News Briefs

Hosts Wanted for Thanksgiving Holiday

Many international and out-of-state students can’t make it home for the holidays, so faculty and staff are invited to share the holiday by hosting students for dinner. To sign up, visit: c.gatech.edu/holidayhost

Charitable Campaign Coming to a Close

The State Charitable Contributions Program brings the Georgia Tech community together to help those in need in the state of Georgia and beyond. The deadline to give this year is Tuesday, Nov. 15, and there are hundreds of charities to choose from. charitable.gatech.edu

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Tech Parkway Travel Changes This Week

KRISTEN BAILEY
INSTITUTE COMMUNICATIONS

For those who use Tech Parkway as a main campus access point, look out for traffic shifts this week.

The PATH Foundation, with whom Tech is partnering on the project, has stated that construction will result in vehicle traffic changes beginning Tuesday, Nov. 8, at noon. At that time, southbound traffic from Northside Drive will be directed onto what was previously the northbound lanes of Tech Parkway. Going forward, the former northbound side will accommodate both northbound and southbound traffic, as well as parking on one side. All drivers, pedestrians, and cyclists are encouraged to proceed with caution during the transition.

Construction will continue along the corridor in the coming months as it becomes a corridor designed for automobile, pedestrian, and bicycle travel. For more information, visit c.gatech.edu/techpkwy.

Supporting an End to Suicide

First Lady Val Peterson speaks at a group meeting for Tech Ends Suicide Together on Thursday, Nov. 3. At the meeting, Peterson contributed $10,000 to the work of the campaign. It was accepted by Lacy Currie, suicide prevention and crisis response coordinator for the Georgia Tech Counseling Center. Learn more at endsuicide.gatech.edu.

University System Honors Tech Staff Members

KRISTEN BAILEY
INSTITUTE COMMUNICATIONS

Two individuals and one group from Georgia Tech were honored by the University System of Georgia (USG) at the annual Chancellor’s Service Excellence Awards ceremony in October.

The ceremony, held this year at Georgia College and State University, honors USG employees who go above and beyond their expected job duties in service to their greater community.

Lindsay Bryant, director of the Student Center, earned a silver award for Outstanding Leader (Administrator Level).

The silver award in the Team of the Year category went to the leadership team for Tech’s Event Coordinators’ Network (ECN). The team includes Renee Brown, Barb Dockweiler, Lajauna Ellis, Julie Hawkins, Nicole Little, Laura Puasertti, Catherine Shaw, Stephanie Sigler, Felicia Turner, and Serena Wallace, and was recognized for its effort to improve both the skill set and standards of service for those who plan and execute events on behalf of Georgia Tech. The ECN has more than 400 members from 90 campus departments and will host its 8th annual workshop on Nov. 18. Learn more at special-events.gatech.edu/ecn.

Michael Edwards, senior director of Campus Recreation, earned an honorable mention in the Outstanding Leader category. Learn more about the recognition program at c.gatech.edu/USGexcellence.

What to Read during an Election Year: Campaigns, Primaries, Spin, and Just the Facts

VICTOR ROGERS
INSTITUTE COMMUNICATIONS

Some Georgia Tech faculty members and librarians have recommended books that may help make sense of the 2016 presidential election – through the lens of previous elections. The recommendations range from books on the strategizing and deal-making of modern-day campaigns to a nonpartisan book of election facts and figures dating back to 1789.

Fear and Loathing on the Campaign Trail ’72

By Hunter S. Thompson, Straight Arrow Books, 1973

“This book is an inspired chronicle of the presidential race that rivaled the insanity of the 2016 election season — as seen through a chemical haze and the jaundiced eye of Hunter S. Thompson. The book is a compilation of the many articles the inimitable Thompson wrote for Rolling Stone magazine while covering the 1972 presidential campaign between President Richard M. Nixon and Senator George S. McGovern. His nearly stream-of-consciousness writing centers on the Democratic Party battles – including the infighting to try to block McGovern’s nomination, the hoopla leading to the replacement of Eagleton as the vice presidential candidate due to mental health treatments, and the catastrophic defeat to Nixon. His stories are often vulgar, always humorous, and perhaps not always 100 percent based in fact. Yet, McGovern aide Frank Mankiewicz has been credited with calling Thompson’s tome ‘the least accurate and most truthful book about the race. It’s definitely a wild ride through the political landscape of the 72 campaign, and a very fun read in 2016.’

