The CTL Mission

The Center for Teaching and Learning promotes and supports an on-campus and online instructional community where excellence in teaching and learning is valued and where educators engage in evidence-based, state-of-the-art practices that foster opportunities in which diverse students and instructors can thrive.

The CTL Vision

The Center for Teaching and Learning envisions a campus culture that creates meaningful learning for all students, empowers people to engage in effective instruction, and values excellence in teaching.
Message from the Director

Dear Colleagues,

It is my pleasure to share the 2018-2019 FY report of the Center for Teaching and Learning (CTL) with you. We have once again served a record number of faculty, future faculty, postdoctoral scholars, and TAs through our programming. In brief, we have provided service to approximately 5,795 participants through orientations, workshops, courses, consultations, and recognitions. Details of these connections are highlighted on the next pages.

CTL’s 32% increase in service to individuals this year follows our previous year’s growth of 15% in 2017-2018. Our continued growth during the past two years represents our efforts to contribute to Institute initiatives. As a unit in the Office of the Vice Provost for Graduate Education and Faculty Development, CTL has been an active partner in efforts associated with the Commission on Creating the Next, the Learning Environment Task Force, and Path Forward — Together. We have contributed to numerous curricular innovations such as providing course design workshops for faculty participating in Serve-Learn-Sustain, working with faculty new to the VIP (Vertically Integrated Projects) experience, and facilitating programming associated with grants. Two initiatives that have been especially rewarding to be part of are NRT-IGE: Integrating Team Science into the STEM Graduate Training Experience and IUSE/PFE: RED: Transforming for Inclusion: Fostering Belonging and Uniqueness in Engineering Education and Practice. CTL has “come in from the margins,” and it is exciting to work with our campus constituents to help Georgia Tech achieve its goals.

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

Sincerely,

Joyce Weinsheimer
Director of the Center for Teaching and Learning
By the Numbers

- CTL Course Attendance: 920
- Workshops: 914
- Consultations: 868
- Teaching Awards and Recognitions: 197
- Fall Teaching Kickoff Attendees: 142
- Partnerships and Orientations: 865
- Thank-A-Teacher Notes: 1624
- Learning Community Participants: 120
- Celebrating Teaching Day Attendees: 145

*up 172% from 597 notes in 2017-18*
Thank-A-Teacher Program

Thank-A-Teacher Notes by College

The Thank-A-Teacher program recognizes outstanding contributors to the learning environment at Georgia Tech. Any student can submit a Thank-a-Teacher note about a faculty member, TA, or staff member on campus. Recipients are recognized at Celebrating Teaching Day and Dean Griffin Day.
The number of CTL consultations with instructional staff increased by 86% from 123 in FY 2017-18 to 230 in FY 2018-19.
Events

Fall Teaching Kickoff

Each August, the Center for Teaching and Learning hosts a day-long Fall Teaching Kickoff event, which is a series of interactive workshops to help get participants geared up and ready for the first day of class.

Syllabus Clinic for New Instructors

The Syllabus Clinic introduced new instructors to the backwards design process, building on research that shows that the way a syllabus is constructed can affect students’ ability to learn in a course. In this workshop, participants explored different aspects of a syllabus, including learning objectives and assessment strategies. In addition, participants explored Georgia Tech policies related to teaching and learning, and made decisions about specific course policies for their own course.

Fall Teaching Kickoff Celebrating Teaching Day

In this lively session, participants discussed creating an environment conducive to learning in their courses. We explored aspects of classroom dynamics and the challenges that occur when you encounter a diverse array of students who are all bright and expect to succeed. Participants left with ideas that will help them respond thoughtfully to student expectations, special requests, and microaggressions when they occur. Attendees also learned how strategic little actions taken throughout the term can have a big impact on students as they engage with the course content. This workshop was facilitated by John Stein, vice president for Student Life, Brandt-Fritz, dean of students chair, and Joyce Weinsheimer, director of CTL.

Leveraging Canvas to Create Engaging Learning Experiences

With the introduction of Canvas as a learning platform at Georgia Tech, instructors have the opportunity to rethink new ways of leveraging technologies to support effective teaching and student engagement. Members of CTL’s Learning Technologies team introduced attendees to the many potential options for getting the most out of Canvas and how Canvas can be used in efficient and effective teaching.
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**Little Actions, Big Impact**
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Celebrating Teaching Day is an annual event hosted by the Center for Teaching and Learning that honors and celebrates the dedication of Georgia Tech faculty and instructors who create engaging, challenging, and supportive learning experiences for their students throughout the year. This year’s event was attended by 145 members of the Georgia Tech community.

During the program, Alegra Eroy-Reveles, assistant teaching professor of chemistry at the University of California, Santa Cruz, delivered the keynote address, “Who Belongs Here?” She spoke about how many students find that they must leave behind pieces of who they are to become a successful “student-scholar” in higher education. Such feelings of non-belonging may cause students to drop out—or shift from the interests that brought them to college to areas of study that appear more accepting of their identities and values. In addition, Eroy-Reveles facilitated the workshop “Rediscovering Purpose in Teaching and Learning: Spa-Day for the Teaching Mind” for faculty who were interested in thinking further about validating our students’ purpose in pursuing an education.

Celebrating Teaching Day offered a poster session featuring 26 educational initiatives carried out by CTL’s faculty teaching fellows, faculty learning communities, Brittain Fellows, and other members of the broader Georgia Tech community.

Celebrating Teaching Day is also an event where faculty receive special recognition for their contributions to the campus. To honor especially dedicated faculty, CTL presented 41 awards such as the Curriculum Innovation Award, the Innovation and Excellence in Laboratory Instruction Award, and the Undergraduate Educator Award.

Faculty and instructors who received Thank-a-Teacher notes, a Class of 1940 Survey Teaching Effectiveness Award, or a GT Fire grant were honored during the luncheon. In addition, all faculty who participated in a teaching and learning community and/or an educational initiative were recognized for their contributions.
Partner Events and Initiatives

CTL Partnerships

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

New Faculty Orientations

The Center for Teaching and Learning contributed to welcoming new faculty at five events during the 2018-19 academic year.

