A PATH FORWARD — TOGETHER

MAPPING OF ACTION TEAM RECOMMENDATIONS TO IMPLEMENTATION OBJECTIVES

Campus Culture Action Team

Georgia Tech

A Path Forward – Together

Action Team Recommendation	Implementation Objective	Expected Outcome(s)	Implementation Cluster
CC.1 Extract a statement of core values from the Strategic Plan. Integrate these into all student messaging (FASET, GT1000, etc.) (See the Auburn Creed, Harvard Student Handbook.)	2.2.1 Georgia Tech should reiterate and increase the visibility and exposure of its core values and mission statement.	-Increase in campus messaging that incorporates the Institute's core values.	Academic
CC.2 Teach inclusive pedagogical practices to all new faculty at new faculty orientation. Make that a part, and an expectation, of our culture. Modify the Course Instructor Opinion Survey (CIOS) to include questions that measure how inclusive our classrooms are.	3.1.1 An introduction to inclusive pedagogical practices (e.g., race, gender, ethnicity, sexuality, learning differences, etc.) should be included in new faculty orientation making it clear the expectation thereof. Additional ongoing workshops and professional development on this topic should be considered by CTL.	-Faculty are equipped to foster an inclusive classroom environment	Academic
CC.3 GT1000 should have a standardized curriculum that focuses on holistic development of the student while allowing for the flexibility of instruction that currently makes GT1000 appealing. (Refer to GT1000 Task Force.)	1.2.1 Identify and strengthen existing and potentially new courses and programs that can enhance students' mental health and well being.	-Increased student knowledge on mental health and well being -Increased opportunities to integrate students' academic and personal well being	Academic

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CC.4 Lengthen and deepen the information provided for graduate students with a full orientation to Georgia Tech and its resources, support, and engagement opportunities. This would be similar to FASET for new undergraduate students and transfers.	7.5.1 Enhance graduate student engagement in areas such as: Orientation/Transition programming (e.g., Grad Groups, Grad Orientation, etc.), Mental Health, Student Programming/Events, Finances and other opportunities.	-Graduate Students are actively engaged in programming offered by the Institute -Increase communication of events to Graduate Students -Grad Students are efficiently and effectively prepared for life at Georgia Tech	Student and Community Life
CC.5 Include graduate students in New Student Convocation.	7.5.1 Enhance graduate student engagement in areas such as: Orientation/Transition programming (e.g., Grad Groups, Grad Orientation, etc.), Mental Health, Student Programming/Events, Finances and other opportunities.	-Graduate Students are actively engaged in programming offered by the Institute -Increase communication of events to Graduate Students -Grad Students are efficiently and effectively prepared for life at Georgia Tech	Student and Community Life
CC.6 There is a need to develop more comprehensive orientation programs in the near future for both graduate and undergraduate students, focused on the resources and the experience of a lifetime that Georgia Tech has to offer. The basic goal of these orientation sessions should be to brief the students about the campus resources as well as to develop a "sense of ownership" in the students about Georgia Tech.	7.5.1 Enhance graduate student engagement in areas such as: Orientation/Transition programming (e.g., Grad Groups, Grad Orientation, etc.), Mental Health, Student Programming/Events, Finances and other opportunities.	-Graduate Students are actively engaged in programming offered by the Institute -Increase communication of events to Graduate Students -Grad Students are efficiently and effectively prepared for life at Georgia Tech	Student and Community Life

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CC.7 Expand the culture of innovation, creation, and inspiration beyond simply Senior Design and into every aspect of a student's life. Each course that a student takes should relate back to a central identity. Look at adding these ideals into every course syllabus.	4.1.1 In the examination and review of Institute values, consider the academic values of the Institute and ensure that they include those related to innovation, creation, and inspiration.	-Students are encouraged and regularly exposed to innovative and creative practices inside and outside of the classroom	Academic
CC.8 Expand the value of teaching experiences and excellence in tenure decisions. Make teaching, respect, and inclusiveness a greater part of the tenure process.	2.3.1 Review the role that teaching plays in promotion and tenure standards. As part of this, define (or clarify) standards and expectations of teaching excellence.	-The faculty who receive tenure and promotion are the ones who continually exhibit the behaviors and practices of effective teachers. The post-tenure review process also considers and prioritizes effective teaching.	Academic
CC.9 Results from CIOS Question 16 ("respect for students") should be shared with school chairs and the general Georgia Tech community.	1.3.2 Assess the current CIOS questions and policy regarding the distribution of CIOS responses to institute leadership	-Increase the pathways to enable constructive criticism and feedback between students and faculty	Academic

