<table>
<thead>
<tr>
<th>Time</th>
<th>Event/People</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-8:45</td>
<td>Registration and optional continental breakfast and coffee</td>
</tr>
<tr>
<td>9-9:20</td>
<td><strong>Welcome to Georgia Tech</strong></td>
</tr>
<tr>
<td></td>
<td>Dr. Rebecca Pope-Ruark, Director of the Office of Faculty Professional</td>
</tr>
<tr>
<td></td>
<td>Development, Office of the Vice Provost for Faculty</td>
</tr>
<tr>
<td></td>
<td>Dr. Leslie Sharp, Dean of Libraries</td>
</tr>
<tr>
<td></td>
<td>Dr. Michelle Rinehart, Vice Provost for Faculty</td>
</tr>
<tr>
<td>9:20-9:50</td>
<td><strong>Welcome to Georgia Tech</strong></td>
</tr>
<tr>
<td></td>
<td>Dr. Steve McLaughlin, Provost</td>
</tr>
<tr>
<td>9:50-10:10</td>
<td><strong>The Georgia Tech Community</strong></td>
</tr>
<tr>
<td>10:10-10:30</td>
<td><strong>Who Are Georgia Tech Faculty?</strong></td>
</tr>
<tr>
<td>10:30-10:45</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>10:45-11:45</td>
<td><strong>Breakouts on Faculty Experience (Choose two):</strong></td>
</tr>
<tr>
<td></td>
<td>Faculty of Color</td>
</tr>
<tr>
<td></td>
<td>Pearl Alexander, Executive Director of Staff Diversity, Inclusion, and Engagement</td>
</tr>
<tr>
<td></td>
<td>Dr. Archie Erwin, Vice President of Institute Diversity, Equity, and Inclusion and Chief Diversity Officer</td>
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<tr>
<td></td>
<td>Women+ Faculty</td>
</tr>
<tr>
<td></td>
<td>Dr. Terry Blum</td>
</tr>
<tr>
<td></td>
<td>Professor of Entrepreneurship and ADVANCE Professor</td>
</tr>
<tr>
<td></td>
<td>International Faculty</td>
</tr>
<tr>
<td></td>
<td>Tina Rousselot de Saint Ceran, Georgia Tech International Initiatives</td>
</tr>
<tr>
<td></td>
<td>Office of Sponsored Programs</td>
</tr>
<tr>
<td></td>
<td>Cindy Hope, Interim Vice President for Research Administration</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship</td>
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<tr>
<td></td>
<td>Dr. Keith McGregor, Professor of the Practice and Director of VentureLab</td>
</tr>
<tr>
<td></td>
<td>Work-Life Balance</td>
</tr>
<tr>
<td></td>
<td>Joi Alexander, Director of Health Initiatives</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
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<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td><strong>Research at Tech</strong></td>
</tr>
<tr>
<td></td>
<td>Dr. Julia Kubanek, Professor and Vice Provost for Interdisciplinary Research</td>
</tr>
<tr>
<td>12:15-12:30</td>
<td><strong>Overview of Faculty Resources and New Faculty Academy</strong></td>
</tr>
<tr>
<td></td>
<td>Dr. Rebecca Pope-Ruark</td>
</tr>
<tr>
<td></td>
<td>Dr. Dawn Baunach, Associate Vice Provost for Faculty</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>1:30-1:45</td>
<td><strong>Welcome and Introduction to the Teaching Environment</strong></td>
</tr>
<tr>
<td></td>
<td>Dr. Larry Jacobs, Senior Vice Provost for Learning and Education</td>
</tr>
<tr>
<td>1:45 – 2:15</td>
<td><strong>Teaching at Tech</strong></td>
</tr>
<tr>
<td></td>
<td>Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>Dr. David Lawrence, Associate Director, Center for Teaching and Learning</td>
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<tr>
<td>2:15-3:15</td>
<td><strong>Breakouts on the Student Experience (Choose two)</strong></td>
</tr>
<tr>
<td></td>
<td><em>The Classroom Experience</em></td>
</tr>
<tr>
<td></td>
<td>Dr. Joyce Weinsheimer, Director, Center for Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>Dr. Carol Subiño Sullivan, Assistant Director of Faculty Initiatives, Center for Teaching and Learning</td>
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<tr>
<td></td>
<td><em>Student Well-Being</em></td>
</tr>
<tr>
<td></td>
<td>Dr. Carla Moore, Assistant Director for Outreach and Tech Ends Suicide Coordinator</td>
</tr>
<tr>
<td></td>
<td>Josee Muldrew, Clinical Case Manager, Center for Assessment, Referral, and Education (CARE)</td>
</tr>
<tr>
<td></td>
<td><em>Student Diversity, Equity, and Inclusion</em></td>
</tr>
<tr>
<td></td>
<td>Sybrina Atwaters, Educational Services – Institute Diversity, Equity, and Inclusion</td>
</tr>
<tr>
<td></td>
<td>Chris Griffin, Director of Equity and Compliance Programs and Title IX Coordinator</td>
</tr>
</tbody>
</table>
# LGBTQ Student Resources
*Tegra Myanna, Director of the LGBTQIA Resource Center*

# Serve Learn Sustain
*Dr. Rebecca Watts Hull, Service Learning and Partnerships Specialist*

# Undergraduate Research and Vertically Integrated Programs
*Dr. Chris Reaves, Executive Director for Academic Engagement Programs and Director of Undergraduate Research and Student Innovation*

TBD, Vertically Integrated Programs

# Working with Graduate Students and Postdoctoral Scholars
*Dr. Jana Stone, Director of Professional Development and Postdoctoral Services, Office of the Vice Provost for Graduate and Postdoctoral Education*

*Dr. James Black, Assistant Director of Strategic Initiatives and Grad Life, Office of Graduate Studies*

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>3:15-3:30</td>
<td>Break</td>
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<tr>
<td>3:30-4:15</td>
<td><strong>What I Wish I’d Known as a New Faculty Member – Faculty Panel</strong></td>
</tr>
<tr>
<td></td>
<td>Dr. Jacqueline Garner, Scheller College of Business</td>
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<tr>
<td></td>
<td>Dr. Pardis Pishdad-Bozorgi, College of Design</td>
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<td></td>
<td>Dr. Jake Soper, College of Sciences</td>
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<td></td>
<td>Dr. Mitchell Walker, College of Engineering</td>
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<tr>
<td></td>
<td>Dr. Xiuwei Zhang, College of Computing</td>
</tr>
<tr>
<td>4:15-4:30</td>
<td><strong>Wrap-up and Reflection</strong></td>
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<tr>
<td>4:30-5:30</td>
<td><strong>Reception with Campus Leaders and Colleagues</strong></td>
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<td>Optional brief tour of the library</td>
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</tbody>
</table>
New Faculty Academy Schedule 2022-2023

