Women Tapped for New Campus Leadership Program

ANNETTE FILLIAT
INSTITUTE DIVERSITY

In 2012, one of the major findings from Georgia Tech’s Climate Assessment Survey was an expressed desire for targeted professional development opportunities for staff women. This desire was echoed in the president’s discussion groups last fall on inclusiveness and gender equity.

With support from the Office of the President, Institute Diversity has launched Leading Women @ Tech to engage senior and emerging women leaders at the Institute. The goal is to create empowerment opportunities for women leaders and build a community of women who will advance a culture of inclusive excellence at Georgia Tech. Currently, only 28 percent of staff positions above director-level at Georgia Tech are held by women.

“We are dedicated to creating the next community of leaders who will guide Tech in the 21st century. The representation of diverse women among all levels of leadership is central to our ongoing success,” said Julie Ancis, associate vice president of Institute Diversity. “The vision of Leading Women @ Tech aligns with Tech’s commitment to an inclusive society.”

Become a Leadership Coach

STACEY DOREMUS
DIVISION OF STUDENT LIFE

The Office of Leadership Education and Development in the Division of Student Life is recruiting faculty and staff to serve as Leadership Fellows.

Fellows serve as coaches for Georgia Tech students and also have the chance to strengthen their own leadership skills. “My sessions with students are extremely rewarding in that, every time we meet, I am able to share in their accomplishments as leaders,” said Michelle Cohen Segall, health educator in Health Promotion and a Leadership Fellow. “Witnessing students’ personal growth and enhanced self-awareness is a unique opportunity. Leadership is typically seen as positional, this program has shown me that I can be a leader regardless of my position in an organization.”

Coaches are matched with students who are also eager to develop their leadership abilities. Coaches should be able to commit about four to five hours per week to the program, and ongoing training is provided. The application deadline is Friday, March 18. To learn more or apply, visit www.leadership.gatech.edu.

Bicycle Master Plan Finalized

KRISTEN BAILEY
INSTITUTE COMMUNICATIONS

Four years ago, Georgia Tech was lauded by the League of American Cyclists as a silver level Bicycle Friendly University — the only school on the East Coast to make the list. Since then, the Institute hasn’t just been coasting. Many infrastructure improvements have been made, including new bike lanes, additional racks, and even free, quick repair stations.

Now, a long-term next step has been completed with the finalization of Tech’s first Bicycle Master Plan. The plan will serve as a reference and guide to inform all campus projects going forward. “The plan provides guidance, but it’s not prescriptive,” said Jason Gregory, senior educational facilities planner in Capital Planning and Space Management.

The Bicycle Master Plan began as an idea from Tech’s Bicycle Infrastructure Improvement Committee (BIIC), a group that includes students, faculty, and staff who work to make Tech a more bike-friendly place. When students brought the idea to Capital Planning and Space Management, they were happy to partner in the process. “We knew it was an issue, and it’s a significant part of our infrastructure,” Gregory said. “We’re always looking to improve transportation.”

Over the course of a year and a half, feedback was gathered from students, faculty, and staff — both cyclists and non-cyclists — about their experience with bicycles on campus and how it could be improved. Tech worked with Alta Planning and Design to draft the plan. Alta also worked with the City of Atlanta on its recent Cycle Atlanta Phase I plan and is now working on Phase II. Tech has been involved with city bicycle planning from the start; the Cycle Atlanta plan began with a smartphone app developed by Georgia Tech researchers.

The plan takes into account Tech’s current infrastructure and population, as well as its anticipated growth through 2035. It states a goal of having 30 percent of commuters come to campus by bicycle. Right now, that number is at 8 percent. The plan outlines both needs for accommodating that number — additional bike racks, to start — and ways to encourage new commuters to take up biking. Other goals include increasing safety and bike registration with the Georgia Tech Police Department.

Five key actions were determined during the planning process: make biking more visible on campus, improve access to campus, develop and support bike culture, establish dedicated funding, and identify and clarify partner roles.

Proper in the Planning

Though the Bicycle Master Plan is meant to be a long-term guide, parts of it are already becoming reality. Projects in the plan are not set out to be completed in a certain order or at specific times. Instead, they can be addressed holistically, as needed, and as other projects are taking place.

