Campus Goes Smoke- and Tobacco-Free

RACHEL POCKLINGTON
INSTITUTE COMMUNICATIONS

Beginning this fall semester, Georgia Tech will become a tobacco-free campus, in accordance with the Tobacco- and Smoke-Free Campus Policy passed by the Board of Regents in March.

This policy bans all forms of tobacco on all university and college campuses in the University System of Georgia (USG). The ban includes traditional cigarettes and chewing tobacco as well as e-cigarettes, clove cigarettes, pipes, and hookahs.

The goal of the policy is to protect and improve the health, comfort, and environment of students, employees, and any persons occupying USG campuses.

The USG reports that, currently, more than 50 percent of USG schools are already smoke- or tobacco-free.

“We’re joining the 30 other institutions in the University System of Georgia, as well as almost 1,000 colleges throughout the nation,” said President G.P. “Bud” Peterson. “It will require a culture change, which is never easy; however, working together, we can improve the health, comfort, and environment of everyone here at Georgia Tech.”

Although tobacco use will be prohibited on campus, some individuals may choose to continue to use tobacco away from campus.

Georgia Tech respects this choice and is requesting that all staff, faculty, students, and campus visitors adhere to the tobacco-free policy while on campus.

“As we make the transition to a tobacco-free campus, we are asking our community to work together in a respectful manner,” Peterson said.

Incoming Class Makes Demographic History

KRISTEN BAILEY
INSTITUTE COMMUNICATIONS

This week, 2,800 new students arrived on campus as the 2014 freshman class. The RATS [Recently Accepted Tech Students] officially began their careers as Yellow Jackets on Aug. 17 at New Student Convocation.

As in recent years, this class is the highest achieving and most diverse in Tech’s history. Building this year’s class, though, was different. This was the first full admission cycle using the Common Application, which Tech’s Office of Undergraduate Admission switched to with the goal of having more students apply from around the state, country, and world.

The switch worked. Applications increased by 46 percent, and in areas that Admission was targeting. Not only did the quantity of applications increase, resulting in a 33 percent admit rate, but the quality increased as well. The average SAT score jumped from last year’s 2008 to 2134, and 94 percent of incoming students have taken at least AP Calculus or an equivalent course.

Rick Clark, director of Undergraduate Admission, attributes the quality of the class to the efforts of the whole campus.

“Alone, there is simply no way our staff would have the time or resources to compete against some of the other fine schools in the country,” he said.

*Mid-50% Ranges

**SAT: Not released.

Student Academic Statistics

<table>
<thead>
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<th>SAT</th>
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<td>60 - 67</td>
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<tr>
<td>360 - 480</td>
<td>8 - 11</td>
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</tbody>
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Academic Requirements


Looking to Quit?

For those who want to become tobacco-free, cessation programs will be available to students, faculty, and staff to help ease the transition into a tobacco-free lifestyle.

According to Dr. Gregory Moore, senior director of Stamps Health Services, “Tobacco is the leading cause of preventable and
Construction Projects Make Progress during Summer

Several to be complete by end of September

INSTITUTE COMMUNICATIONS

Each summer gives Georgia Tech an opportunity to complete construction projects while there’s less traffic on campus, and this summer was no different.

Both short- and long-term projects saw progress in recent months. A few places where you may notice things look a little different:

Price Gilbert Grove

This is the area on the north side of the Price Gilbert Library near the Hinnan Building. The project is divided into three phases and four sections. Completed efforts include waterproofing, new drainage installation, and the addition of concrete stairs and a patio extension, creating an outdoor space with views of the Midtown skyline. North of Fourth Street and Architecture East, sidewalks are complete and pole bases for new lights have been installed. Pedestrian access in this area will be complete at the end of August, and the project should be finished by the end of September.

Cherry Street and Ferst Drive

Upgrading the underground steam line in this area gave the campus an opportunity to also make streetscape improvements to North Avenue and down Ferst to the Student Center Transit Hub. Additional trees and shrubbery, wider sidewalks, bike lanes, and dedicated bike and motorcycle parking will all lend to improving the usability of the area. The area should be complete by Oct. 1.

Engineered Biosystems Building (EBB)

Construction of EBB continues on 10th Street and is scheduled to be complete in spring 2015. When complete, it will add 218,000 square feet of academic and research space for faculty and students in the Colleges of Science and Engineering.