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Speaker/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 16</td>
<td><strong>Teaching at Tech: Policies Pertaining to Teaching</strong></td>
<td>location TBD</td>
<td>As a new faculty member at Georgia Tech, you'll encounter some teaching situations that require knowledge about how things are handled at Tech rather than your former institution. For instance, how should you respond to an inquiry about a student's performance in your class? What do you do if you discover a student is cheating? Is it ok to give extra credit to encourage students to complete CIOS? Join your colleagues for an informative discussion about issues that may come up during the term--and find out about Georgia Tech policies that should inform your actions.</td>
</tr>
</tbody>
</table>
| October 20  | **Lunch with the Office of Sponsored Programs and Office of the Vice President for Research** | Dalney 180 | Join us for an informal lunch to meet leaders in the central research units on campus, let more about what they do, and think about your own research trajectory at Tech. [Register here](#). Attendees:  
  - Dr. Chaouki Abdallah, Executive Vice President for Research (EVPR)  
  - Dr. Rob Butera, Vice President for Research Development and Operations (VPRDO)  
  - Gail Spatt, Director of Research Operations, Office of the VPRDO  
  - Kevin Wozniak, Executive Director, Corporate & International Contracting / Exchange Agreements / Subawards, Office of Sponsored Programs  
  - Josh Rosenberg, Senior Director, Grants & Contracts Accounting  
  - Mary Albertson, Director, Office of Technology Licensing  
  - Dr. Rob Kadel, Director, Research Program Administration, Office of the Vice President for Interdisciplinary Research (VPIR) Programs (OSP) |
| November 18 | **Put Your Mask on First: Thriving at Tech**                             | virtual    | Being a good professor isn't just about what you do in your teaching, research, and service, but also how you model taking care of yourself for students and peers. In this virtual session, we will discuss setting healthy boundaries, finding your balance, and avoiding burnout. |

<table>
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<tbody>
<tr>
<td>September 16</td>
<td><strong>Teaching at Tech: Policies Pertaining to Teaching</strong></td>
<td>2-3pm</td>
<td>As a new faculty member at Georgia Tech, you'll encounter some teaching situations that require knowledge about how things are handled at Tech rather than your former institution. For instance, how should you respond to an inquiry about a student's performance in your class? What do you do if you discover a student is cheating? Is it ok to give extra credit to encourage students to complete CIOS? Join your colleagues for an informative discussion about issues that may come up during the term--and find out about Georgia Tech policies that should inform your actions.</td>
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</tbody>
</table>
| October 20  | **Lunch with the Office of Sponsored Programs and Office of the Vice President for Research** | 11:30-1 Dalney 180 | Join us for an informal lunch to meet leaders in the central research units on campus, let more about what they do, and think about your own research trajectory at Tech. [Register here](#). Attendees:  
  - Dr. Chaouki Abdallah, Executive Vice President for Research (EVPR)  
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  - Dr. Rob Kadel, Director, Research Program Administration, Office of the Vice President for Interdisciplinary Research (VPIR) Programs (OSP) |
| November 18 | **Put Your Mask on First: Thriving at Tech**                             | 2-3pm     | Being a good professor isn't just about what you do in your teaching, research, and service, but also how you model taking care of yourself for students and peers. In this virtual session, we will discuss setting healthy boundaries, finding your balance, and avoiding burnout. |
January 20
(in-person)
2-3pm
Two Concurrent Sessions:
*Your First Three Years on the Tenure Track*
*Your First Three Years as an Academic Professional or Lecturer*
Facilitators TBD

In these sessions, we will review your year so far and look ahead to the year preceding your third-year review to being planning your strategy for success.

February 17
(virtual)
2-3pm
**Effective Project and Writing Management Strategies**
Dr. Rebecca Pope-Ruark, Director, Office of Faculty Professional Development

How do you manage your projects, especially if you run a lab or collaborate regularly? What does your writing pipeline look like? In this session we will discuss what strategies work best for managing your research, projects, and writing to meet your goals.

March 17
(virtual)
2-3pm
**Building a Positive Culture and Having Crucial Conversations**
Dr. Kyla Ross, Assistant Provost for Advocacy and Conflict Resolution

Dr. Ross will guide us in discussion and activities to understand how to create a positive culture in your lab, group, or school as well as strategies for having difficult conversations with colleagues and students.

April TBD
Wrapping Up and Reflecting on the First Year
Drs. Michelle Rinehart, Dawn Baunach, Office of the Vice Provost for Faculty
Dr. Rebecca Pope-Ruark, Director, Office of Faculty Professional Development

Join us for a time to mingle with your fellow new faculty, have a drink and some snacks, and reflect on your first year at Georgia Tech as well as thinking about what comes next for you.
Goal 2.2 Recruit, Retain, and Develop a Diverse Community of Faculty

Georgia Tech and each of its units will be recognized as exemplars among technological research universities for our relentless commitment to breaking new ground in addressing faculty equity, diversity, and inclusion.

How will we do this?

- Develop and instill a consistent and continual cultural narrative of how we thrive on diversity, equity, and inclusion by living our values, modeling inclusive behaviors, ensuring equity in processes, and rewarding performance to change the composition of the faculty and Institute leadership to increasingly reflect the demographic diversity of society at large.
- Utilize faculty evaluation processes and criteria that reflect and support our DEI values and best practices to yield increased diversity outcomes in hiring, retention, promotion, and tenure.
- Develop high-quality culturally, racially, and gender-sensitive mentoring, coaching, and sponsorship (both formal and informal) to increase diverse faculty success.
- Develop a diverse faculty recruitment pipeline that includes early identification and contact, relationship-building activities, and opportunities to access faculty appointments through postdoctoral fellowships and other early-career faculty appointments.

What does success look like?