— Lori Ostapiwicz Critz, assistant dean, Collection Strategies, Georgia Tech Library

Open Enrollment Ends Nov. 11

Employees should review and make any necessary updates to their coverage at techworks.gatech.edu.

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November 7, 2016

Georgia Tech’s Faculty/Staff Newspaper • Vol. 41, No. 23 • whistle.gatech.edu
Center for Teaching and Learning Evolves

AMELIA PAYLIK
GRADUATE EDUCATION AND FACULTY AFFAIRS

A few years ago, Joyce Weinsheimer thought her work at the recently renamed Center for Teaching and Learning (CTL) was finished.

“After more than 40 years in education, I thought it might be time to retire,” said Weinsheimer, who is now director of CTL. “But, the opportunity to create a culture at this university, which promotes and rewards excellence in teaching — something I’ve always been passionate about — presented itself. And I couldn’t say ‘no’ to the challenge.”

Weinsheimer recently shared her thoughts on the name change and other changes at CTL this year.

So, why change the center’s name (which was “Center for the Enhancement of Teaching and Learning”)?

We wanted our emphasis to be on teaching and learning. When newcomers read “the enhancement of” in our name, they thought our focus was on fixing poor teaching. We sent out a survey to faculty and administrators, and 90 percent thought the change to “Center for Teaching and Learning” was a good idea.

Who can use CTL’s services?

Anyone teaching at Georgia Tech — whether the person is a faculty member, a temporary/part-time instructor, a postdoctoral scholar, a graduate student, an undergrad who serves as a teaching assistant (TA) or tutor, or a staff member who teaches GT 1000. There are a lot of different teaching roles on our campus, and CTL connects with them all.

What are some of the challenges that instructors at Georgia Tech face, and how can CTL help?

Having enough time to do everything well is difficult. This especially can pose a challenge to those who want to excel in both teaching and research. So, CTL provides a variety of ways to explore teaching best practices. Those who choose to invest just a little time can attend a workshop, consult about a particular class, or join our book club. Those who want to go more in-depth can participate in a faculty learning community on a topic of their choice or participate in the Future Faculty program.

What are you looking forward to most about your work as director?

I’m really passionate about creating a culture at Tech that promotes and rewards excellence in teaching. I want our students to have an educational experience that energizes them and prepares them for their future. We have instructors who are using innovative strategies that engage students in the hard work of learning. As CTL’s director, I want to highlight what those strategies are doing, and help more of our instructional staff use evidence-based practices that enhance student learning. In addition, I enjoy working with my campus colleagues on “Creating the Next” in teaching and learning. How will we respond to the challenges that are emerging? What bold actions will we take to ensure that the educational experience we offer is worthwhile? I like being part of the “next” and helping it take shape at Tech.

Are there any new additions to the CTL staff?

I’ve changed the structure of CTL a bit this year. David Lawrence is now associate director of Technology Advice and Future Faculty initiatives. We also hope to have a postdoctoral fellow join us soon.

What changes will CTL make in the next few months?

I want to lead us into a new era of collaboration among administrators, instructional staff, and support units to maximize student learning on this campus. We have two new important partnerships underway:

Provost Teaching and Learning Fellows. This new program makes it possible for CTL to partner with each of the colleges/schools and work on college-specific initiatives. With the help of the deans, we will select two to five fellows from each college to work directly with CTL in this hub-and-spoke model. This new collaboration will allow us to connect the expertise of CTL professionals with the expertise of disciplinary faculty.