New Faculty Orientation

In August, CTL facilitated “Teaching at Tech” for new faculty. Joyce Weinsheimer and David Lawrence shared “Expectations: Spoken and Unspoken,” a video that CTL recently produced that illustrates what not to do on the first day of class, and then facilitated a speed networking exercise for participants to share ideas for how to set a positive learning environment. Ruth Poproski and Carol Subiño Sullivan facilitated a workshop as part of a faculty retreat for the School of Interactive Computing. In this session, students explored three important questions related to faculty’s quest to engage with their students in productive and worthwhile ways:

- How can faculty translate their approach to teaching—and what they value about teaching—to the large class context?
- What are the unique opportunities presented by increasing class sizes, and how can faculty leverage them?
- What tools, resources, and strategies can help faculty manage their increasing student population (and what are some best practices they should think about)?

GT1000 and GT2000 Training

CTL facilitated two teaching workshops during the annual GT1000 and GT2000 instructor training in June. The first workshop, “Engaging Students in the Classroom in Active Learning,” presented research on active learning and a set of effective strategies that can be used to more effectively
Partner Events and Initiatives

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Sizing Up: Instructor-Student Interaction in Large Classes

Also in August, Ruth Poproski and Carol Subiño Sullivan facilitated a workshop as part of a faculty retreat for the School of Interactive Computing.

In this interactive session, participants explored three important questions related to faculty’s quest to engage with their students in productive and worthwhile ways:

- What are the unique opportunities presented by increasing class sizes, and how can faculty leverage them?
- What tools, resources, and strategies can help faculty manage their increasing student population (and what are some best practices they should think about)?

GT1000 and GT2000 Training

CTL facilitated two teaching workshops during the annual GT1000 and GT2000 course training in June. The first workshop, “Engaging Students in the Classroom in Active Learning,” presented research on active learning and a set of effective strategies that can be used to more effectively
align course activities and course goals as well as help students engage with the course content more deeply. The second workshop, “Facilitating Discussions that Promote Learning in GT1000 and GT2000,” explored how to effectively design and facilitate class discussions that promote learning and encourage all students to learn and participate.

Serve-Learn-Sustain
Serve-Learn-Sustain (SLS) is a campus-wide academic initiative launched in January 2016 to prepare students to use their disciplinary expertise to address the world’s most pressing sustainability challenges in ways that improve community well-being. Carol Subiño Sullivan represented CTL on the search committee to hire a new service learning and partnership specialist.

CIOS/Teaching Effectiveness Taskforce
The Teaching Effectiveness Taskforce broadened the scope of their work this year under the direction of Vice Provost Bonnie Ferri. Working with CTL and multiple campus partners, the Taskforce explored how best to determine and report teaching effectiveness on the Georgia Tech campus. The Taskforce presented its recommendations at a Faculty Senate meeting in April that the Taskforce continue its work during the upcoming year.

Classroom Renovation Committee
CTL partnered with campus representatives, including Facilities Design and Construction, Capital Planning and Space Management, and the Office of Information Technology to serve on the steering committee overseeing the renovation of the Howey lecture halls. Carol Subiño Sullivan and Vincent Spezzo served on this committee.

Vertically Integrated Projects (VIP)
CTL began working with VIP in 2015, looking for ways to help new VIP faculty experience success in their roles. Over the last year, Ruth Poproski continued this effort by facilitating orientation workshops for new VIP instructors and working with the VIP coordinators to help refine their approach in supporting VIP instructors to teach effectively.
True Grit @ Georgia Tech: Building Student Resilience

Students admitted to Georgia Tech have a track record of academic success; they are high achievers, and they expect to excel at the Institute. Yet, learning involves encountering challenges, taking intellectual risks, and struggling to meet expectations. In this four-hour session, participants discussed the question, “What does resilience look like at Georgia Tech?”

Keynote speaker Laurie Cameron introduced attendees to the four pillars of resilience — attention; purpose, values, and meaning; self-compassion; and connection — and how mindfulness practices can help students develop a more resilient mindset.

Following the keynote, participants asked hard-hitting questions about resilience to a panel of representatives from the Counseling Center, faculty, and alumni about how well Georgia Tech inspires a culture of resilience, fosters connection and self-compassion, and helps students perceive failure as part of learning. The rest of the session time was spent doing interactive workshops focused on what faculty members can do in their own courses to foster resilience with their own students through the four pillars.
Faculty Groups

The Center for Teaching and Learning hosts several groups that meet regularly with a focused goal or theme to explore. These cohorts include the CTL Book Club, Faculty Learning Communities, and teaching fellows programs for assistant professors, tenured and tenure-track professors, and research faculty.

Teaching Scholars

Teaching Scholars prepares faculty to be reflective practitioners in their teaching career though Teaching-as-Research (TAR). TAR is "the deliberate, systematic, and reflective use of research methods by instructors to develop and implement teaching practices that advance the learning experiences and outcomes of students." 

Programming

Ongoing Groups
Teaching Fellows
Faculty Development Workshops
Faculty Learning Communities
Course Design Studio
Faculty Awards and Recognitions
Ongoing Groups

Faculty Groups

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Faculty Learning Communities

CTL offers multiple opportunities for faculty to participate in Faculty Learning Communities (FLCs). These cohorts bring together a diverse group of faculty interested in exploring the challenges of teaching and in finding ways to improve student learning at Georgia Tech. During FY 2018-19, CTL hosted one faculty learning community and partnered with the Chancellor’s Learning Scholars to offer four more.

Teaching Scholars

Teaching Scholars prepares faculty to be reflective practitioners in their teaching career through Teaching-as-Research (TAR). TAR is “the deliberate, systematic, and reflective use of research methods by instructors to develop and implement teaching practices that advance the learning experiences and outcomes of both students and teachers” (CIRTL Network). TAR projects encourage educators to identify opportunities to improve teaching and learning through intentional problem identification, intervention, and assessment.

Chancellor’s Learning Scholars

This year, the University System of Georgia (USG) launched an initiative across its 26 campuses to foster pedagogical leadership, develop collegiality among faculty, and create course enrichment products for faculty to share. Four Chancellor’s Learning Scholars (CLS) were selected for each USG campus, and each CLS is currently leading an FLC on a special topic at their respective institutions. Chancellor’s Scholars led the following FLCs this year:

Exploring Healthcare in a Minimester

Facilitated by William Todd, Scheller College of Business, Professor of the Practice

Faculty in this FLC developed a course design project that is an outgrowth of the minimester concept proposed by the Commission on the Next in Education. This short course was led by three faculty from three different colleges and supported by two other faculty members from two colleges. FLC participants, who come from the Scheller College of Business (Strategy & Innovation and Law & Ethics), Ivan Allen College (Public Policy and LMC), and the College of Engineering (ISYE), will design a course that embeds an emphasis on writing, speaking, and ethics into the curriculum.