- Increased compositional diversity of faculty at all ranks
- Parity in performance outcomes for career progression and advancement for all faculty by 2032
- Ensure all processes and procedures reflect accountability for achieving equitable outcomes in retention, recruitment, and development for faculty at all ranks

diversity.gatech.edu/deiplan
Defining Our Principles of Community

Fostering an environment that reflects our values of diversity, equity, inclusion, and belonging for every campus member requires first and foremost operationalizing these values. When applied, these principles create the behavioral expectations for a community and culture where we lead with our common humanity, embrace our differences and perspectives, care for each other’s psychological integrity, regularly practice behaviors that connect us with one another, act as trustworthy stewards in our actions, and show up as forward-thinking students, faculty, and staff.

► **Inclusive Scholarship & Research** involves interrogating our work, disciplinary knowledge, methodologies, and research practices to ask how they affect our knowledge production, its application, our professional practices, ourselves as scholars, and different groups, communities, and populations. Inclusive scholarship requires constantly reflective practices that can affect all aspects of our academic enterprise.

► **Inclusive Teaching** practices ensure all students have opportunities to learn, thrive, and experience belonging in the classroom. Inclusive teachers have a critical awareness of their own perspectives, values, and implicit biases and ensure their classrooms enable and empower students to voice their own opinions, perspectives, consideration, and worldviews. Inclusive teaching involves supporting the multiple and intersectional identities of students in the classroom (LGBTQIA, students with disabilities, first-generation, international, underrepresented, veterans, etc.) and ensuring that all students are given equitable opportunities for learning and success.

► **Inclusive Innovation** focuses on addressing and creating solutions for real-life problems and social concerns that involve equity, diversity, and inclusion challenges. Inclusive innovation is interdisciplinary and creates connections between different stakeholders to create solutions that are transformative, culturally responsive, empathic, community-driven, and aimed at improving the life of groups negatively affected by inequities. Inclusive innovation also actively involves, includes, and empowers members of traditionally excluded groups in the design and creation of socially conscious solutions.
Through education, response, and collaboration, we illuminate and remove Institutional barriers to equity & inclusion, while fostering a culture beyond compliance.

As part of Equity and Compliance Programs, the Title IX Coordinator and the Assistant Title IX Coordinator are responsible for ensuring that the Institute responds appropriately, effectively, and equitably to Title IX issues. This also includes providing consultation, education, and training as well as overseeing sexual misconduct investigations.

What is Title IX?

Title IX is a federal law that prohibits discrimination on the basis of sex in educational institutions that receive federal financial assistance. Title IX’s broad prohibition against sex discrimination also includes sexual harassment/misconduct which is covered under Georgia Tech’s Sexual Misconduct Policy. The Sexual Misconduct Policy protects students, faculty, staff, contractors, vendors, visitors, and guests against:

- Sex/Gender (Sexual Orientation, Gender Identity) Discrimination
- Sexual Harassment
- Dating Violence and Domestic Violence
- Nonconsensual Sexual Contact
- Nonconsensual Sexual Penetration
- Sexual Exploitation
- Stalking

Who is Considered a Responsible Employee?

All Georgia Tech faculty and staff are considered responsible employees. (That means you.)

How Do I Make a Report?

You can submit a Title IX report or complaint online at titleix.gatech.edu or by contacting the Title IX Coordinator, Assistant Title IX Coordinator, or Deputy Title IX Coordinators. Visit titleix.gatech.edu/contacts to identify the best contact for your report.

Equity and Compliance Programs
500 10th Street NW, Atlanta, GA 30332

equity.diversity.gatech.edu
What Information Should Be Included in a Report?

You should report any and all information you know about the sexual misconduct incident, including
- A brief description of the incident
- Location and date of the incident
- The name of the victim-survivor if known
- The name of the accused party if known

How Long Should I Wait To Report?

As soon as you are made aware of an incident of sexual misconduct, you should report it immediately to the Title IX Coordinator, Assistant Title IX Coordinator, or one of the Deputy Title IX Coordinators.

Resources & Support

Georgia Tech Privileged Reporting Resources
Center for Assessment, Referral, and Education (CARE) | 404.894.3498

GT Counseling Center
counseling.gatech.edu | 404.894.2575

Stamps Health Services
health.gatech.edu | 404.894.1420

Georgia Tech Confidential Reporting Resources
VOICE Advocates (for victim-survivors)
404.894.9000

Student Rights Advocates (for accused)
titleix.gatech.edu/student-advocates

LGBTQIA Resource Center
lgbtqia.gatech.edu | 404.385.2679

Women’s Resource Center
womenscenter.gatech.edu

Student Support Resources
Office of Student Integrity
osi.gatech.edu

Dean of Students
studentlife.gatech.edu/content/dean-students

Georgia Tech Police Department
crimeprevention@police.gatech.edu
police.gatech.edu

Office of Disability Services
disabilityservices.gatech.edu

Employee Support Resources
Employee Assistance Program
hr.gatech.edu/eap | 844.243.4440

Human Resources
hr.gatech.edu

Office of the Ombudsman (confidential reporting option for Employees through HR)
humanresources.gatech.edu/ombuds-support

equity.diversity.gatech.edu
Through education, response, and collaboration, we illuminate and remove Institutional barriers to equity & inclusion, while fostering a culture beyond compliance.

**Who We Are**
ADA Compliance is a component of Equity and Compliance Programs within Institute Diversity, Equity, and Inclusion. Our office promotes equitable and accessible pathways to inclusion for individuals with disabilities. Collaborating with partners across the Institute, the team’s primary responsibility is preventing discrimination against students, employees, and others based on a disability and ensuring compliance with all procedures and procedural safeguards required under Section 504/ADA. By providing information regarding services, accommodations, and access, as well as policy review, the team offers Institute-level compliance with Section 504 and ADA.

**What We Do**
Our office provides education, oversight, and guidance with the adherence to applicable state and federal laws, regulations, professional standards, and Institute policies as it applies to ADA/504 and other applicable disability-related laws. Formal complaints of discrimination and possible violations of the ADA can be filed with Equity and Compliance Programs & ADA Compliance through the online grievance form at ada.gatech.edu/grievance

**Initiatives**
- **ADA Transition Plan Implementation Team (ATP-IT)** serves as a campus-wide body to assist in the design, monitoring, and implementation of the ADA Transition Plan. Committee members analyze data collected during the ADA assessment phase as a means to identify gaps in service and training that may impede the progress of the overall plan.

- **ADA Policy and Guidelines Committee** seeks to establish institute-level policies to ensure compliance with the ADA and Section 504 while offering guidance to the campus community on issues of accessibility.

- **ADA Annual Training and Best Practice Series** is an annual webinar or in-person workshop on a variety of topics on accessibility and accommodation best practices.