Glenn and Towers Residence Halls

Towers Hall has been completed and will house freshmen this fall. Glenn is now under renovation and will reopen to students for fall 2015. A new connector building between the two residence halls is under construction, to be completed in spring 2015, and will include a meeting room, fitness center, and study space.

Improvements along Techwood outside Britain Dining Hall were also completed over the summer, replacing the retaining wall and providing a more open green space for freshmen to enjoy.

Chapin Building

The L.W. Chapin Building, which houses OMED, is being fully renovated to provide a better hub of administrative and student support space. The renovation will preserve the historic look of the building while updating it for safety, service, and access for those with disabilities. The building is scheduled to be complete in November, with full operations up and running for the spring semester.

Events continued on page 3
The Center for 21st Century Universities (C21U) has opened a new studio/innovation lab located in the Klaus Advanced Computing Building. It is open to all faculty and instructors.

The space offers a studio experience for faculty and instructors producing MOOC content and experimenting with innovative educational approaches, allowing instructors to experiment with new forms of blended or flipped classroom approaches that attract girls and women in mathematics, engineering, and computing.

"This facility is intended as an experimental laboratory for pedagogical innovation," said Rich DeMillo, director of C21U. "If there are things you want to try, come to us with your ideas and let's talk. We're looking for innovative things that can't be done in other classrooms."

The digitally enabled classroom and production studio is jointly managed by C21U and Georgia Tech Professional Education on behalf of the provost. The Klaus studio works in tandem with the main production complex for interactive instructional media at the Georgia Tech Global Learning Center in Tech Square. While the studios are similarly outfitted with many shared features, each possesses its own unique menu of extra options.

The facility includes a connected classroom, control room, and broadcast-quality studio, as well as a dedicated support team. There is no cost for faculty to use the space.

Email schedule@c21u.gatech.edu for more information or to reserve the space.

### 2014, from page 1

"especially given the scholarships and other incentives some schools leverage, without the whole of campus pitching in."  

In March, once all admission decisions had been made, Clark asked the campus community to take an active role in welcoming admitted students, asking them to be "welcoming, accessible experts."

The campuswide effort is incredibly challenging, yet vital to the future of Georgia Tech, Clark said.

The campus played a role, Admission staff worked all time, expertise, and invaluable contributions to extend its own deadline by two weeks. Action deadlines, causing Tech and other universities had their early action deadlines, causing Tech to extend its own deadline by a week.

"Recruiting and enrollment is incredibly challenging, yet vital to the future of Georgia Tech," Clark said.

The app crashed just as many signings, live music, parades, cooking demonstrations, an interactive children’s area, and writing workshops.

A full schedule of events and more information is available at www.decaturbookfestival.com.

### TECH FACULTY TO BE FEATURED AT DECATURE BOOK FESTIVAL

Georgia Tech will have a formidable presence at one of the largest independent book festivals in the country next week.

Several faculty members will participate in the 2014 AJC Decatur Book Festival Aug. 29–31. Tech’s participants are part of the Festival’s Science Track, which features 10 total authors, and includes Kristie Macrakis and Jenny Smith, professor and assistant professor in the School of History, Technology, and Society; Randy Engle and Jenny Singleton, professors in the School of Psychology; James Wray, assistant professor in the School of Earth and Atmospheric Sciences; and Pete Ludovice, associate professor in the School of Chemical and Biomolecular Engineering.

The festival is free and open to the public and takes place in the downtown Decatur Square. In addition to author discussions, it includes book signings, live music, parades, cooking demonstrations, an interactive children’s area, and writing workshops.

A full schedule of events and more information is available at www.decaturbookfestival.com.
Sauermann Studies What Makes Scientists Tick

BRAD DIXON  
SCHOLLER COLLEGE OF BUSINESS

As the son of physicians, Henry Sauermann once expected he, too, would have a career in medicine. But after working in a hospital during his civil service in his home country of Germany, he realized medicine wasn’t for him.

Instead, he found himself interested in business, although he didn’t veer far from his original interest in the sciences. In fact, throughout his undergraduate studies in economics, he worked in science and technology startups, always finding himself in the company of scientists and engineers.

What struck him about his colleagues were the excitement they had about their jobs.

“From what I observed, there were clearly incentives beyond money and career advancement,” Sauermann said. When he decided to pursue a career in academia, it seemed natural to want to understand those motivations further.