Richard Barke, Public Policy, Associate Professor
Karie Davis-Nozemack, Scheller College of Business, Associate Professor
Karen Head, Literature, Media, and Communication, Associate Chair
Pinar Keskinocak, Industrial and Systems Engineering, Professor
Ongoing Groups

Chancellor’s Learning Scholars (continued)

Generating Positive Impact with Large Classes
Facilitated by Christopher Muhlstein, Materials Science and Engineering, Associate Professor

Classes with more than 100 students per section are often the first critical steps along the path to an undergraduate degree. In this FLC, participants explored how course architecture, content, and electronic resources can be tailored to ensure that these classes have a high positive impact on undergraduate education.

Hamid Garmestani, Materials Science and Engineering, Professor
Satish Kumar, Mechanical Engineering, Associate Professor
Mark Losego, Materials Science and Engineering, Assistant Professor
Valeria Milam, Materials Science and Engineering, Associate Professor
Mohan Srinivasarao, Materials Science and Engineering, Professor

Scientific Teaching: Gathering Evidence About How Your Students Learn
Facilitated by Chrissy Spencer, Biological Sciences, Senior Academic Professional

This Scientific Teaching FLC applied the scientific method to assess whether students are learning from our teaching strategies. Faculty made a change in their courses to address a problem point regarding student learning and collected data on the change. The community provided a sounding board to identify a change, design an intervention, and analyze the data for a deliberate innovation in their teaching.

Christina Bourgeois, Electrical and Computer Engineering, Senior Academic Professional
James Craig, Aerospace Engineering, Professor Emeritus
Michael Evans, Chemistry and Biochemistry, Academic Professional
Neha Gupta, Mathematics, Academic Professional
Brian Hammer, Biological Sciences, Academic Professional
Mary Holder, Psychology, Academic Professional
Shana Kerr, Biological Sciences, Senior Academic Professional
Christie Stewart, Biological Sciences, Academic Professional
Amanda Stephens, Chemistry and Biochemistry, Academic Professional
Ignacio Taboada, Physics, Associate Professor
Kerry Wallaert, Materials Science and Engineering, Educational Outreach Manager
Chen Zhou, Industrial and Systems Engineering, Associate Professor
Hui Zhu, Chemistry and Biochemistry, Academic Professional

Small Teaching in the DCI
Facilitated by Monica Sweat, Division of Computing Instruction, Director and Senior Lecturer

The faculty in the College of Computing’s Division of Computing Instruction (DCI) teach foundational courses serving the large enrollment of first- and second-year Computer Science and Computational Media students as well those in many other majors and minors. In this FLC, participants explored James M. Lang’s Small Teaching: Everyday Lessons from the Science of Learning to discover new tricks and techniques to apply to these large-format, high-demand courses. The DCI also employs more than 250 undergraduate teaching assistants and plans to share the teaching tips from this book with this group to further improve their courses.

Dan Forsyth, College of Computing, Senior Research Technologist
Mary Hudachek-Buswell, College of Computing, Lecturer
Melinda McDaniel, College of Computing, Lecturer
Mark Moss, College of Computing, Lecturer
Fisayo Omojokun, College of Computing, Senior Lecturer
Kantwon Rogers, College of Computing, Graduate Student
Chris Simpkins, College of Computing, Lecturer
Bob Waters, College of Computing, Lecturer
The Class of 1969 Teaching Fellows

The Class of 1969 Teaching Fellows are an interdisciplinary group of early career faculty who meet regularly for pedagogically focused support and professional development. Exploring evidence-based best practices and innovative teaching methods, they develop and pilot initiatives for their own courses.

This year’s cohort was led by Ruth Poproski (CTL) and Karie Davis-Nozemack (Scheller College of Business). Fellows came from the College of Design, College of Engineering, Ivan Allen College of Liberal Arts, College of Sciences, and the Scheller College of Business.

This year, many of the Fellows focused on developing materials to provide their students with more hands-on access to their learning – from sensor libraries with information cards to demo kits to infrared cameras that connect to smartphones and help students “see” heat flow.

In addition, the Fellows visited each other’s courses and shared their experiences afterward. This was a unique opportunity to be back in the student seat, while also seeing how different instructors engage with their students in different contexts. Several Fellows also participated in Celebrating Teaching Day in March.

The Class of 1969 Teaching Fellows for FY 2018-2019 included

Vinny Agarwal, Chemistry and Biochemistry, Assistant Professor
Azedeh Ansari, Electrical and Computer Engineering, Assistant Professor
Omar Isaac Asensio, Public Policy, Assistant Professor
Saad Bhamla, Chemical and Biomolecular Engineering, Assistant Professor
Basak Kalkanci, Scheller College of Business, Assistant Professor
Asif Khan, Electrical and Computer Engineering, Assistant Professor

Sabetta Matsumoto, Physics, Assistant Professor
Jenny McGuire, Biological Sciences, Assistant Professor
Wei Wang, Industrial Design, Assistant Professor
Lutz Warnke, Mathematics, Assistant Professor
Tim Welch, City and Regional Planning, Assistant Professor
Xing Xie, Civil and Environmental Engineering, Assistant Professor
Shannon Yee, Mechanical Engineering, Assistant Professor
Launched in December 2016, the Provost Teaching and Learning Fellows (PTLF) program connects the expertise of evidence-based teaching and learning professionals in the Center for Teaching and Learning with the expertise of disciplinary faculty in each college/school. The vision for this hub-and-spoke model is to strengthen teaching and learning in the colleges through an embedded system of on-going instructional support and special initiatives.

This year, CTL welcomed the second cohort of 17 PTLFs (who overlapped with the first cohort in the fall semester) to create a seamless transition. The new college cohorts held teaching and learning events, identified challenges in their respective colleges, and defined their goals for the 2019-2020 academic year. Further details about these events, challenges, and goals are provided below.

**Provost Teaching and Learning Events**
- CAREER Awards & the Education Component
- Controversial Topics in Contentious Times
- Effective TA-Faculty Team Teaching in Large CoS Classes at Georgia Tech
- Digital Learners
- Innovating Cross-Cutting Courses in Computing
- True Grit @ Georgia Tech

**PTLF Projects and Goals**

The College of Engineering found that its increasing enrollment numbers and limited equipment have made student experiences in lab courses more difficult and less hands-on. The cohort of Fellows from Engineering is working to address this challenge in the coming academic year through the integration of an augmented and virtual reality (AR/VR) platform into select courses.