*equity.diversity.gatech.edu*
Tips for an Inclusive Learning Environment

Understand the Accommodation Process

Employee Accommodation Requests
At Georgia Tech, individuals with disabilities have an equal opportunity to pursue education or employment and to have access to campus programs, activities, or services. Faculty, staff, and visitors with disabilities who need accommodations should contact Employee Relations in Human Resources.

hr.gatech.edu/disability-services

Student Accommodation Requests
The Office of Disability Services collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive of all members of the Georgia Tech community. Disability is an aspect of diversity integral to society and Georgia Tech. If students encounter academic, physical, technological, or other barriers on campus, the Disability Services team collaborates with the student to find creative solutions and reasonable accommodation.

disabilityservices.gatech.edu

Understand Your Role and Contribution

Faculty and Staff
- Include the current Syllabus Statement regarding accommodations
- Refer students to Disability Services to determine accommodations
- Provide reasonable accommodations as determined by Disability Services
- Maintain confidentiality of disability-related information
- Consult with Disability Services to address questions or concerns regarding accommodations

Communication

Syllabus Statement
As a part of creating an equitable and inclusive classroom, it is important students know how to access accommodations at the Institute. Students should contact Disability Services and get registered so they can receive the appropriate accommodations in the classroom. The office of Disability Services also has some helpful guidance on their website about creating accessible and inclusive instructional materials including a syllabus. disabilityservices.gatech.edu/faculty/accessible-inclusive-instructional-material-checklist

Syllabus language: If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or disabilityservices.gatech.edu, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter.

Questions? Contact us at:
Paper Tricentennial Building
500 10th St. NW | Atlanta, GA 30332
adacompliance@gatech.edu
equity.diversity.gatech.edu
INCLUSIVE CLASSROOMS
A Resource for Georgia Tech Faculty and Advisors

Negative attitudes and behaviors toward LGBTQIA students can create significant obstacles to their success. This resource provides strategies for creating LGBTQIA-inclusive classrooms. For a more comprehensive training on LGBTQIA inclusion at Georgia Tech, please visit the LGBTQIA Resource Center website.

CLASSROOM PRACTICES

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 discussion and interactions.

NAMES AND PRONOUNS
On the first 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.

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.

AVOID MAKING ASSUMPTIONS
We can't assume to know someone’s sexuality or gender. If you do not know a student’s name or the pronouns a student uses, refer to them by gender-inclusive descriptors, such as “the student seated in the back corner” or “the student in the yellow shirt.” Use they/them pronouns until you know the pronouns someone uses for themselves.

KNOW THE LOCATION OF GENDER-NEUTRAL RESTROOMS
Point out the location of the nearest gender-neutral restroom so students can access it before/after class or during breaks.

Adapted from original text by Dean Spade, Assistant Professor of Law, Seattle University School of Law and the Gender & Sexuality Campus Center at the University of Wisconsin-Madison.
USE INCLUSIVE LANGUAGE AND EXAMPLES
Incorporate LGBTQIA-affirming examples, case studies, and readings into your classroom and curriculum. Facilitate class discussion on LGBTQIA topics. Avoid using gendered language such as he or she or addressing a group as “ladies and gentlemen.” Instead, use non-gender-specific language, such as "everyone" or "students". Avoid dividing students into male and female groups.

DO NOT USE OR TOLERATE ANTI-LGBTQIA HUMOR OR REMARKS
Shut down harmful conversations, speculation, or inappropriate humor. Hold others accountable and address issues directly and immediately with the students or colleagues responsible. Follow up with the student(s) being excluded to offer support.

ADDRESS MISTAKES
If you make a mistake about someone’s pronoun, correct yourself. This saves the person who was misidentified from having to correct an incorrect pronoun before it is planted in the minds of anyone who heard you.

CORRECT OTHERS
Allowing the mistake to go uncorrected ensures future uncomfortable interactions for the person who is being misidentified. For example, if a colleague uses the incorrect pronoun for a student, simply respond with, “I believe Gina uses she and her pronouns.”

WHY SHOULD I INCLUDE PRONOUNS?
It provides an opportunity for others to tell us how they want to be referred to and disrupts the likelihood of us making assumptions that could lead to misgendering and microaggressions.

PREFERRED NAME UPDATES:
The Institute offers the ability for a student to designate a preferred first name and/or middle name or initial in addition to their legal name. The name will appear instead of the legal name in the Georgia Tech online directory and in many other campus systems, including class and grade rosters propagated by Banner/OSCAR. The Name Change Form and additional details are available on the Registrar’s Website. NOTE: Not all campus systems pull from the same data source. Be sensitive to any discrepancies.

LEARN MORE
Participate in the Safe Space, Trans 101, and other programs offered by the LGBTQIA Resource Center. For more information visit http://lgbtqia.gatech.edu.

<table>
<thead>
<tr>
<th>Subjective</th>
<th>Objective</th>
<th>Possessive Adjective</th>
<th>Possessive Pronoun</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>Her</td>
<td>Hers</td>
<td>Herself</td>
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<td>Ze</td>
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<td>Xem</td>
<td>Xyr</td>
<td>Xyrs</td>
<td>Xemselves</td>
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</table>

Note: Use this chart as an example of how to conjugate the most-common pronoun sets.

Adapted from original text by Dean Spade, Assistant Professor of Law, Seattle University School of Law and the Gender & Sexuality Campus Center at the University of Wisconsin-Madison.
LEVEL UP:
ADVANCED ALLYSHIP COURSE

Interactive course designed to build on the knowledge of skills developed in Safe Space by digging deeper into topics and concepts related to LGBTQIA histories, identities, and communities. Virtual sessions occur biweekly from 9:00-10:30am. Topics include:

- Sept 22: Historical Foundations
- October 6: Trans 201
- October 20: QPOC and Racial Justice
- Nov 3: Intersectionality
- Nov 17: Advanced Allyship
- Nov 21: Make-Up Sessions

SAFE SPACE

Safe Space is Georgia Tech’s 4-hour LGBTQIA ally training program for faculty and staff. Virtual and in-person sessions will be offered. Participants must attend both sessions in April to be Safe Space certified.

- Part 1: Sept 21: 1:00-3:00pm (virtual)
- Part 2: Sept 21: 1:00-3:00pm (virtual)
- Tues, Oct 4: 9:00am-1:00pm (in-person)
- Wed, Nov 9: 12:30-4:30pm (in-person)

TRANS 101

Trans 101 is an introductory education program designed to provide participants with the knowledge and skills necessary to support trans and nonbinary individuals.

