Discounted Tickets Available for Home Football Games
Faculty and staff members can purchase tickets to the first home games of the season: Jacksonville State tickets (Sept. 9) start at $12, and North Carolina tickets (Sept. 30) start at $20. Purchase tickets at c.gatech.edu/fsfball2017

Tech Welcomes New Faculty
On Aug. 15, about 50 new faculty members — including two new school chairs and a new associate provost — attended New Faculty Orientation. Since last fall, Tech has welcomed around 90 new academic faculty members from across the country and around the world.
Not In Their Words: Strategies for Dealing with Plagiarism

BRIAN GENTRY
GRADUATE EDUCATION AND FACULTY DEVELOPMENT

Last year, there were nearly 100 counts of theft at Georgia Tech — not physical theft, but theft of words.

"Plagiarism cases make up 38 percent of all cases we process, and we know there are some cases we never hear," said Bonnie Weston, director of the Office of Student Integrity (OSI).

"Tech’s policy on plagiarism is straightforward. It states that all cases need to be reported to OSI, then students who want to challenge the accusation may do so.

Weston and a few Georgia Tech colleagues offered some insight into how they’ve dealt with plagiarism on campus.

Why Do Students Plagiarize?

At Tech, there are two primary reasons for plagiarizing. Some students do it because they consider the class unimportant, as it isn’t one of their core classes. The other major reason is lack of time.

"Most of the students I see plagiarizing are trying to get everything done within their packed schedules," said Andy Frazee, associate director of the Writing and Communication Center.

"They’re stressed, tired, and think they can’t get it done in time, so they copy someone else’s work."

David Smith, senior lecturer in the College of Computing, noted that non-computer science students often view his classes as a formality, and some fail to learn anything because of this. These students copy work done by others or ask others for help with their programming assignments and fail to learn the programming skills they need to succeed.

"Every semester, I’ll get students whose failure to do their own work causes them to have to come back and retake my class," Smith said. "I had one student have to repeat my class several times, because he refused to do his own homework and had no idea how to solve the problems placed before him on the tests."

How Do You Spot It?

According to Frazee, the first question any professor should ask himself when presented with suspicious work is: "Does this answer the question I’ve asked?" Plagiarizers often take their material from sources where the question answered doesn’t match the one being asked by the professor. So, a paper or answer that fails to fit the question can be a warning sign of plagiarism.

Another sign is sudden changes in the spacing or fonts in a student’s work. If the font size or type isn’t consistent, this can indicate that information was copied and pasted from another document, Frazee said.

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Blake Fleischer is on a mission to give back to public education. As a research scientist with the Office of Information Technology (OIT)’s Partnership for Advanced Computing Environment (PACE), he devotes time outside Tech to teach kids about science, technology, engineering, and math (STEM); high performance computing; and coding.

“It is definitely something I feel passionately about and I think is important,” says Fleischer. He speaks reverently about his own experience in being the recipient of giving. “For me, the motivation for talking to these students is rooted in giving back to the community. Having gone to school at Tech, I think it is important to give back because the state helps fund education at Tech. It’s a great chance to meet with kids and try to inspire them to think about STEM careers, especially given the high demand.”

Fleischer earned his Ph.D. in chemistry from Tech in 2013 and began working with OIT as a graduate student in 2013.

When explaining technology such as high performance computing to middle and high school students, Fleischer ties the subject to things they already understand, such as smartphone apps. “It’s really hard to be a math teacher when the kids are asking, ‘When are we going to use this?’ Even at schools with a STEM focus, students are questioning why math like calculus matters. They will say, ‘Well, we’re never going to use calculus.’ And I reply, ‘Have you ever seen a curved surface on a boat or airplane? That’s calculus.”

Fleischer always provides a snapshot of what careers in STEM look like and how the students can get more involved at their age makes it more accessible to them, giving them a better chance at turning their interests into a career.

“Coding is becoming more common in the workforce today, so it is an important skill to start learning,” he said.

Fleischer takes the same approach when teaching students about computing. He says most people see supercomputers depicted in movies as big governmental rooms housing towers of computers. When he speaks to students, he finds the topic is more accessible when he breaks it down. “Let’s say you have a really big problem that you want to solve and you divide it into all these little pieces,” he said. “When you put each piece on a separate but connected computer, they all can work on the same problem together to solve the problem much more quickly. That’s the essence of a supercomputer.” Fleischer also uses real scenarios from his work with Georgia Tech research to inspire and motivate the young students. “I talk about some of the big problems we solve here at Tech,” he said. “For instance, we are now part of the Laser Interferometer Gravitational-Wave Observatory | LIGO gravitational waves project, running computations on our clusters at the Tech campus. My background in chemistry allows me to interface with researchers and the administrators to maintain the systems to make sure things are functioning. Having an understanding of both the science and the computational toolset here at PACE helps researchers make the most of the incredible resources we have at Georgia Tech.”

Faculty can come to PACE with a research problem and a desire to use a particular computing tool but may not want to deal with the subtleties of maintaining it. “PACE provides the technical expertise to allow researchers to focus on the specifics of the science and engineering.”

“We’re all about enabling research,” Fleischer said.

He takes the concept of “creating the next” directly to students in the community. For Fleischer, it is important to give kids a sense of what else is out there and how much larger the picture is than what they are used to seeing. “That gives them a sense of where they could go to create the next,” he said.

Georgia Tech has doubled. While the majority of Georgia Tech’s undergraduates come from Georgia, some of the state’s best students are not applying to the Institute, said Rick Clark, director of undergraduate admission. This program aims to change that. “Georgia Tech is committed to recruiting and enrolling the best students from across our state, and this program is a reflection of that vision,” Clark said. “In order for Georgia to thrive economically in the future, it’s imperative that Tech recruit, develop, and graduate our state’s top talent and cultivate innovation and entrepreneurship in business, technology, and engineering.”