The cohort from the Scheller College of Business is exploring opportunities to apply a blended-learning approach to their courses to enhance the quality of a traditional classroom education. The group is examining how peer business schools, as well as other colleges within Georgia Tech, have incorporated digital platforms into their courses. A second focus area is covering more leadership topics in their courses, in addition to the leadership programs the college already offers. By inviting speakers and participating in the dean’s advisory board, they also contribute to discussions about integrating leadership into the curriculum.

The College of Design's cohort plans to increase awareness of excellence in teaching within their college through new awards. The cohort is collaborating with student organizations within each of the college’s schools to select and honor faculty members at an annual event. The dean will fund this student-selected award.

The cohort from the College of Computing's goal is to enrich the graduate computer science curriculum by offering cross-cutting courses with topics that integrate multiple areas of research. As Santosh Pande describes, while cutting-edge research in the field requires diverse expertise, graduate students traditionally focus on building expertise in one area. These cross-cutting, team-taught courses will enhance graduate education in the College of Computing by helping graduate students use their area of expertise to contribute to emerging research topics. In the spring, the Fellows hosted an event for faculty teaching these courses to discuss how to make these types of courses most effective.

The cohort from the Ivan Allen College of Liberal Arts addressed the challenge of teaching the liberal arts at a technology-focused institute. In the spring, after hosting a panel on teaching controversial topics in today's climate, each Fellow began developing separate projects, including exploring strategies to create a more mindful, empathetic, and just environment in
Teaching Fellows

PTLF Projects and Goals (continued)

which to discuss social justice issues: analyzing the pedagogies of digital history; and integrating online education and the liberal arts.

The Fellows from the College of Sciences are identifying opportunities to improve the professional development of Teaching Assistants (TAs) to help them to become effective teachers in today’s learning environment. To do this, the cohort is collecting information about the teaching resources offered by the university, practices used for TA professional development by other institutions, and feedback from graduate TAs on future improvements to TA training. They will use this data to develop a competency model to set clearer standards for TAs in training.

Over the 2019-2020 academic year, CTL will partner with each cohort to support their initiatives. The center will update the campus community on the progress of these exciting programs!

Research Faculty Teaching Fellows

This program, a partnership between the Executive Vice President for Research (EVPR), the Georgia Tech Research Institute (GTRI), and CTL, offers research faculty the opportunity to become an instructor, or, for those with teaching experience, the opportunity to turn their cutting-edge research into instructional programs that enhance the teaching mission of an academic unit. During their award year, the Fellows teach one course and participate in teaching enrichment activities.

Each fellow engaged in teaching and learning development opportunities, including Course Design Studio in May and discussion groups, and encountered evidence-based teaching practices which helped them use their research experience to enhance student learning.

Nicole Lopanik, Earth and Atmospheric Sciences, Research Scientist II
Alessio Medda, Aerospace Engineering, Transportation and Advanced Systems Laboratory, Senior Research Engineer
Milad Navaei, Aerospace Engineering, Transportation and Advanced Systems Laboratory, Research Engineer II
Andrew Register, Georgia Tech Research Institute, Principal Research Engineer, Organizer
Himani Sharma, Electrical and Computer Engineering, Research Scientist II
Elizabeth Whitaker, Information and Communications Laboratory, Principal Research Engineer
Charles Zeagler, Institute for People and Technology, Senior Research Scientist

Center for Teaching and Learning 2018-2019 Annual Report
Teaching Fellows

Hesburgh Award Teaching Fellows

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

The Fellows each develop an initiative to enhance student learning in their own courses. This year’s Hesburgh Fellows developed a variety of projects including Betsy DiSalvo’s project to implement a combination of class policies and class activities to improve attendance and engagement in a 6000-level course. Dave Goldsman developed a number of exercises focused on promoting communication between distance-learning students, their peers, and the instructor. His goal is to help these students feel like they are just as supported in their learning as the face-to-face students.

Alper Erturk is creating a portable version of a lab device that will facilitate increased opportunities for hands-on learning by students. Manu Platt is implementing a series of reflection exercises that are expected to help reduce achievement gaps for underrepresented minority students. Yomi Oyelere is working to integrate new active learning strategies into a biochemistry class. Overall, the Hesburgh Fellows agreed that they valued the opportunity to learn from each other, to share their successful teaching approaches, and to work on an initiative to improve their own courses.

Fall 2018 Hesburgh Award Teaching Fellows

Peter Brecke, International Affairs, Assistant Dean, Associate Professor
Betsy DiSalvo, Interactive Computing, Associate Professor
Alper Erturk, Mechanical Engineering, Associate Professor
Yuhong Fan, Biological Sciences, Associate Professor
David Goldsman, Industrial and Systems Engineering, Professor
Adegboyega Oyelere, Chemistry and Biochemistry, Associate Professor
Manu Platt, Biomedical Engineering, Associate Professor
Jerry Ulrich, Music, Associate Professor
Faculty Development Workshops

Getting and Keeping Students’ Attention

Gaining our students’ attention is fundamental for their long-term memory and developing interests beyond our courses. But how do we gain and keep their attention in an era of distractions and multi-tasking? Participants learned strategies to spark student interest and sustain attention.

Carol Subiño Sullivan from CTL facilitated this workshop, featuring Thank-A-Teacher recipients

Tamara Bogdanović, Physics, Associate Professor
Flavio Fenton, Physics, Professor
David Scott, Civil and Environmental Engineering, Associate Professor
Mark Styczynsky, Chemical and Biomolecular Engineering, Associate Professor

The Trials and Tribulations of Teamwork: Re-thinking Student Teams

During this workshop, Mary Lynn Realff, who leads the Effective Team Dynamics initiative at Georgia Tech, and Ruth Poproski from CTL, shared tools for navigating barriers to effective teamwork, strategies for thoughtful peer feedback, and evidence-based approaches to creating rich, team-based learning experiences for students.

Supporting Students While We Teach

Each semester, we look forward to welcoming students into our classes and seeing them benefit from our instruction. Then we discover that student perceptions of the course, the content, and their role differ from ours. In this workshop, we explored the ways in which course climate can both facilitate and block student learning. We looked at structures and procedures we can use to ensure a positive course experience for both student and instructor, and help our students feel supported and focused as they learn.