- Thurs Oct 13: 9:30-12:00pm (in-person)
- Wed, Nov 16: 2:00-4:30pm (virtual)
**EXPECTATIONS OF ADVISORS AND ADVISEES**

The relationship between advisor and advisee is central to the experience of students in research-based graduate programs. Both partners in this relationship must contribute for it to succeed. Successful advisor-advisee relationships enhance the careers of both partners. The relationship can take on three forms: advisor-advisee; supervisor-employee; and mentor-mentee. In the best cases, the three forms work together. This document articulates key contributions from each partner to an advisor-advisee relationship that leads to mutual benefit.

**The Advisor**

Advising graduate students in research-based programs is part of the job expectation for almost all Georgia Tech faculty members. Graduate students build the faculty member’s research record and reputation by contributing to the advisor’s research program. This situation carries an inherent tension. Although the faculty member’s success depends at least in part on the student’s success, the faculty member may also be responsible to outside sponsors, whose goals may not directly match those of the student. As an educator, the advisor must always protect the student’s interests as well as the sponsor’s and his or her own in the research relationship.

**The Advisee**

The student’s motivation is to earn a degree, which requires the acquisition of scholarly knowledge and research competence. Participation in the research process is an essential requirement for all Georgia Tech doctoral students and many master’s degree students. In this part of their education, the student’s duty is to put a best faith effort into his or her assigned contribution to the research process. At the same time, Graduate Research Assistants (GRAs) are also employees who help the advisor and research group meet the requirements of a contract or grant; while, Graduate Teaching Assistants (GTAs) and Graders are also employees of the school or program who help the school or program meet their educational requirements. As such they are employees with a set of job responsibilities that may not align with their research objectives or those of their advisors. As with the faculty advisor, this situation sets up an inherent tension between the student’s educational goals and his or her employment responsibilities.

**Mutual Expectations**

*Students Expect from their Advisor:*

**Respect**

- Respect as a person, student, and professional employee
- Recognition and respect for differences in culture, ethnicity, gender, and other dimensions of diversity
- Commitment of time, effort, and financial support; advising only as many students as resources permit
- Ability to communicate and express concerns without the fear of retribution
- Understanding of the student’s commitments to course work and GRA/GTA/Grader responsibilities

**Open and clear communications**

- Mutually agreed upon expectations for frequency and format of communication
- Clear communication about project timelines, availability and nature of funding, level of effort and research expectations
- Timely review and feedback on the student’s research and academic progress
- Notification of and appropriate resolution of issues that arise within the program, be they academic, research, financial or interpersonal in nature

*Guidance on research and degree completion*  
- Guidance on planning and managing research projects from conception to publication
- Reasonable, mutually agreed upon expectations of the time frame necessary to produce results and complete the dissertation/thesis
- Proper training and resources to successfully complete research projects
- Guidance on professional and ethical standards

*Guidance on career*  
- Advice on advancing professional goals in the direction most desired by the individual student
- Opportunities to participate in career development activities
- Help building professional networks

*Advisors Expect from Advisee:*

**Respect**

- Respect both as professor and person; recognizing the value of their time and their responsibilities within and outside the Institute
- Understanding that mentoring is tailored for each individual student and adjusted for progress in the degree program

**Open and clear communications**

- Mutually agreed upon expectations for frequency and format of communications
- Regular progress reports including what the student has and has not done, including set-backs
- Reasonable, mutually agreed upon expectations of the time frame necessary to give feedback and review results
- Discussion of difficulties with advisor first, before turning to other means for conflict resolution
- Notification as soon as possible if planning to leave program or advisor sooner than expected

**Commitment & Productivity**

- Understanding of the expectations of the degree program, advisor and research team, and GRA/GTA/Grader responsibilities
- Learning and progress through the program, with progressively more independence as the student advances
- Commitment and steady effort to make progress towards mutually agreed upon results and deliverables; adhering to timelines and deadlines

**Responsibility**
Expectations of Advisors and Advisees

- Safe, ethical, and efficient use of resources
- Abiding by professional and safety standards
- Taking feedback seriously and revising in response
- Maintaining good records and documentation that would allow replication of results
- When graduating or leaving the team, leaving behind the organized research materials

Teamwork

- Working well with others; supporting and mentoring others in the team
- Carrying a fair share of the responsibility
- Understanding the common intellectual property principles involved in teamwork
- Meeting deadlines
- Thoughtfully reviewing the work of others, including the advisor
Audio Visual Services provides client-focused technical support and audio-visual systems support and maintenance for classrooms and conference rooms at the Georgia Institute of Technology.

As stewards of audio-visual technology at Georgia Tech, Audio Visual Services assists faculty, staff and students by providing technical support, development opportunities and advice on incorporating audio-visual resources and technologies into the instructional process.

Located across campus, the AV in classrooms and conference rooms we support will have a LCD touch panel or a physical button control system that will be found on a wall or installed on lecterns. Most rooms will either be setup for dual displays or single display. For rooms with an in room PC, what is shown on the monitor will display the same way on the projectors. Below are some examples of the control systems configurations you may find in a classroom or conference room.

An example of a Dual Screen room

1. ON/OFF Powers on Projector. If an off-line message appears, please call for support or use Sony projector remote if available to power on projector

2. Main screen of the room PC

3. Extension of main screen. If a program was opened and its not visible on Main desktop, it may be on the extended. Please drag application back to Main Desktop if preferred.

4. For the HDMI cable on the podium, Button may also say HDMI instead of Laptop

5. Source selection for the document camera

6. Allows user to connect their devices using the eduroam wireless network to the rooms projection system via the mersive solstice app. Please follow on screen instructions

7. Darkens the projector in the room so selected source is not visible to people in the room. Image will still display on monitors. Projectors are still on, button will flash when activated.

8. Help Button brings up the support number 404-385-5555

9. Brings up controls for room volume and mic volume levels

10. Brings up camera controls menu

11. Controls lighting in rooms when available. This button is not present in all rooms.

12. The preview button brings up a preview of the camera in the room to help with adjustment

13. If this *Connected* message is red it means the touch panel is not connected or the system is down. Please call support at 404-385-5555
Below are a few examples of the types of touch/control panel configurations that can be found in many rooms. There might be slight variations in other rooms but they all generally have the same basic functions and hopefully are easy to understand.