Construction is underway on West Campus at Sixth Street and Ferst Drive to improve traffic flow along Sixth Street and incorporate a dedicated bike path. Traffic will likely increase in this area in the
New Security Feature Protects Sensitive Employee Information

RACHAEL POCKLINGTON INSTITUTE COMMUNICATIONS

Beginning Friday, March 18, Georgia Tech employees will be asked to verify their identity online by entering the last five digits of their Social Security number when accessing all features of the employee self-service area of TechWorks. These features include payroll, tax, and compensation and benefits information.

This “Verify Identity” component has been made possible through the collaborative efforts of Georgia Tech Human Resources and the Office of Information Technology (OIT), as part of Tech’s commitment to securing online data.

“This additional verification process for Tech employees is a short-term one to help ensure it’s really you who wants to view your information,” said Herb Baines, OIT’s chief information security officer and deputy chief information officer. “Georgia Tech takes its data security very seriously, and we hope this extra layer of protection provides employees with the assurance they need that their personal information is safe.”

While extra precautions are being taken now to secure personal information accessed through TechWorks, Georgia Tech’s cyber security strategy will ultimately include adding a long-term two-factor authentication to the login process. Two-factor authentication is already being implemented in some campus departments and will be deployed throughout the entire campus community starting in 2016. The service is currently available as an opt-in selection for all Georgia Tech students, faculty, and staff.

For more information about or access to your information, contact hr.ask@ohr.gatech.edu. For more information on implementing two-factor authentication in your department, contact help@oit.gatech.edu.

EVENTS continued on page 3

ARTS & CULTURE

Through March 25
The Stubborn Gallery hosts the architectural work of three Georgia Tech alumni who are supported by the French, Swiss, and German Consulates. The gallery is located in East Architecture and open weekdays from 8 a.m. to 5 p.m.

HEALTH & WELLNESS

March 18
The Body Image Committee hosts a free yoga class from noon to 1 p.m. in the Peachtree Room, Student Center. Mats will be provided. www.healthpromotion.gatech.edu

April 30
The Georgia Tech Alumni Association hosts the 44th annual Pi Mids Road Race, one of the longest continually held 5Ks in Atlanta. The event begins at 7 a.m. and Tech employees receive discounted registration. Sign up at www.gatech.edu/pimile2016

TRAINING

March 16
The Office of Human Resources hosts a Be Well session on the Student Center. Mats will be provided.

WOMEN

from page 1

inclusive campus environment, as outlined in our Strategic Plan. Amy Henry, executive director of the Office of International Education and one of the invited participants, commented, “Many women feel isolated at Georgia Tech, and they are seeking more career advancement and collaboration opportunities. I look forward to learning, sharing, giving, supporting, and growing in this process.”

Co-led by Ancis and Pearl Alexander, executive director of Institute Diversity’s Staff Diversity, Inclusion, and Engagement unit, Leading Women @ Tech is designed to strengthen leadership ability, enhance personal and professional growth, and support participants’ overall career development. The program’s kickoff event took place on March 8; program activities for the year will include skill building in the areas of emotional intelligence, self-efficacy, mentoring and networking, mindfulness practices, negotiation and financial management, and intentional leadership.

“Organizations worldwide are taking steps to develop, deploy, and measure effective leadership strategies as a competitive advantage,” Alexander said. “Fostering and leveraging the talents of our women leaders at Tech enable them to thrive in their current roles. This prepares them to achieve advancement in ways that are fulfilling throughout various stages of their careers.”

For more information on Leading Women @ Tech, visit www.diversity.gatech.edu/leadingwomennatetech.

The First Cohort

Based on nominations from executive leaders, Institute Diversity invited 16 participants into the first cohort of Leading Women @ Tech: Lindsay Bryant (Student Center), Birgit Burge (Office of Development), Sherry Davidson (Parking and Transportation Services), Brandi Foley-Rodgers (Office of the Provost), Marta Garcia (Office of Development), Carol Gibson (Controller’s Office), Amy Henry (Office of International Education), Mary Hallsey Hun (Strategic Energy Institute), Farah Kaslhan (Office of Development), Liz Maryanska (Scheller College of Business), Julie McCoy (Georgia Tech Research Institute), Kimberly Mull (Library), Aisha Oliver-Staley (Legal Affairs and Risk Management), Vanessa Payne (Library), Charvette Webb (OHR), and Nazia Zakar (Environmental Health and Safety).