Joyce Weinsheimer from CTL facilitated this workshop, featuring Thank-A-Teacher recipients

Dan Margalit, Mathematics, Professor
Carrie Shepler, First Year Chemistry, Director
Richard Vuduc, Computational Science and Engineering, Associate Professor
Claire Greenstein, International Affairs, Research Scientist

No More Eye Rolling: Managing Student Resistance to Learning in the Classroom

At times, when we introduce new practices into our classrooms, some students will express reluctance to engage. What can we do to help students who resist learning activities we clearly designed to help them learn? In this workshop, Veronica van Montfrans (director of Learning Sciences Innovation and Research, BME) and Kata Dosa (postdoctoral scholar, CTL) presented a research-based, integrated model of student resistance that helped participants think critically about student challenges. Participants used the model and real student stories to design and discuss learning environments that would minimize student resistance.

In FY 2018-19, 165 members of the Tech community participated in CTL faculty development workshops.

The average rating from participant evaluations of CTL offerings for faculty was 4.45 out of 5.0 (with 5.0 being excellent).

Center for Teaching and Learning 2018-2019 Annual Report
Faculty Development Workshops

CTL Book Club

The Center for Teaching and Learning’s book club offers an opportunity to meet with a diverse group of faculty, postdocs, and graduate students each semester to discuss two books that focus on issues related to teaching and learning in higher education. A lively and relaxed setting with a Friday brownbag lunch provides an ideal environment in which to share teaching experiences and to gather new teaching ideas.

Fall 2018 Books

The Case Against Education: Why the Education System is a Waste of Time and Money
Bryan Caplan (2018)

Why Students Resist Learning: A Practical Model for Understanding and Helping Students
edited by Anton Tolman and Janine Kremling (2016)

Spring 2019 Books

Creating the Path to Success in the Classroom: Teaching to Close the Generation Gap for Minority, First-Generation, and Academically Unprepared Students
Kathleen F. Gabriel (2018)

The Neuroscience of Learning and Development: Enhancing Creativity, Compassion, Critical Thinking, and Peace in Higher Education
edited by Marilee J. Bresciani Ludvik (2016)

Course Design Studio

The 2019 version of Course Design Studio was held in mid-May. The sessions were collaboratively developed and co-facilitated by Carol Subiño Sullivan and Kate Williams, the center’s assistant directors who focus on Faculty and Future Faculty initiatives. Instructors navigated through a backward design process, beginning with a focus on learning objectives on day one, deriving content from their learning objectives on day two, moving on to assessment on day three, and finishing with a focus on appropriate instructional strategies on day four. In addition, participants considered issues related to creating a positive classroom climate.
Faculty Awards and Recognition

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

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

For the first time, CTL presented two new awards:

- Teaching Excellence Award for Online Teaching
- Scholarship of Teaching and Learning Award

Each year Georgia Tech submits applications for three University System of Georgia Regents’ awards:

- Felton Jenkins, Jr. Hall of Fame Faculty Awards
- Regents’ Teaching Excellence Awards for Department or Program
- Regents’ Scholarship of Teaching and Learning Awards

CTL solicits award nominees and works with academic units to identify candidates and select winners. In April, CTL presents awards at the annual faculty awards ceremony.

In 2019, 24 faculty members received teaching excellence awards, winning a combined total of $46,000. CTL annually updates the names of all campus faculty award winners and USG Regents’ Teaching Excellence Awards on the CTL Teaching Award Wall on the fourth floor of Clough Commons.

Raghupathy Sivakumar receiving a Curriculum Innovation Award.

Johnny Smith receiving a Geoffrey G. Eichholz Faculty Teaching Award.

Curriculum Innovation Award
- Raghupathy Sivakumar, CREATE-X, Director, and Electrical and Computer Engineering, Professor
- Craig Forest, CREATE-X, Associate Director, and Mechanical Engineering, Associate Professor
- Joyelle Harris, CREATE-X, Associate Director, and Electrical and Computer Engineering, Academic Professional
- Timothy Lee, Bioengineering, Graduate Teaching Assistant
- Keith McGregor, Enterprise Innovation Institute, Professor of the Practice
- Olufisayo Omojokun, College of Computing, Senior Lecturer
- Karthik Ramachandran, Scheller College of Business, Associate Professor
- Raymond Vito, Mechanical Engineering, Professor Emeritus

Undergraduate Educator Awards
- James K. Rains, Biomedical Engineering, Professor of the Practice
- Emily Weigel, Biological Sciences, Academic Professional

Geoffrey G. Eichholz Faculty Teaching Awards
- Plamen Iliev, Mathematics, Professor
- Johnny Smith, History and Sociology, J.C. “Bud” Shaw Professor of Sports, Society, and Technology and Assistant Professor
Faculty Awards and Recognitions

CTL/BP Junior Faculty Teaching Excellence Awards
Joseph Lachance, Biological Sciences, Assistant Professor
Martin Mourigal, Physics, Assistant Professor
Morvarid Rahmani, Scheller College of Business, Assistant Professor
Amit Reddi, Chemistry and Biochemistry, Assistant Professor
Chaowen Ting, School of Music, Assistant Professor

Education Partnership Awards
Mary Hudachek-Buswell, College of Computing, Lecturer
Ruchi Banerjee, College of Computing, Undergraduate Student
LeAnne Cheatham, Willis Road Elementary School, REACH Elementary Teacher

Innovation and Excellence in Laboratory Instruction Award
David MacNair, Mechanical Engineering, Academic Professional

Faculty Award For Academic Outreach
Jonathan Clarke, Scheller College of Business, Associate Professor

Teaching Excellence Award for Online Teaching
David Joyner, College of Computing, Senior Research Associate

Scholarship of Teaching and Learning Award
Ashok Goel, Interactive Computing, Professor
During 2018-2019, we conducted five Teaching with Technology workshops:

Making Clickers Work: Strategies and Techniques
What does it take to support student learning with clickers? How might we leverage clickers to facilitate learning activities in large classes? In this workshop, we shared the results of a campus-wide survey on student perceptions about using clickers, and several experienced faculty members shared their strategies and techniques.

Exploring Canvas Tools for Active Learning
In this session, participants surveyed the variety of tools that Canvas offers to help teach effectively and engage students more actively in the course. We reviewed research behind using digital tools for active learning and explored ways to use Canvas to help students master course content.

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Teaching with Technology Workshops and Seminars
A total of 201 participants attended Teaching with Technology workshops and seminars.

Leveraging Canvas to Create Engaging Learning Experiences
With the introduction of Canvas on campus, instructors have the opportunity to rethink ways of supporting effective teaching and student engagement. In this workshop, participants learned how to take advantage of Canvas tools and become more efficient and effective in teaching.

Teaching with Technology Workshops and Seminars
This workshop for Tech to Teaching (T2T) provided an overview of using different technologies in the classroom and online to create engaging learning experiences. The session also explored the best practices for applying these technologies in teaching and learning.