A few general tips follow when using the room that may reduce the need to call for support:

- Always check to see if Main Desktop is selected when using the PC is in the room.
- If the screen is blue or if a message says there is no source (only in certain rooms) make sure the PC is turned on if the podium monitors are black, try checking the extended desktop or move the mouse/ check the keyboard.
- Make sure monitors are on, they may have been turned off accidentally.
- Make sure Blank Screen is not selected when powering on the system unless needed.
- When using sources that have audio (PC, Laptop, Wifi Video etc.) Audio will follow the last source selected, generally indicated by a speaker icon next to the button. That source selection is where audio should come from.
- Always calibrate Wacom monitors (when available) the first time a system is used in any room, more so in dual display rooms. The usable area is split between both monitors and will need to be calibrated back to the Wacom to fix.

If a more in person review of a room’s AV system is required. Please follow the link on the AV services web page and fill out the form. A technician will contact you to set up a time to meet in the room when available.
For rooms with wireless microphone capabilities, Georgia Institute of Technology faculty, staff and students can request a loaner lapel (lavalier) microphone. Microphones can be requested on the AV Services web page. The instructions below describe how to change the frequency if needed.

Frequency Change Instructions

If a lock symbol is under the HD1 press the enter button 4 times to unlock the microphone to change the frequency.

1. Press enter to enter the menu
2. Select radio by pressing enter
3. Press the up arrow to move to the 6 digit frequency. EX. XXX.XXX MHz
4. Press enter. Using the up and down arrows will change the first three group of numbers
5. Press enter again using the up and down arrows to change the second set of numbers.
6. Press enter to save the new frequency.
7. Press exit to return to the main screen
8. Turn the microphone off and then back on to confirm the frequency is saved.

In some rooms the wireless receiver bays are accessible for syncing the microphones directly. The diagram below shows how the bays in the podium racks may appear. We recommend choosing the first frequency on the furthest left.

1. Start by powering on the microphone
2. Face the screen of the mic towards the IR on the receiver bay
3. Press the Sync button. The IR will turn red to flash the microphone.
4. Operation is complete why SYNC SUCCESS! shows on the receiver bays digital screen
Wacom Touch Monitor Calibration Instructions

Introduction
This article describes the process for calibrating the Wacom tablet monitor. This step is required for use of the pen capabilities, and must be performed per-user on each system that the user intends to use.

Instructions
Open Wacom Tablet Properties Application
1. Log into the classroom computer using your GT credentials.
2. Click on the search bar on the Windows taskbar or press the Windows key to open the computer search.
3. Type in "Wacom Tablet Properties". You will likely see the application suggested before you finish typing the full name.
4. Open the application.

NOTE: If the application does not appear as show above, please submit a classroom support request. Installation of the application may be required.
Pair Pen & Select Monitor

1. With the application open, tap the pen against the screen. You should see the pen appear in the Tool section of the application and highlight automatically.

2. Click on the Calibrate tab.

3. Select the correct monitor using the dropdown within the Calibrate tab. Monitor #1 should be the correct monitor.

4. You can confirm that you have selected the correct option by bringing the pen tip near the screen after selecting your monitor. Keeping in mind that the mouse position may not be accurate just yet, you should observe the mouse moving around on the Wacom monitor.

5. After confirmation, you should now be able to click the "Calibrate" button below the Monitor dropdown.

6. Follow the guided prompt that appears on-screen. This will instruct you to touch a number of points on the screen using the pen tip. When the final point is touched, the prompt will close automatically and return you to the application.

Test & Confirm Calibration

Congratulations! Your Wacom Tablet monitor & pen should now be functional.

Please take a moment to test and ensure that the pen writes smoothly and accurately. You may repeat the calibration steps as needed to improve accuracy. Proceed to the next optional step, or close the Wacom Tablet Properties application. The application does not need to be running to allow for the pen to function after completing this calibration process. Please submit a request for AV classroom assistance if you are unable to complete any part of this process or if you find that the device does not perform properly.
Need AV Assistance?

GEORGIA TECH AV SERVICES

avservices.oit.gatech.edu | services.gatech.edu
404-385-5555

Need AV Assistance?

Support Available
8am-9pm Monday - Friday

For Immediate Assistance Call : 404-385-5555

You'll need to provide:

- Building Name / Room Number
- Urgency level
- Brief description of issue
- Contact Information

AV System Training and other requests:
avservices.oit.gatech.edu | services.gatech.edu
Room AV Guide

Contact Information

Please scan QR for more information about Room Capabilities and Web Conferencing Tutorials for Classroom Spaces
New Faculty Introduction to the Center for Serve-Learn-Sustain (SLS)

About Us

Serve-Learn-Sustain is a campus-wide academic initiative working with all six colleges to offer students opportunities inside and outside the classroom to collaborate with diverse partners – across the community, non-profit, government, academic, and business sectors – on key sustainability challenges. Through SLS, students use the knowledge and skills they are acquiring at GT to help “create sustainable communities.”

SLS actively participates in two professional networks: AASHE (Association for the Advancement of Sustainability in Higher Education) and the Global RCE Network (Regional Centres of Expertise on Education for Sustainable Development, affiliated with United Nations University).

Our Mission

- **SLS educates students** through classroom, co-curricular, and real-world learning, on campus and off, to contribute to the task of "creating sustainable communities"

- **SLS builds the capacity of faculty** to (a) teach sustainable communities-related courses, and (b) collaborate with diverse partners on their research

- **SLS facilitates GT participation in partnerships** that bring together key partners - from government, community, nonprofit, academic, and business sectors - for joint learning, research, and action

Our Vision

- Georgia Tech graduates are using their disciplinary expertise to help “create sustainable communities” where humans and nature flourish, now and in the future

- Universities around the globe are asking, “What does Georgia Tech think?” about the role that a technological institute can play in creating sustainable communities

- Students are choosing to come to Georgia Tech partly to participate in Serve-Learn-Sustain
Faculty Development Opportunities

During Fall Semester 2022, SLS is collaborating with Georgia Tech’s Center for Teaching and Learning (CTL) and a UGA sustainability education colleague to facilitate a multi-institutional Community of Practice on Teaching with the United Nations Sustainable Development Goals (UN SDGs). Contact Rebecca Watts Hull to join: rwattshull@gatech.edu.

New faculty are also invited to schedule a time to meet one-on-one with Rebecca to learn about the many resources available to faculty to help them incorporate sustainability, equity, and community-engaged learning into their teaching.