Learn more at admission.gatech.edu/gtstudents.

Tech Guarantees Admission to State Valedictorians, Salutatorians

LAURA DIAMOND
INSTITUTE COMMUNICATIONS

Georgia Tech will offer automatic acceptance to all Georgia high school valedictorians and salutatorians under a new program that goes into effect with this year’s graduating class.

President G.P. “Bud” Peterson unveiled the Georgia Tech Scholars Program Thursday, Aug. 17, during an event at Gilmer High School in Ellijay. The initiative applies to students who graduate at the top of their class from any accredited Georgia public or private high school with 50 or more graduates. It is designed to increase exposure and access to Georgia Tech for the state’s most prepared students. “Georgia Tech has a long track record of partnering with Georgia K-12 schools to help prepare our future college, and the Georgia Tech Scholars Program is an outgrowth of our commitment to improve college access for students from throughout the state,” Peterson said. While we are proud of our global reputation, we are equally as proud to serve many of Georgia’s brightest undergraduate students. The Georgia Tech Scholars Program supports our ultimate goal to put a Georgia Tech education within reach of all qualified Georgia students. The program will allow more deserving young students to attend the state’s top colleges. The University of Georgia also offers automatic acceptance to Georgia students who graduate at the top of their class. To become a Georgia Tech Scholar, students must be named either the valedictorian or salutatorian of their high school. Students must submit an application and have successfully completed the prerequisite coursework for entrance to the Institute. The new program is a continuation of Georgia Tech’s commitment to benefit all Georgians and support economic development throughout the state.

In 2014, Georgia Tech announced the APS Scholars Program, which guarantees admission and provides financial support to the top graduates from Atlanta Public Schools. Since the introduction of that program the number of students from the district applying to Georgia Tech has doubled. While the majority of Georgia Tech’s undergraduates come from Georgia, some of the state’s best students are not applying to the Institute, said Rick Clark, director of undergraduate admission. This program aims to change that. “Georgia Tech is committed to recruiting and enrolling the best students from across our state, and this program is a reflection of that vision,” Clark said. “In order for Georgia to thrive economically in the future, it’s imperative that Tech recruit, develop, and graduate our state’s top talent and cultivate innovation and entrepreneurship in business, technology, and engineering.”

Learn more at admission.gatech.edu/gtstudents.

This week, Georgia Tech will partner with Georgia State University and the University of Georgia for the annual Peach State Tour. The tour takes admission representatives across the state preparing for events at 23 locations, and it brings admission staff within 50 miles of every high school counselor and student in the state. Learn more at peachstatetour.org.

Blake Fleischer earned his Ph.D. at Georgia Tech in 2016. He started working with the Office of Information Technology as a graduate student in 2013.
INSTITUTE COMMUNICATIONS

The Board of Regents (BOR) held its last meeting of the summer on Tuesday, Aug. 8, in Atlanta. Business at the meeting included budgets, a revised sexual misconduct policy, and campus renovations.

Systemwide Updates

The BOR approved a $2.43 billion operating budget request for FY19, which goes to Governor Nathan Deal for approval in January. The operating budget would be a $122 million increase over FY18. The increase accounts for growth in student enrollment, as well as increased contributions to the Teachers Retirement System of Georgia.

Included in the recommended budget is Phase II funding in the amount of $30.6 million for Georgia Tech’s Library Renewal Project.

The Board also authorized the distribution of Major Repair and Rehabilitation (MRR) funds for FY18 for all institutions, of which Georgia Tech’s portion is $5.5 million. Fiscal year 2018 budgets for all University System of Georgia (USG) institutions were approved earlier this year.

The BOR revised the process for handling incidents of sexual misconduct for all four-year public colleges and schools. The revisions give USG administrators more oversight in investigations. The updated policy requires that the USG be notified when a complaint is filed that could lead to a suspension or expulsion. It also states that false reports can result in suspension or expulsion.

Campus Title IX officers will report to Kimberly Ballard-Washington, associate vice chancellor for legal affairs and conduct and Title IX administrator for the USG.

Real Estate

Reno of the Howey Physics Building was presented as an informational item to the Committee on Real Estate and Facilities. The project spans 15,100 square feet of the building and will include renovation of the five lecture halls, new audio-visual equipment, upgrades to mechanical systems, and furnishing and finishing updates. The renovation will also redesign the lobby area to provide study space for students between classes.

Tech’s second informational item for the BOR meeting was for the acquisition and development of a portion of a Lockheed Martin campus in Marietta. The project is adjacent to the Georgia Tech Research Institute’s Cobb County campus and spans 32 acres that includes 755,000 square feet of office, high bay, and warehouse space, which would be renovated to support Tech’s research enterprise.

The Board authorized Tech’s project to make upgrades to the football locker room, which is funded by private donors. The space inside Bobby Dodd Stadium would receive updates that include waterproofing and ventilation work, an expanded physical therapy area, and renovation of the players’ locker room, coaches’ locker room, equipment areas, and associate lobby and circulation spaces.

Recognition

David M. Collard, professor in the School of Chemistry and Biochemistry and associate dean for academic programs in the College of Sciences, was recognized at the meeting for earning the Felton Jenkins Jr. Hall of Fame Faculty Award for the research and comprehensive university sector of the USG. The award recognizes a faculty member for his or her strong commitment to teaching and student success.

For more information, meeting minutes, and agendas, visit usg.edu/regents/meetings.