EVENTS • March 14, 2016 • www.whistle.gatech.edu • THE WHISTLE

The University System of Georgia’s Board of Regents convened in Atlanta Wednesday for its March meeting. Among the various items addressed, several were of interest to Georgia Tech.

The Board approved the establishment of the following new faculty chairs and appointments:

• Santosh Vempala, distinguished professor in the College of Computing, was appointed to the newly established Frederick G. Storey Chair.

• Wenle Lee, professor in the College of Computing, was appointed to the newly established John P. Imlay Jr. Chair.

• Ellen Zegura, professor in the College of Computing, was appointed to the newly established Stephen Fleming Chair.

• Gregory Abowd, distinguished professor and Regents Professor in the College of Computing, was appointed to the J.Z. Liang Chair.

• The Dunn Family Institute Chair was established in the School of Physics.

• The Gary C. Butler Chair was established in the H. Milton Stewart School of Industrial and Systems Engineering

The Board also discussed and approved new system-wide policies on sexual misconduct and student conduct. The system-level sexual misconduct policy replaces each USG institution’s local policy. The student conduct policy sets forth consistent processes and procedures to be incorporated into each institution’s existing student conduct policy. Both policies go into effect July 1. Learn more at www.usg.edu

In other Georgia Tech matters, the Board recognized Tech environmental engineering student Hannah Greenwald as a USG Academic Scholar. The USG honors one student from each institution each year.
BIKES, from page 1

future, with the opening of the West Campus Dining Commons slated for 2017.

Plans are underway to incorporate a bicycle path along the southern edge of Tech Parkway. The project is anticipated to begin in April and continue through 2016, and will also include sidewalks and other improvements.

In the northeast area of campus, Fifth Street will see improvements from Techwood Drive to Cherry Street (near Russ Chandler Stadium). The topography and intersections along this stretch of road have created tension points for cyclists and drivers in the past. The project will include restoring and adding bike boxes to more clearly define intersections for cyclists, drivers, and pedestrians. This corridor is critical to Tech's bike infrastructure: A 2015 Parking and Transportation Services Commuter Survey shows that 43 percent of bike commuters access campus via Fifth Street from Tech Square.

Master planning is not new to Georgia Tech. The Institute has numerous plans that are used to guide all of its ongoing projects. In addition to the overall Campus Master Plan, Tech has a Stormwater Master Plan, Landscape Master Plan, Housing Master Plan, Parking and Transportation Master Plan, ADA Assessment Plans, and Sector Plans.

All of these serve as a framework for new construction and infrastructure projects, providing a broad view to complement the detailed work of individual project plans, says Gregory.

"Sometimes you have to back up and look at everything," he said.

From Four Wheels to Two

One group working to get more people on two-wheeled transportation is Starter Bikes, a student organization and campus co-op that lets members of the Tech community purchase and repair bikes at an affordable price.

"We want to reach those people who are on the fence, and those who may have never thought about biking," said Alec Lindman, a graduate student in physics who is involved with Starter Bikes, as well as co-chair of BIBC and Bike GT, the central group of organizers for bike-related initiatives on campus.

This year, Bike GT is updating its resources and creating new ones to make cycling more accessible. The group is revamping www.bike.gatech.edu, a digital starting point for all things bike-related, as well as working on a printed pocket guide that will outline cycling laws, guidelines, and campus resources.

"Many of those who use a bike as their main mode of transportation are eager to share the convenience and benefits with others. "It gets you outside and in touch with your community," said Mike Tenenbaum, also a graduate student in physics and part of Bike GT. "In the city, it actually gives you more mobility than being in a car."

Plains also are in the works for a campus bike share program, which would be open to students, faculty, and staff. PTS also periodically hosts classes that are free for the campus community; a bike safety class will take place in April.

Someday, Starter Bikes may have a home in the center of campus in a bike center — that's one idea proposed in the Bicycle Master Plan. For now, Starter Bikes is located at the bottom of the Campus Recreation Center parking deck and is open Fridays from 4 to 6 p.m.

FACULTY AND STAFF ACHIEVEMENTS

Tim Bunning, adjunct professor in the School of Materials Science and Engineering and principal materials research engineer in the Materials and Manufacturing Directorate, has been named a 2016 fellow of the Materials Research Society.