Teaching Excellence: Developing Effective Practices for Inclusive Classrooms

In Fall 2022, CTL and SLS will also continue to collaborate on a faculty learning community (FLC) focused on anti-racist pedagogy. The fall semester’s cohort will focus on a course called: "Teaching Excellence: Developing Effective Practices for Inclusive Classrooms." Registration will soon be available via CTL's website and this opportunity will be shared via SLS as well. Participants will learn about the research basis for inclusive teaching. They will engage and begin to apply the main components of inclusive teaching to their own practice. At the end, participants will know what they can immediately do to improve their inclusive teaching and/or have a plan for future improvements.

Faculty Resources on the SLS Web Site

Course affiliation: Faculty teaching courses that include sustainability (social, economic, environmental) themes and/or community engagement are invited to affiliate the course with SLS. The process is easy and is explained in detail on the SLS web site—please see the links below.

Learn about SLS course affiliation: https://serve-learn-sustain.gatech.edu/course-affiliation. Affiliate your course by completing an online form: https://gatech.co1.qualtrics.com/jfe/form/SV_1HM3KDvqibFzNql.

Teaching Toolkit: SLS and its faculty partners have compiled an extensive toolkit of lessons and resources that help faculty incorporate a wide range of sustainability and community-engagement topics into their courses. Find the landing page for the SLS teaching Toolkit here: https://serve-learn-sustain.gatech.edu/teaching-toolkit.

Service-Learning and Community Engagement (SLCE) Nuts and Bolts: Interested in working with a community partner but not sure how? Contact SLS for assistance and browse through our “SLCE Nuts & Bolts” resources: https://serve-learn-sustain.gatech.edu/slce-nuts-bolts.
As part of Institute Diversity’s Center for Student Diversity and Inclusion, The Office of Minority Educational Development (OMED) is charged with the retention and development of traditionally underrepresented students: African American, Hispanic/Latino, Native American, and multiracial. However, its programs and initiatives are open to all Georgia Tech students.

In the years ahead, we must continue to enhance a culture of collegiality, close collaboration, global perspective, intercultural sensitivity and respect, and thoughtful interaction among a diverse community.

— Georgia Tech’s Strategic Plan: Designing the Future

Georgia Tech is consistently ranked as one of the nation’s top schools for awarding bachelor’s, master’s, and doctoral degrees in STEM fields to African-Americans, Hispanics, and Native Americans. For more than 40 years, OMED has worked to provide students from traditionally underrepresented backgrounds with equity-focused opportunities and resources designed to support their success in college and their careers.

OMED: Educational Services works closely with Tech’s student organizations that serve underrepresented students. To view these organizations, visit omed.gatech.edu/CampusOrganizations.

“I participated in Challenge 2018, and it really made all the difference in how well I have done at Georgia Tech.”

— Challenge Program Participant

You are not only welcomed here, our programs were created with you in mind.
**Mission**

To develop highly-skilled learners and leading contributors from ethnically diverse backgrounds, empowered to address the most critical problems of our time.

**Vision**

To be a national leader in advancing diverse, equitable, and inclusive education programs and services by cultivating a culture of academic and inclusive excellence, empowering students from all backgrounds to address global issues and enhance the human condition through technological innovation.

**Awards and Recognitions Offered**

**Tower Awards** – An annual ceremony that celebrates the academic achievements of underrepresented minority students who have achieved a 3.15 GPA or higher.

**WOCI Impact Awards** -Honors women of color, research, or initiatives that have made notable contributions in advancement of women and equity at the intersection of race/ethnicity and gender for the greater Atlanta area.

**Academic Empowerment Awards**- Sponsored awards to enhance excellence in academics, career advancement, and degree completion.

**Programs**

OMED: Educational Services offers the following programs:

- **Academic Support** offers in-person and virtual drop-in tutoring, advising/coaching support, individual and group study rooms, concept classes, and study group/course support by request.

- **AAMI (African American Male Initiative)** is a University System of Georgia affiliate program that provides academic resources, motivation, mentoring, and leadership training to support the enrollment, retention, graduation, and professional development of Black/African American men at Georgia Tech.

- **Career Pathway** is designed to advance equity in employment and experiential learning opportunities for all Georgia Tech students. It includes the 3-week Career Immersion program and the Study Abroad Global Innovation program.

- **Challenge** is OMED’s signature summer five-week academic residential program for incoming first-year students.

- **Edge** is a peer-mentoring and development program designed to support incoming first time students – during their first year at Georgia Tech.

- **Focus** is one of the nation’s premier programs for raising awareness of graduate education and attract highly skilled students to pursue graduate degrees or research and academic careers.

- **Graduate Student Resource Hub** contains informative content for prospective and current graduate students.

- **Peer-I-scope** is a peer collaborative for Achieve Atlanta scholars (all years), APS students, and transfer students (particularly from HBCU's and community colleges).

- **Tech 411** is a transfer bridge program for incoming transfer students. Students can earn stipends.

- **WOCI (Women of Color Initiative)** is aimed to enhance the advancement of women in industry, research, and higher education in partnership with Emory, Georgia Tech, Spelman, and STEM Atlanta Women.
Undergraduate research opportunities at Georgia Tech

Are you seeking an undergraduate student researcher? Submit a research opportunity by going to pair.aep.gatech.edu

Register your opportunity today!
The Award Lifecycle Moves Through Six Basic Stages

https://osp.gatech.edu/

**Pre-Award**
- Sponsor posts solicitation; Use the Pivot system or other options listed to search for funding; Notify your Departmental Research Administrator and Contracting Officer (CO) of your intent to submit.

**Find Funding**
- Prepare proposal documents (budget, budget justification, statement of work, etc.); upload into sponsor systems, if required; and submit in eRouting for review and signature approvals at least 3 days prior to the sponsor’s due date.

**Develop Proposal**
- When departmental review/approval has finished and any pre-award compliance concerns have been addressed, the CO will review and either ask for revisions or submit to sponsor on behalf of Georgia Tech Research Corp. or Georgia Tech Applied Research Corp. (two contracting entities for Georgia Tech) as the authorized signatory.

**Submit Proposal**
- Project closeout is an administrative process that is handled in conjunction with a Contracting Specialist assigned to the OSP Closeout Team. The requirements for project closeout are established by contractual provisions and/or agency regulations.

**Post-Award**
- If in RI – Grants and Contracts Accounting will create a worktag (G) number for the award in Workday. If in GTRI – GTRI Accounting will create budget information in CostPoint. You will then be notified that funds are available for expenditure. Effort should not commence until budget number has been established.