Together, we’ll enhance the learning environment in ways we have not been able to do before.

CIRTL Network. We recently joined the Center for the Integration of Research, Teaching, and Learning (CIRTL) Network, where we are working with 46 research universities to prepare future faculty in all disciplines (with a particular emphasis on STEM fields). This means that beginning this fall, Tech graduate students and postdoctoral fellows who want to pursue the Tech to Teaching Certificate will have more pathways to satisfy the requirements of the program.

What are some of the highlights of CTL’s recently redesigned website? How is it more useful to the campus?

The information is easier to find, and our events page breaks out teaching and learning-related events according to audience. Best of all, the homepage now has an integrated news and information related to teaching and learning for the whole campus — so, it’s easier to know what’s happening at Tech.

Can you share a few new publications that you’d recommend to instructors trying to learn more about best practices?

Right now, our book club is looking at Are You Smart Enough? by Alexander W. Astin. Next, we’ll be reading Minds Online: Teaching Effectively with Technology by Michelle D. Miller. We’ll discuss this book during our Nov. 11 meeting — so stop by CTL to pick up a book, then join us in book club for a glass of wine and a great discussion.

Learn more about CTL at ctl.gatech.edu.

Short-Term Loaner Laptops Available from OIT

LORRIE BURROUGHS
OFFICE OF INFORMATION TECHNOLOGY

Did you know that if you need to borrow a laptop, the Office of Information Technology (OIT) can help? If, for instance, you want to try out laptops for your program before actually purchasing, or are traveling for business or during the holidays, you may want to consider OIT’s Loaner Laptop Program.

Each Dell or Apple device is equipped with basic hardware and software features, including an operating system, Microsoft Office, and virtual private network (VPN), so use at an event or as a temporary backup is seamless.

Reserving a laptop can be done easily using the reservation form available on the Event Management System (EMS). Visit gtevents.gatech.edu/VirtualEms, choose “Request Space” from the pulldown menu, and select “OIT Laptop Request Form.” Once your request has been submitted, a Technology Support Center staff member will make sure you’re credentialed as a faculty or staff member and will assist with any final registration steps. You’ll be contacted when your laptop is ready to be collected from the Technology Support Center in Suite 213 of the Clough Undergraduate Learning Commons.

Once an employee obtains his or her loaner laptop, their school or department’s computer support specialist can approve and add any additional software or devices required.

When the laptop is returned, it’s wiped clean and reset for the next customer.

As with any Institute-equipped equipment, users should follow Georgia Tech’s policies for working safely. For more information on policy and compliance regulations, visit the Cyber Security page at security.gatech.edu/policy/compliance-assessments.

### EVENTS

**HEALTH & WELLNESS**

**Nov. 16**

Human Resources hosts a Bi-Well session on walks from noon to 1 p.m. in Room 320, Student Center. Learn more and register at: ohr.gatech.edu/bowell

**SEMINARS & LECTURES**

**Nov. 10**

Professional Education hosts a New Tools Showcase to highlight some of the resources available for online learning, from 1 to 2:30 p.m. in Room 129, Global Learning Center, and online. Register and learn more at: c.ctl.gatech.edu/tools/showcase

**Nov. 11**

The School of Architecture hosts the 21st Century Urban Housing Symposium on Ecology, Opportunity, and Affordability, from noon to 5:30 p.m. in the Reichs-Plans Family Auditorium, East Architecture Building. Learn more and register at: c.ctl.gatech.edu/21stcenturyhousing

**Nov. 14**

Paul Goldbart, the Betty Muldrow and John Clark Sutherland Chair and Dean of the College of Sciences, will discuss Strange and Subtle States of Matter: The Topological Ideas behind the 2016 Nobel Prize in Physics, from 6 to 7 p.m. in Room 152, Clough Commons. physics.gatech.edu

**Nov. 15**

Learn practical techniques to apply self-awareness and ethical leadership at Ethical Leadership for the 21st Century, from 8:30 a.m. to 12:30 p.m. at the Historic Academy of Medicine at Georgia Tech. RSVP to attend:
thatswishtech@gatech.edu