Rick Clark, director of Undergraduate Admission, was elected chairman of the National Association for College Admission Counseling's Government Relations Committee. He will serve a two-year term.

Fred Cook, professor in the School of Materials Science and Engineering, has been selected to receive the Ohney Medal, the highest award presented by the Association of Textile, Apparel & Materials Professionals. The medal honors outstanding achievements in textile or polymer chemistry or other fields of major importance to textile science.

Rosario Gerhardt, professor and Gotcueva Foundation Faculty Chair, is profiled in the newly published book Ceramic and Glass Scientists and Engineers' 100 Inspirational Profiles by Lennette Madsen.

Geogia Tech's Department of Housing received the Hero of Hope award from the Cystic Fibrosis Foundation, Georgia Chapter, for raising funds and awareness for cystic fibrosis through its annual golf tournament.

Zaher Hani, assistant professor in the School of Mathematics, has been awarded a Sloan Research Fellowship. These awards honor early-career scientists and scholars whose achievements and potential identify them as the next generation of scientific leaders.

Karen Head, assistant professor in the School of Literature, Media, and Communication and director of the Communication Center, was named editor of the Atlanta Review literary journal.

Cassie Mitchell, a research engineer in the Wallace H. Coulter Department of Biomedical Engineering, was honored with the Bobby Dodd Institute Circle of Excellence Award.

Zhong Lin (Z.L.) Wang, Highower Chair and Regents Professor in the School of Materials Science and Engineering, won the Southeastern Universities Research Association (SURA's) Distinguished Scientist Award. It will be presented at the SURA Board of Trustees meeting April 13.

Tech Welcomes New Real Estate Development Executive Director

RACHEL PFOCKLING
INSTITUTE COMMUNICATIONS

Georgia Tech recently welcomed a new executive director of Real Estate Development. Tony Zivalich joined the Institute Planning and Resource Management team from Cushman and Wakefield, where he has recently worked with Georgia Tech on the High Performance Computing Center project.

The executive director of Real Estate Development leads the acquisition, sale, leasing, development, and planning of the Institute’s real property assets. This person also leads the management, construction, and financing of non-academic real estate. Zivalich will have a leading role in executing real estate transactions, establishing operating standards for Tech Square and Technology Enterprise Park, and supporting redevelopment in neighborhoods around Tech’s campus.

Zivalich has more than 30 years of experience in both for-profit and nonprofit institutions. He has worked with Georgia Tech since 1998, when he participated in the feasibility and development of Tech Square. Zivalich replaces John Majeroni, who will continue to work with Georgia Tech on a part-time basis.

March 17

Georgia Tech’s Alasdair Young and the University of Kent’s Richard Whitman discuss The UK’s Decision Whether to Leave the European Union, from 3 to 4:30 p.m. in Room 115, Instructional Center.

www.c.gatech.edu/eu

March 29

Paul Alonso, assistant professor in the School of Modern Languages at Georgia Tech, moderates a discussion on Media, Satire, and Dissent in the Americas, from 10 to 11:30 a.m. in the Piedmont Room, Student Center.

www.medlangs.gatech.edu

March 17

The Staff Council hosts Spring Town Halls at 6 a.m. in the O’Kiefe Building, 11 a.m. in Room 102, Clough Commons; and 3:15 p.m. in the Seminar Room, Engineered Ecosystems Building.

www.staffcouncil.gatech.edu

March 17

Georgia Tech and Emory University host a dedication of the new Joint Library Service Center from 1:30 to 3:30 p.m. The center is located at 1290 Briarcliff Road NE, Atlanta GA. www.renewal.library.gatech.edu

March 18

Baseball hosts Virginia Tech at Russ Chandler Stadium at 7 p.m.

www.ramblinwreck.com

March 19-26

Members of the Georgia Tech community will participate in various events of the Atlanta Science Festival. For a complete listing of Tech-related events, visit www.e.gatech.edu/af

March 21-25

Classes will not meet during Spring Break.

March 29

The School of Literature, Media, and Communication hosts a marathon reading of Milton’s Paradise Lost. All are invited to listen or participate in reading aloud from 9 a.m. to 9 p.m. in Room 102, Stephen C. Hall Building. Coffee, snacks, pizza, and forbidden fruit provided.