**Award and Sub-award Management & Reporting**
- You then move into the management and reporting stage of your project where you must follow the administrative requirements, cost principles and specific terms and conditions applicable to the award.

**Award and Sub-award Negotiation & Acceptance**
- Once you receive a Notice of Award or Selection, forward to your CO, or if it is unavailable communicate with CO so award documents can be obtained. CO will review and negotiate any terms and conditions, removing or mitigating anything unacceptable, and communicate with you as needed. Any outstanding compliance concerns must be addressed prior to acceptance. Only the CO can accept and execute the award. After award execution, an award (AWD) number will be generated and award is viewable in CIS.

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Proposal Preparation, Submission and Expenditure Process

Solicitation Posted

Notifies Department & CO of intention to submit a proposal

Prepare Proposal Documents, Upload into Sponsor Systems and Submit in eRouting

Departmental Review and Approval

Pre-award Compliance Concerns Addressed

CO Review

Submit to Sponsor

Accepts Proposal and Reviews

Notice of Selection

OSP Receives Award Docs

OSP Review and Negotiation of T&Cs

OSP Acceptance & Execution of Award

Budget Set-up in Financial System

Funds Available To Expend

PI

Central

Department
Transferring an award to GT?
The transfer of an award from one institution to another is a complex and time-consuming action, and a number of potential issues should be addressed prior to the transfer.

An award transfer to a new institution is not simply the change of a name on the award or a check sent by your previous institution to GA Tech.

Contact the appropriate contracting manager for assistance: https://osp.gatech.edu/teamdirectory

Want more education on Research Topics?
Search training course options and outreach events at https://gtri.sabacloud.com

Examples:
- What are GTRC and GTARC?
- Intro to the Research Enterprise at GT
- 2 CFR 200 Workshop
- Internal Controls Workshop
- Subawards: Request, Monitor and Risk
- eRouting Proposal Module
- NSF Career Panel Discussion
- Research Administration Buzz Meeting [Quarterly Update]
- Faculty Orientation Luncheon

To sign-up to receive email notifications via the RAB listserv regarding updates, news articles and training course info, email us at training@osp.gatech.edu.

Need access to Federal Proposal Prep Systems?

Examples:

⇒ Cayuse S2S Proposals
- A fast, easy-to-use Web application created specifically to simplify the creation, review, approval, and electronic submission of grant proposals that must go through Grants.gov.
- Supports over 98% of the opportunities posted on grants.gov, allowing direct submission for grants posted by NIH, AHRQ, CDC, NIFA, ONR, and others.
- Georgia Tech's Office of Sponsored Programs offers training on and assists with login access.

⇒ Research.gov
- The interactive real-time system that must be used to prepare, submit, and track NSF proposals.
- Research.gov is also used for proposal review and award management.
- The principal investigator/departmental administrator prepares the proposal.
- The Office of Sponsored Programs Contracting Officer reviews and submits the proposal.

Contact us at training@osp.gatech.edu for access to these and other systems described here:
https://osp.gatech.edu/proposal-prep-systems
Georgia Tech’s Research Landscape: An Overview for New Faculty

Julia Kubanek
Vice President for Interdisciplinary Research
August 16, 2022

Georgia Tech’s Research Leadership

Chaouki Abdallah Executive VP for Research
David Bridges VP of Enterprise Innovation Institute
Rob Butera VP of Research Development and Operations
Cindy Hope VP of Research Administration
Jim Hudgens Senior VP of Georgia Tech Research Institute
Julia Kubanek VP for Interdisciplinary Research
Raghupathy (Siva) Sivakumar VP for Commercialization

https://research.gatech.edu/about/leadership
Research and scholarship are integral to faculty life

• Research and scholarship contribute to education, and educating students contributes to research
• GT is especially known for support of collaborative and transdisciplinary research
• Each GT school and college sets research expectations for promotion and tenure, which are awarded at the institute level
• Over the course of a career, faculty-driven research evolves
• The faculty handbook explains your rights and responsibilities

https://policylibrary.gatech.edu/faculty_handbook

Georgia Tech’s strategic plan sets a course for research through Research Next

• Amplify Impact: “Pioneer new directions of research that fully leverage our educational mission”
• Champion Innovation: “Amplify our interdisciplinary culture to drive discovery and innovation, including integrating social sciences & humanities”
• Lead By Example: “Exemplify a culture that nurtures a diverse, world-class research workforce”

https://strategicplan.gatech.edu/
https://researchnext.gatech.edu/
Current Priorities for Interdisciplinary Research at GT

- Support Interdisciplinary Research Institutes (IRIs) in leading inclusive, transdisciplinary research
- Connect and grow collaborative research at GT, including among colleges, schools, IRIs, research centers, GTRI
- Build deeper partnerships with key institutions including HBCUs/MSIs and national labs
- Make the most of historic federal investment in R&D

Interdisciplinary Research Institutes at GT

**Mission:**

Interdisciplinary Research Institutes (IRIs) bring together researchers from different disciplines to address topics of strategic importance to Georgia Tech.

- mobilize faculty to address needs of external stakeholders (federal, state and local entities, corporations, foundations, communities)
- translate research into specific outcomes: technology transfer, education, outreach
- make faculty more competitive for extramural funds by providing equipment, space, staff support
- provide students with hands-on, experiential learning in a research environment

http://research.gatech.edu/interdisciplinary-research-institutes
Interdisciplinary Research Institutes at GT

Georgia Tech Sponsored (Externally Funded) Research

Trends: 
**Actuals (AWARDS):**
- FY22: $1,276,064,968
- GTRI: up 6.4% and $50.4 million ($832.9 million in FY22 vs. $782.5 million in FY21)
- RI (all GT other than GTRI): up 6.6% and $27.4 million ($443.2 million in FY22 vs. $415.7 million in FY21)
- GT Overall: up 6.5% and $77.8 million ($1.276 billion in FY22 vs. $1.198 billion in FY21)

Trends: 
**Actuals (EXPENDITURES):**
- FY22: $1,117,355,645
- GTRI: up 16.3% and $97.2 million ($693.4 million in FY22 vs. $596.1 million in FY21)
- RI: up 11.5% and $43.6 million ($424.0 million in FY22 vs. $380.4 million in FY21)
- GT Overall: up 14.4% and $140.8 million ($1.117 billion in FY22 vs. $976.6 million in FY21)