**Nov. 17**

PhDtrashup: The Difference between Good and Great will feature leaders from the Office of Development discussing Tech’s recent $1.8 billion campaign, from 11 a.m. to noon in Room 228, Industrial and Systems Engineering Main Building. c.ctl.gatech.edu/demolstphi

**Nov. 18**

An Inform Georgia Tech session will highlight Capital Planning and Space Management from 11 a.m. to 12:15 p.m. in the Clay Theatre, Student Success Center. staffcouncil.gatech.edu
A Mindful Nation
By Tim Ryan, Hay House, 2012

“Congressman Tim Ryan of Ohio’s 17th district is an outlier in an era of scattered earth politics and instant commentary. In *A Mindful Nation*, Ryan describes his personal and professional experience with mindfulness meditation, and how this practice could have a transformative impact in arenas as diverse as education, health, support for military veterans, and even the economy. The claims in his book are supported by an increasing number of research studies suggesting that mindfulness and related social-emotional practices can indeed improve some outcomes in education and health. The chapter on integrating mindfulness practice into educational settings is particularly inspiring since Ryan eloquently connects emotional states of children in stressful environments with the capacity for learning and retention. Mindfulness is by no means a panacea for the complex, entrenched problems facing the nation, but Ryan’s book suggests this simple practice could have substantial benefits across a range of public policy domains.”

— Ameeta Doshi, subject librarian for Economics and Public Policy Library, Georgia Tech Library

Simpler: The Future of Government
By Cass Sunstein, Simon and Schuster, 2013

“I have read [several books on elections], but the most important is Simpler by Cass Sunstein. Sunstein is a legal scholar and former head of the White House Office of Information and Regulatory Affairs, and he ushered in behaviorally economic approaches to public policy. Sunstein discusses the importance of crafting policy and law that take these progressions into account, but he also focuses on efficiency in government. He recommends evidence-based policy through cost-benefit analysis and randomized controlled trial on every policy.”

— Seth M. Porter, co-coordinator of Library Instruction and Social Sciences Librarian, Georgia Tech Library

Presidential Elections: 1789-2008
Published by CQ Press. (The latest of these is 2009, with no update for the 2016 Election.)

“This with the spirit of impartiality as my guide, I recommend Presidential Elections: 1789-2008. This volume is essentially a book focused on facts as recorded — with less editorial slanting than others. It is for some early attempts at the ‘spin’ manipulation that during the Nixon/McGovern contest, especially some early attempts at the ‘spin’ manipulation that now characterize our election campaigns. The book is serious but also sometimes hilarious. It’s still used as a text in journalism courses.”

— The Whistle

THE WHISTLE • whistle.gatech.edu November 7, 2016 • PAGE 3

Marilyn Brown, professor in the School of Public Policy, has been appointed to the Geographical Sciences Committee of The National Academies of Science, Engineering, and Medicine.

Laura Cadonati, associate professor in the School of Physics, was named an ACC Distinguished Lecturer. This is the highest academic honor conferred by the ACC Academic Consortium.

Jamila Cola, research scientist in the Center for Education Integrating Science, Mathematics, and Computing, received the 2016 Mike Neder STEM Champion Award presented by the International STEM Education Association. This award serves as a standard of excellence for individuals who promote integrated science, technology, engineering, and mathematic (STEM) education.

Reginald Des Roches, the School of Civil and Environmental Engineering’s Kenan and John Huff School Chair, earned the highest award for professional achievements in academia from the Association of Haitian and American Engineers. Des Roches hails from the island nation and worked there extensively after a deadly earthquake in 2010. The American Institute of Aeronautics and Astronautics announced that Karen Feigh and Brian German, professors in the Guggenheim School of Aerospace Engineering, have been elected Associate Fellows.