For a more comprehensive listing of events, or to add your own, visit calendar.gatech.edu.

March 17

Georgia Tech’s Alasdair Young and the University of Kent’s Richard Whitman discuss The UK’s Decision Whether to Leave the European Union, from 3 to 4:30 p.m. in Room 115, Instructional Center.

www.c.gatech.edu/eu

March 29

Paul Alonso, assistant professor in the School of Modern Languages at Georgia Tech, moderates a discussion on Media, Satire, and Dissent in the Americas, from 10 to 11:30 a.m. in the Piedmont Room, Student Center.

www.medlangs.gatech.edu

March 17

The Staff Council hosts Spring Town Halls at 6 a.m. in the O’Kiefe Building, 11 a.m. in Room 102, Clough Commons; and 3:15 p.m. in the Seminar Room, Engineered Ecosystems Building.

www.staffcouncil.gatech.edu

March 17

Georgia Tech and Emory University host a dedication of the new Joint Library Service Center from 1:30 to 3:30 p.m. The center is located at 1290 Briarcliff Road NE, Atlanta GA. www.renewal.library.gatech.edu

March 18

Baseball hosts Virginia Tech at Russ Chandler Stadium at 7 p.m.

www.ramblinwreck.com

March 19-26

Members of the Georgia Tech community will participate in various events of the Atlanta Science Festival. For a complete listing of Tech-related events, visit www.e.gatech.edu/af

March 21-25

Classes will not meet during Spring Break.

March 29

The School of Literature, Media, and Communication hosts a marathon reading of Milton’s Paradise Lost. All are invited to listen or participate in reading aloud from 9 a.m. to 9 p.m. in Room 102, Stephen C. Hall Building. Coffee, snacks, pizza, and forbidden fruit provided.

For a more comprehensive listing of events, or to add your own, visit calendar.gatech.edu.
Michael Smith calls himself a ‘triple dipper’ because he has three degrees from Georgia Tech.

First, Smith earned a bachelor’s degree in computer science. After working in the software industry in support of manufacturing for a couple of years, he found himself very successful but in a rut. So, he enrolled in Tech’s full-time Master of Science in Management program to get a broader base in business.

As his second graduation approached, he interviewed with consulting firms, but he was not interested in returning to the world of 80 percent travel. He wanted more control over his time, so he entered Georgia Tech’s Ph.D. program.

After receiving a Ph.D. in Management from Tech, he taught at the University of North Carolina Charlotte and at High Point University for several years before returning to his alma mater to become a lecturer at the Scheller College of Business. That was three years ago.

“No one I know over the age of 50 is doing what they thought they would be doing when they were 20,” he said.

Classroom Strategies

Smith now teaches several classes, including Spreadsheet Modeling 4803, which is taken primarily by juniors and seniors majoring in business. The class was developed in response to the needs of both students and employers.

“The students wanted this class because potential employers were asking them questions about Excel. I’ve met with many employers, and they say that business students overall don’t have sufficient spreadsheet skills when they graduate. Employers expect them to know more,” Smith said.

The course was offered last fall, and will be available again this spring.

Planning what goes into a class comes down to thinking about what students should be able to do after completing the class, according to Smith.

“One of the things I’m constantly asking people in industry is, ‘What would be a differentiator? What knowledge and skills would set your students apart from all the other students who have studied the same subject?’” he said. Smith takes notes and keeps them in a stack to review when he is preparing for the next semester.

He also asks many of his students how to incorporate into the next class.

“Now they have laptops and cellphones,” he said. “It’s a lot harder to tell whether they’re engaged today, but you can still get good clues from their body language. How often do their faces turn to you?”

Smith said he can just tell when his students are “done for the day” sometimes.

“We may technically have five or more minutes of class time left, but they checked out 10 minutes ago. So, I say, ‘Let’s just halt this, and I’ll see you on Wednesday.’” he said. He joked that, occasionally, letting them go five minutes early makes up for the times he keeps the class longer than scheduled.

“Now they have laptops and cellphones,” he said. “It’s a lot harder to tell whether they’re engaged today, but you can still get good clues from their body language. How often do their faces turn to you?”

Smith said he can just tell when his students are “done for the day” sometimes.