Sauermann became an associate professor in the Scheller College of Business in 2008 and teaches strategy and entrepreneurship at the undergraduate and master’s levels. Much of his research and teaching intersects with his personal experience.

One study he headed, funded by the National Science Foundation, surveyed 10,000 doctoral students on their career preferences. The study grew from the question of whether the U.S. is educating the right number of Ph.D.s and was meant to explore why some pursue academia and some don’t.

What they learned was that pursuing Ph.D.s had an array of career plans, and that many of those plans evolved over time. The bottom line of the findings was simple, and it echoed what Sauermann had experienced personally.

“Different people care about different things,” he said.

Where are you from?

I grew up in Dresden, Germany. Until the fall of the Berlin Wall in 1989, this was the communist “East,” so I got some exposure to both systems.

How did you end up in the U.S. and at Georgia Tech?

I was looking to spend a year abroad during my undergraduate studies in Potsdam, Germany, and ended up at Duke through a partner program. I loved it so much, especially after seeing the victory celebrations and bonfires after a major basketball win, that I applied for their Ph.D. program. Once I graduated with my Ph.D., it made a lot of sense to take my first job in the U.S. as well, and Georgia Tech offered the perfect combination of great colleagues, a university curriculum and culture” of the Institute.

It’s the excitement they had about their jobs that provides the perfect setting to study science and innovation, and a very livable city.

What do you enjoy about teaching Tech students?

At Scheller, we typically use case studies to illustrate and apply concepts, but it’s the most if students who have their own business ideas come up to me and tell me how the class made things clearer or helped them work through their challenges. I still have students from years ago email me and report on the progress of their ventures and careers.

How does your research of studying the next generation blend into teaching and working with them?

One of my streams of research studies how graduates make decisions to work in different sectors of the economy. The key insight is that there is no one best place that works for everyone, and it is important to figure out what one wants from a job and how to find the best match. I discuss these issues in my classes, where they are very relevant to students who are either thinking about starting their own firms or who are close to graduation and thinking about different types of careers. I have also worked with science and engineering students, postdocs, and educators at other universities who are trying to improve graduate education and career outcomes. One key goal is to ensure young people have access to the right kinds of information, and a systematic way of thinking about their career choices.

What do you like to do outside of work?

My partner and I love to travel. It’s amazing to explore new countries and meet people in different parts of the world. We have an endless list of places that we still have to visit and every destination is at the top of the list. I visited Singapore in May and hope to visit Stockholm sometime this year.

Faculty/Staff Meal Plans Now Available

Dining Services offers a Faculty/Staff Meal Plan, which this year includes an additional bonus and the opportunity to eat for $5 on Fridays. Learn more and purchase a plan at e.gatech.edu/gtfsmealplan

Students tackle the Georgia Tech Leadership Challenge Course, where participants can bridge leadership theory and practice by tackling assignments and challenges, allowing participants to exhibit leadership skills and receive swift feedback on their progress.

Leadership Fellows Sought Among Faculty, Staff

Their pitch is simple: Develop yourself while developing others.

The Office of Leadership Education and Development (LEAD) in Student Affairs is looking for faculty and staff with a desire to apply their leadership skills in the coaching and development of undergraduate students who want to develop their own leadership potential.

Stacey Doremus, coaching coordinator for LEAD, said the idea of Leadership Fellows started as a way for graduate students to serve as leadership coaches for undergraduates. After the first year, anecdotal feedback suggested a broader campus interest.

“We heard from several faculty and staff members who would like to be involved with undergraduates at this level, and we wanted to open up the opportunity to anyone on campus who is interested,” said Doremus. “Coaching as a developmental tool is being adopted by more and more organizations because of its direct impact on leadership capacity.”

Georgia Tech has emphasized leadership in its current strategic plan, both as one of its enduring values and as a key component in multiple goals, stating “leadership development will be infused into the curriculum and culture” of the Institute.

Candidates chosen for Leadership Fellows will receive additional training in leadership and coaching and are expected to give about five hours per week of time to the coaching process.

Doremus recommends prospective applicants seek supervisor permission before applying. Applications must be completed by Sept. 3.

Henry Sauermann, associate professor of strategic management in the Scheller College of Business, came to Georgia Tech in 2008. He studies individual motives for career choices, incentives, innovation, and entrepreneurship.