Jill Goslin, deputy director of the Information and Communications Laboratory at the Georgia Tech Information and Communications Technology and the National Institute of Standards and Technology, received the judges’ choice award for the 2016 Aviation Context from the Massachusetts Institute of Technology Climate CoLab.

President Barack Obama announced his intent to nominate Admiral James A. “Sandy” Winnefeld, distinguished professor in the Sam Nunn School of International Affairs and former vice chairman of the Joint Chiefs of Staff, as a member of the Board of Visitors to the United States Naval Academy.

The Marconi Society, dedicated to furthering scientific achievements in communications and the information, enthroned Junwen Zhang, a postdoctoral research fellow in the School of Electrical and Computer Engineering, with the 2016 Marconi Society Paul Baran Young Scholar Award.

Chairman of the Board for the Air Force Research Laboratory, CoLab.

Nov. 18 The Center for Teaching and Learning hosts a Tech Teaching Talk on creating supplemental teaching materials for students to view outside of class. The session takes place from 1 to 2 p.m. in Room 409, Clough Commons. ctl.gatech.edu

Nov. 11 The NEDEN STEM Champion Award recognizes science, mathematics, and medicine. The award serves as a standard of excellence for individuals. This year’s award is presented by the International STEM Education Association.

Nov. 11 The Air Force Research Laboratory, CoLab.

Nov. 12 The Office of International Education hosts a day trip to Your DeKalb Farmers Market with a service project component, from 9 a.m. to 3 p.m. The trip departs from the Savant Building. Learn more and RSVP at: c.gatech.edu/ysfm

Nov. 16 The Reliance Employee Resource Group hosts The Art of Empathy and Self-Compassion. Attendees will explore how they can more fully understand others, and accept people with whom they interact. Learn more and RSVP at: c.gatech.edu/empathy

Nov. 18 The LGBTQA Resource Center hosts Trans Day of Remembrance from 11 a.m. to 1 p.m. in Room 300, Student Center. lightqa.gatech.edu

Nov. 24-25 Campus is closed for Thanksgiving Break. Classes will also not meet on Nov. 23.

For a more comprehensive listing of events, or to add your own, visit calendar.gatech.edu.
Comfort Goes Beyond Basics in Language Learning

VICTOR ROGERS
INSTITUTE COMMUNICATIONS

Associate Professor of Spanish Kelly Comfort went to college with plans to become a broadcast journalist. But, like many students, she found that the reality didn’t meet her expectations, and she didn’t like what she was studying. Taking her first class in comparative literature changed her life.

“The professor was incredible,” she said. “I was rather shy in the classroom, and he had a way of getting me to talk. He would play devil’s advocate and really draw the students in.”

In some ways, it was that realism — Eric Downing at the University of North Carolina at Chapel Hill — who inspired Comfort and made her interested in the field of literature.

“I realized that being a literature professor allowed me to do the same things that had drawn me to journalism — public speaking, writing, and having knowledge of the world and applying it in certain ways,” she said.

Comfort’s mother, a high school math teacher who retired this year, was her other inspiration for becoming a teacher. She was Comfort’s teacher for six classes in high school.

“Luckily, math is not an ambiguous subject; the answer is right or wrong,” Comfort said. “So, I think it prevented any accusations of favoritism,” she joked.

Comfort said her mother was a very compassionate teacher, and her friends and classmates would talk to her mother about their problems.

“She had a very humane approach to teaching, and she also could make math make sense to everyone,” Comfort said. “Some of the things about how I teach are similar to her. She was always over-prepared but could improvise well if something didn’t work. That was important. She was not rigid and could adapt to how we reacted to her teaching.”

Classroom Strategies

As an associate professor of Spanish in the School of Modern Languages, Comfort teaches Spanish as a foreign language, and Languages, Comfort teaches Spanish in the School of Modern Languages, Classroom Strategies to her teaching.”

“Of the things about how I teach is it’s really exciting.” Comfort said. “I was rather shy in the classroom. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t like what I was studying. I was very shy in the classroom. I didn’t liked.