“We may technically have five or more minutes of class time left, but they checked out 10 minutes ago. So, I say, ‘Let’s just halt this, and I’ll see you on Wednesday.’” he said. He joked that, occasionally, letting them go five minutes early makes up for the times he keeps the class longer than scheduled.

The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

Advice for New Faculty

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

“In that environment, you learn to speak in public, and you learn to read the crowd very quickly because they don’t always have to be polite. You can tell very quickly when you have lost them.”

“Now they have laptops and cellphones,” he said. “It’s a lot harder to tell whether they’re engaged today, but you can still get good clues from their body language. How often do their faces turn to you?”

Smith said he can just tell when his students are “done for the day” sometimes.

“We may technically have five or more minutes of class time left, but they checked out 10 minutes ago. So, I say, ‘Let’s just halt this, and I’ll see you on Wednesday.’” he said. He joked that, occasionally, letting them go five minutes early makes up for the times he keeps the class longer than scheduled.

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

Advice for New Faculty

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

“In that environment, you learn to speak in public, and you learn to read the crowd very quickly because they don’t always have to be polite. You can tell very quickly when you have lost them.”

“Now they have laptops and cellphones,” he said. “It’s a lot harder to tell whether they’re engaged today, but you can still get good clues from their body language. How often do their faces turn to you?”

Smith said he can just tell when his students are “done for the day” sometimes.

“We may technically have five or more minutes of class time left, but they checked out 10 minutes ago. So, I say, ‘Let’s just halt this, and I’ll see you on Wednesday.’” he said. He joked that, occasionally, letting them go five minutes early makes up for the times he keeps the class longer than scheduled.

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

Advice for New Faculty

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

“In that environment, you learn to speak in public, and you learn to read the crowd very quickly because they don’t always have to be polite. You can tell very quickly when you have lost them.”

“Now they have laptops and cellphones,” he said. “It’s a lot harder to tell whether they’re engaged today, but you can still get good clues from their body language. How often do their faces turn to you?”

Smith said he can just tell when his students are “done for the day” sometimes.

“We may technically have five or more minutes of class time left, but they checked out 10 minutes ago. So, I say, ‘Let’s just halt this, and I’ll see you on Wednesday.’” he said. He joked that, occasionally, letting them go five minutes early makes up for the times he keeps the class longer than scheduled.

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

Advice for New Faculty

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

“In that environment, you learn to speak in public, and you learn to read the crowd very quickly because they don’t always have to be polite. You can tell very quickly when you have lost them.”

“Now they have laptops and cellphones,” he said. “It’s a lot harder to tell whether they’re engaged today, but you can still get good clues from their body language. How often do their faces turn to you?”

Smith said he can just tell when his students are “done for the day” sometimes.

“We may technically have five or more minutes of class time left, but they checked out 10 minutes ago. So, I say, ‘Let’s just halt this, and I’ll see you on Wednesday.’” he said. He joked that, occasionally, letting them go five minutes early makes up for the times he keeps the class longer than scheduled.

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

Advice for New Faculty

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

“In that environment, you learn to speak in public, and you learn to read the crowd very quickly because they don’t always have to be polite. You can tell very quickly when you have lost them.”

“Now they have laptops and cellphones,” he said. “It’s a lot harder to tell whether they’re engaged today, but you can still get good clues from their body language. How often do their faces turn to you?”

Smith said he can just tell when his students are “done for the day” sometimes.

“We may technically have five or more minutes of class time left, but they checked out 10 minutes ago. So, I say, ‘Let’s just halt this, and I’ll see you on Wednesday.’” he said. He joked that, occasionally, letting them go five minutes early makes up for the times he keeps the class longer than scheduled.

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

Advice for New Faculty

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”

“In that environment, you learn to speak in public, and you learn to read the crowd very quickly because they don’t always have to be polite. You can tell very quickly when you have lost them.”

“Now they have laptops and cellphones,” he said. “It’s a lot harder to tell whether they’re engaged today, but you can still get good clues from their body language. How often do their faces turn to you?”

Smith said he can just tell when his students are “done for the day” sometimes.

“We may technically have five or more minutes of class time left, but they checked out 10 minutes ago. So, I say, ‘Let’s just halt this, and I’ll see you on Wednesday.’” he said. He joked that, occasionally, letting them go five minutes early makes up for the times he keeps the class longer than scheduled.

“The real trick is to find something the students already know, and link it to what you’re trying to teach them.”