Technology of the New Instructional Center
The Instructional Center classrooms have been recently redesigned with input from several Georgia Tech faculty to improve student visibility and to facilitate active learning approaches to teaching. In this workshop, we introduced the technology features in three new classrooms and explored how to accomplish several common teaching approaches with ease.

Teaching with Technology Seminars
We also partnered with other campus units and provided three presentations at their seminars:

• A 7-Principle Model for Designing and Developing Video Lessons for Online Learning
• Plagiarism Prevention and Education with Turnitin
• Student Engagement in the Classroom with TurningPoint

To learn more about Teaching with Technology workshops and seminars, please visit ctl.gatech.edu/ttw
It is not always clear how to use new technology to support student learning. We conducted workshops to provide opportunities to gather with colleagues and explore how to use it creatively and effectively. Drawing on evidence-based best practices in teaching and learning, we focused on helping participants leverage new technologies to create engaging learning experiences and better learning outcomes.

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Teaching with Technology Spotlight

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

Two Teaching with Technology Spotlight sessions were offered during fall 2018.

A total of 44 participants attended the sessions.

Developing and Using Mobile Educational Apps: A Teacher’s Perspective

Julián J. Rímoli, associate professor of Aerospace Engineering, shared his experiences with developing Truss Me!, an educational game that challenges players to engineer the lightest possible moon lander vehicle in the shortest period of time. Rímoli discussed how he used the game to engage students with course content and foster deeper learning while also making learning fun. He also discussed the philosophy behind the game and shared his experience implementing the game in the classroom.

A New Solution to the Teaching Conundrum of What to Do with Student Writing

Karie Davis-Nozemack, associate professor in the Scheller College of Business, shared her experiences with Essay Wizard, a tool she uses to provide analytical writing opportunities to students in large classes. The software allows students to edit their writing by guiding them with scaffolding questions and follow-up prompts. After demonstrating its functions, Davis-Nozemack highlighted her students’ feedback on the effectiveness of using the tool to develop their writing skills. She also discussed how other instructors could potentially adopt or adapt the software in their classes.
In July 2018, CTL conducted its first ever Teaching with Technology Summer Institute on the theme of “Painting on the New Canvas.” A total of 68 participants attended the institute.

The Teaching with Technology Summer Institute is a learning and technology initiative comprised of a multi-day workshop series focusing on integrating technologies into curriculum to support effective teaching and learning.

During the institute, participants focused on building a course in Canvas by creating interactive course content, engaging course activities, and effective assessment tools that aligned with their course goals and objectives.

The institute consisted of a mix of small-group and large-group sessions, as well as individual work time. Participants engaged in discussions and hands-on workshop activities facilitated by the learning technology specialists from CTL.

A total of 68 participants attended the four-day Summer Institute and rated its effectiveness at 4.71/5.00.

To learn more about the Teaching with Technology Summer Institute, please visit ctl.gatech.edu/summerinstitute
Teaching with Technology Partnership

Teaching with Technology Partnership is a learning and technology initiative that aims to support and promote the effective and innovative use of technology in teaching and learning. The partnerships are a collaboration between faculty, who sponsor a project, and CTL. Chaohua Ou and Vincent Spezzo from CTL meet with individual faculty fellows regularly and serve as a creative partner for developing and implementing their projects. All faculty fellows meet as a cohort once a month for two semesters and discuss their projects, as well as other topics related to teaching with technology.

During 2018-2019, four faculty fellows were selected to partner with CTL on their Teaching with Technology projects during 2018-2019. Additionally, James Black from the Office of Graduate Studies and Chaohua Ou from CTL were awarded a grant of $15,000 from the Provost’s Fund for Excellence in Graduate Studies (PEGS) for their partnership project, Integrated Blended Learning for Grad Groups.

To learn more about the Teaching with Technology Partnership, please visit ctl.gatech.edu/ttp

During 2018-2019, four faculty fellows were selected to partner with CTL on their Teaching with Technology project.

James Black
Office of Graduate Studies, Special Projects Coordinator
Project: Integrated Blended Learning for Grad Groups

Rosario Gerhardt
Material Science and Engineering, Professor
Project: Active Learning and Student Engagement for MSE-2001

Bob Myers
Scheller College of Business, Lecturer
Project: Innovative Use of Tablet for Enhanced Classroom

Tatiana Rudchenko
Scheller College of Business, Lecturer
Project: Enhancing the Flipped Classroom Model with Videos for MGT-2250
Open Educational Resources (OER) Initiative

In April 2019, Aselia Urmanbetova from the School of Economics and Chaohua Ou from CTL were awarded a $30,000 grant from Affordable Learning Georgia for a textbook transformation project, creating an open introductory economics textbook with improved content and assessment.

Urmanbetova teaches ECON-2105: Principles of Macroeconomics, one of the four required economics courses offered at Georgia Tech. It introduces students to the fundamental concepts in economics, focusing on the aggregate behaviors of market, national and international economics. About 850 undergraduate students take this course every academic year. The cost of the required textbook ranges from $160 (eTextbook) to $249 (paperback).

In order to reduce the high cost of the textbook for students, Urmanbetova and Ou are adopting, adapting, and developing an open textbook from OpenStax for this course.

This project is transforming the textbook by (1) revising the content to make it better aligned with the course learning objectives, (2) integrating interactive multimedia learning materials to better engage students and facilitate their learning, and (3) developing assessment tools to help students reinforce their learning and achieve the intended learning outcomes. The technology-enhanced textbook will be available online, and students at Georgia Tech and other schools around the world can use the resource free of cost. The goal of the project is to make learning economics more enjoyable and meaningful, thus helping students learn more effectively.

Chaohua Ou
CTL, Assistant Director, Learning and Technology Initiatives

Aselia Urmanbetova
School of Economics, Research Scientist
The Center for Teaching and Learning offers extensive programming, support, and recognition for teaching assistants at the undergraduate, graduate, and postdoctoral levels, as well as pathways for those interested in a faculty career. In addition to courses in teaching and learning, TA and future faculty can choose from a number of workshops, online training modules, and other opportunities to increase their knowledge of effective pedagogy in the college classroom.

TA Development and Future Faculty Initiatives

Future Faculty Initiatives

Teaching Certificate Programs

Tech to Teaching and CIRTL

The Tech to Teaching certificate program helps prepare Georgia Tech graduate students...

TA Development Programs

Institute-wide Partnerships and Outreach

TA and Future Faculty Awards Day

The number of initial intakes in the Tech to Teaching Program increased 22% from 115 in FY 2017-2018 to 140 in FY 2018-2019.

