teaching-related policies do I need to implement?
- How can I prevent cheating, and what should I do if it happens?
- Where do I find information about technology that I can use in my classroom?
- How can I support my students when they encounter challenges outside of the classroom?
- How do I enter my grades online?
- What opportunities exist at Tech to engage students in co-curricular learning?

Faculty, staff, and students from across campus contributed material, reviewed the content, gave ideas and suggestions, and provided enthusiastic support to be sure you had all of the information you needed to teach successfully this year. This guidebook is truly a collaborative effort involving the entire Georgia Tech community. We thank everyone who contributed to this volume.

We update this guidebook each year, and we welcome your feedback on what we can do to improve it. Our goal is to produce a guidebook that is useful to you as you carry out the important mission of educating our students. Please let us know what you would like to see in future editions.

Good luck during this new academic year!

Take care,

Tammy M. McCoy, Ph.D. Editor, *Teaching at Georgia Tech*

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