762 doctoral students and postdoctoral students explored academic careers through CTL offerings.

Center for Teaching and Learning 2018-2019 Annual Report
The Center for Teaching and Learning offers extensive programming, support, and recognition for teaching assistants at the undergraduate, graduate, and postdoctoral levels, as well as pathways for those interested in a faculty career. In addition to courses in teaching and learning, TA and future faculty can choose from a number of workshops, online training modules, and other opportunities to increase their knowledge of effective pedagogy in the college classroom.

Future Faculty Initiatives

Teaching Certificate Programs

Tech to Teaching and CIRTL
The Tech to Teaching certificate program helps prepare Georgia Tech graduate students and postdocs for college teaching positions. Participants develop a thorough understanding of the scholarship of teaching and learning and demonstrate their ability to apply skills in the classroom.

When participants complete the ten learning outcomes through a combination of classes, workshops, and online programming, they earn an Associate Certificate from the Center for the Integration of Research, Teaching, and Learning (CIRTL). Next, they complete a significant teaching experience, most often through co-teaching a course or serving as instructor of record, and engage with future faculty peers in a weekly learning community seminar.

In 2018-2019, Tech to Teaching enrolled 249 graduate students and postdoctoral scholars, a 48% increase in enrollment over the previous year. This year, 98 graduate students completed one of the three Tech to Teaching courses:

- CETL 8713 Fundamentals in Teaching and Learning
- CETL 8717 Course Design
- CETL Teaching Practicum

Teaching Workshop Series
The teaching workshop series provides graduate students and postdocs the opportunity to explore central tenets of effective pedagogy. A total of 157 participants attended these workshops over the course of the year.

Classroom Observations
Feedback on instructional practices helps novice instructors identify strengths in their emerging pedagogy and opportunities for improvement. In the capstone experience, CTL representatives observe and record live lessons, and provide written feedback. After an observation, participants are encouraged to meet with a CTL representative to discuss topics including learning goals and 762 doctoral students and postdoctoral students explored academic careers through CTL offerings.

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Teaching Fellows

TA Development and Future Faculty Initiatives

assessment, instructional strategies, classroom climate, and presentation skills. Each participant in the teaching capstone receives two classroom observations, and other graduate students and postdocs can request individual observations. In 2018-2019, CTL faculty and Graduate Teaching Fellows conducted 82 classroom observations, an increase of 73% over last year.

Teaching-as-Research

Teaching-as-Research, or TAR, is the systematic investigation of a teaching challenge of interest. A core pillar in the CIRTL programming, TAR projects can be completed by graduate students and postdocs after finishing the CIRTL Associate Certificate. For example, this year, a postdoctoral scholar in CTL developed the curriculum for and piloted a TAR course to support students in the design of their teaching-as-research projects.

Academic Career Support

Academic Career Workshop Series

CTL offers a series of workshops for graduate students and postdocs to prepare them for all aspects of the faculty hiring process. In the fall, CTL hosted a three-hour bootcamp session and individual workshops throughout the semester, preparing attendees to create an effective job search packet, including writing a CV, a targeted cover letter, and teaching and research statements. The spring bootcamp and workshops focused on conducting successful phone and in-person interviews and giving dynamic job talks.

Individual Consultations

Future faculty entering the academic job market tap into CTL resources through workshops and individual consultations. This year, a total of 203 participants attended academic career workshops on creating the application packet, preparing for interviews, and developing dynamic job talks. In addition, CTL provided individual consultations to 82 graduate students and postdocs about their academic job search.

Postdoctoral Development

AGEP

The purpose of the National Science Foundation’s Alliances for Graduate Education and the Professoriate (AGEP) program is to increase the number of underrepresented minority (URM) faculty in STEM disciplines and education research. The AGEP alliance connecting Georgia Tech, Rice University, Florida A&M University, and the University of Colorado at Colorado Springs is developing and implementing an innovative model that increases the number of URM engineering postdoctoral scholars who transition successfully into tenure-track faculty positions. CTL’s Tammy McCoy provides academic enrichment to the alliance, covering teaching and learning in higher education, course design, and practical teaching experience.

Postdoc Course

Each spring, CTL offers a non-credit course on teaching for postdocs. This year, the course was redesigned to fully align with the Tech to Teaching outcomes.

There was a 73% increase in CTL classroom observations from 2017-2018 to 2018-2019.
TA Development Programs

TA Orientation

New undergraduate and graduate TAs are introduced to their job responsibilities and Georgia Tech policies through a half-day TA Orientation (TAO) session offered just prior to the start of each semester. An additional International TA Orientation (ITAO) introduces international TAs to the American student and classroom. These TA training sessions employed eight experienced Graduate Teaching Fellows to lead workshops on Tech policies and procedures relevant to a student’s role as a TA. Participants attended workshops on a range of topics including teaching tips, presentation skills, and grading. The chart on the right shows the number of new TAs attending by college.

The number of TA Orientation participants increased 32% from 384 in 2018 to 507 in 2019.
TA Development Programs

**CETL 8000**
In addition to TA Orientation, new TAs from certain departments develop teaching, tutoring, and other relevant skills through CETL 2000 for undergraduate TAs and CETL 8000 for graduate TAs. This year, 262 students enrolled in CETL 8000, and 99 completed CETL 2000.

**International TA Pilot (with Language Institute)**
To ensure international TAs have the resources they need to thrive in a teaching position in a new language and culture, CTL partnered with the Georgia Tech Language Institute to gather information from campus constituents, create an oral language screening assessment, and develop short courses to support new international TAs. During this pilot, 30 international graduate students participated in the pilot’s oral screening and were invited to engage in a workshop series on communication and culture. Beginning in fall 2019, all new international TAs will participate in the oral proficiency screening and support program.

**Future Faculty Workshop Attendance**

- 226 - College of Engineering
- 15 - College of Liberal Arts
- 66 - College of Sciences
- 2 - Other
- 4 - College of Business
- 34 - College of Computing
- 13 - College of Design

Total Attendance: 360

CTL offerings related to TA development attracted 905 participants (including 82% of the graduate TAs on campus).
Graduate Teaching Fellows Program

The new Graduate Teaching Fellows (GTF) program launched in summer 2018. Designed on the hub-and-spoke model developed for faculty outreach programs, the GTFs consist of a cohort of eight advanced graduate students who serve as peer leaders for teaching development. They designed and delivered TA Orientation, conducted classroom observations and feedback sessions, and independently created individual projects to further support graduate student teaching developing in their home academic unit.

“What I like best about participating in the GTF program is that it has connected me to people across campus who are incredibly passionate about teaching. These connections have inspired me to continually improve and reflect on my own teaching as well as help support effective instruction for students across campus.”
- Terri Dunbar, GTF
Institute-wide Partnerships and Outreach

Preparing Future Faculty Partnerships

Although many graduate students and postdocs learn about CTL’s future faculty programming through word of mouth, a growing number of schools have established partnerships with CTL to formalize and encourage their students’ participation. These Preparing Future Faculty Partnerships created a consistent flow of students from participating schools, which demonstrates those schools’ commitment to fully preparing their graduate students and postdocs for careers in the academy.

Civil and Environmental Engineering (CEE)

Each year, CEE select a cohort of three to five graduate students to join the Preparing Future Faculty program. Selected participants complete the Tech to Teaching program and receive a monetary stipend from CEE to support their ongoing professional development.

Economics

Ph.D. students in the School of Economics are required to participate in the Tech to Teaching program as part of their graduate training. Incoming students complete the Tech to Teaching courses in their first or second year and can become eligible to teach as instructor of record beginning in their third year.

Biomedical Engineering (BMED)

The course BMED 7004 Teaching & Research Practicum I satisfies four of the foundation level outcomes in Tech to Teaching. Participants from this field can use any pathway to satisfy the remaining outcomes and then participate in the teaching capstone.

Industrial & Systems Engineering (ISyE)

The course ISyE 8811 Fundamentals of Teaching & Learning satisfies five of the foundation level outcomes. Participants from ISyE can use any pathway to satisfy the remaining outcomes and then participate in the teaching capstone.

Psychology, Mechanical Engineering, Materials Science & Engineering

These schools offer a teaching practicum course that students may complete instead of the CTL teaching capstone. Students in these practicum courses still participate in the two classroom observations and submit the capstone portfolio to satisfy the capstone learning outcomes.

LEAD (Leadership Education and Development) Program

LEAD hires co-instructors for leadership sections of GT 1000 and for the Public Policy section of PUBP 4140 Foundation of Leadership for PUBP students. Preference for these teaching assignments is given to Tech to Teaching members. The teaching assignment can be used for the capstone requirement.
Each year, CTL celebrates the contributions to teaching excellence at Georgia Tech made by our graduate and undergraduate teaching assistants. Graduate and undergraduate TA Award winners, Tech to Teaching and CIRTL certificate recipients, student Thank-A-Teacher recipients, and TA Fellows were recognized for excellence in teaching at the second annual TA and Future Faculty Awards Day event held in April. Held in the Bill Moore Student Success Center, 131 people attended the event, and 237 awards and recognitions were presented.

The annual awards process opened in January. CTL requested all schools/departments conduct an internal competition to produce one person per each category: (1) Graduate Student Instructor of the Year; (2) Graduate Teaching Assistant of the Year; and (3) Undergraduate Teaching Assistant of the Year. Each school-level winner was invited to submit an application to participate in the institute-wide TA of the Year competition. All recipients of school/department awards were honored and the campus-wide winners announced at the annual event.
**TA Development and Future Faculty Initiatives**

**TA and Future Faculty Awards Day**

**Graduate Student Instructors of the Year**
- Pedro Jose Arias Monje, Material Science and Engineering
- Sophie Kay, Psychology
- Evan Mallen, City and Regional Planning

**Graduate TAs of the Year**
- Jessica Fisch, City and Regional Planning
- Rafael Marin, Electrical and Computer Engineering
- Tuo Zhao, Civil and Environmental Engineering

**Undergraduate TAs of the Year**
- Adrianna Brown, Computer Science
- Martin Sebastian Fernandez, Mathematics
- Talha Khawaja, Physics

Top: Two of the nine 2019 TA Institute-wide winners, Martin Sebastian Fernandez and Adrianna Brown, display their awards.

Bottom Left: Posters of award recipients from each department were displayed at the event.

Bottom Right: Evan Mallen, a Graduate Student Instructor of the Year (left), and Jessica Fisch, a Graduate TA of the Year (right), pose with Dracy Blackwell, an academic advising manager (center).

24 of Tech’s 29 schools participated in the TA and Future Faculty Awards.
Creating a Positive Teaching and Learning Environment
An Online Toolkit for Faculty

In 2016, the Georgia Tech Task Force for the Learning Environment issued their report indicating that a culture of civility, collegiality, and respect is the bedrock of a healthy instructional environment. In response to this report, CTL was tasked with developing an online toolkit to help faculty recognize how instructional strategies and interactions with students contribute to a positive learning environment. One of the goals of this online resource is for faculty members to understand how the values of civility, collegiality, and respect translate into concrete strategies and measures that are considered effective teaching.

TA Training Online Program

CTL offers a variety of resources to enhance the teaching effectiveness of undergraduate teaching assistants (UTAs) and graduate teaching assistants (GTAs). CTL TA Development specialists conducted six TA orientations during the academic year, four in fall term and two in the spring term. To support TAs unable to attend these in-person orientations, CTL designed and deployed a series of TA training modules accessible via Canvas, Georgia Tech’s learning management system. The modules cover academic integrity, FERPA, and disability services. Each module has interactive components and built-in assessment tools. Upon successful completion of the modules, students can print a document verifying their participation.

TA online training participants rated overall effectiveness of the modules a 4.4 out of 5 (5 being excellent).

Over 200 TAs have completed the TA Training online modules.
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Online Teaching and Learning Resources
Access Best Practices in Teaching

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

Dealing with the Unexpected
Developing Your Syllabus
Gathering and Responding to Feedback on Teaching
Crafting Your Teaching Statement

On Teaching and Learning @ Georgia Tech

On Teaching & Learning @ Georgia Tech, CTL's blog, features a range of articles from CTL staff and various contributors, with content such as teaching tips, inclusive teaching, reviews of workshops, and many more.

Visit the blog >>>
Every year, CTL produces a guidebook for instructors. The printed version of the 14th edition was distributed to participants in New Faculty Orientation, part-time faculty at the New Faculty Welcome Event in fall and spring, and over 450 teaching assistants who attended TA Orientation during the spring and fall terms. Instructors of CETL 8000, a TA development course, also use the guidebook as a resource in their classes. The online version of the guidebook is highly interactive with numerous links to additional information and relevant offices. This fully downloadable version of the guidebook also works on tablets and mobile devices.

Read the Teaching Guidebook online