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CC.10 The recommendations of this year's CIOS Task Force — such as charging the Faculty Senate to undertake a campaign for "collegiality, civility, and respect in the educational environment" and continuing the inquiry into sharing CIOS comments — should be pursued.	1.3.2 Assess the current CIOS questions and policy regarding the distribution of CIOS responses to institute leadership	-Increase the pathways to enable constructive criticism and feedback between students and faculty	Academic
CC.11 As CIOS evaluations are shared with school chairs, make students and faculty aware of the importance of constructive feedback and how to give and receive it.	1.3.2 Assess the current CIOS questions and policy regarding the distribution of CIOS responses to institute leadership	-Increase the pathways to enable constructive criticism and feedback between students and faculty	Academic
CC.12 Syllabi audits to ensure that current policies are mentioned and implemented.	3.2.1 Assess the need for a policy or policy changes requiring that faculty communicate due dates for assignments at least a week in advance with a strong encouragement for them to be planned at the beginning of the semester. Additional efforts should be taken to enforce policies related to the syllabi and require the inclusion of campus resources pertaining to academic success and mental health in the same way that academic integrity and disability accommodations are included.	-Students will be able to plan their work more evenly and consistently to help lessen the stress of last minute exams and assignments	Academic

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CC.13 Students should have more flexibility in taking courses that stimulate their intellectual curiosity and learn about opportunities outside of their core curricula. Experiments such as mini-mesters (described by CNE); Expo Days, in which faculty give short lectures on topics they are passionate about; and early-semester "shopping days" should be available to students at all levels.	1.4.1 Review the feasibility and potential impact of including more flexibility in the curriculum	-Conduct best practices study and benchmarking with peer institutes to evaluate Georgia Tech's academic system	Academic
CC.14 Revisit the Task Force on the Learning Environment's (TFLE) report and implement the most compelling ideas. The syllabus audit listed as item 4 above was a recommendation of the TFLE.	1.3.1 Review current policies and practices around grading and related academic policies and the perception of its effectiveness to ensure that they align with the needs of faculty and students (e.g., grading on the curve, plus/minus grading)	-Establish a process to determine the feasibility, benefits, and concerns of implementing a modified grading policy and its impact to the campus community	Academic
CC.15 Rededicate ourselves to reducing the student-faculty ratio. (Refer to the strategic plan subcommittee created in 2010.)	2.4.2 Encourage ways to foster positive student-faculty interactions in the classroom.	-The quality of the student and faculty experience is increased by ensuring that the appropriate amount of attention is given to each student through increased opportunity to work with faculty.	Academic
	2.4.1 Explore the feasibility of reducing the faculty to student ratio over the next few years setting reasonable reductions to target at the five and ten year marks as appropriate.	-The quality of the student and faculty experience is increased by ensuring that the appropriate amount of attention is given to each student through increased opportunity to work with faculty.	Academic

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CC.16 Implement co-curricular Institute transcripts that include students' involvements, leadership activities, and engagement on campus. This was originally proposed by Creating the Next so that all students can be recognized by the Institute as more than their GPA and the numbers on their transcripts.	1.4.2 Develop a proposal for how (or if) a co-curricular transcript system should be implemented	-Increased understanding of the resources that will be necessary to do this	Academic
CC.17 Institute Communications should carefully and faithfully balance news stories and press releases ensuring that every boast about rankings will be accompanied by coverage of the amazing things our students and faculty do to show science and engineering in service to humanity.	8.2.1 Institute Communications should carefully balance news stories and press releases ensuring that every boast about rankings will be accompanied by coverage of the amazing things our students and faculty do to show science and engineering in service to humanity	-Increased coverage in internal and external communication outlets about the achievements of our faculty and staff in service to humanity	Student and Community Life

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CC.18 The concept of "What Does Georgia Tech Think?" should be continued and even enhanced to reinforce that our commitment to innovation and excellence is evidence of leadership in action, far outpacing any rankings.	8.2.3 Ensure in the Institutes value review that the concept of "What Does Georgia Tech Think?" is a critical point of conversation, exemplifying what makes Georgia Tech leaders in action; Additionally, it should be considered how Georgia Tech can learn from other peer institutions to learn from them to continuously strive for progress and service	-Georgia Tech is progressing towards the desire of being a leading research university and attracting others to ask, "What Does Georgia Tech Think?" -The Institute is embedding in the core values the desire to continuously improve by not only leading but learning from others	Academic
CC.19 Identify and define what Georgia Tech's core values are and what it means to live for "Progress and Service." Georgia Tech does not currently advertise or have a list of core values easily accessible to the public. Once identified, the values should be woven into the Georgia Tech community and publications. The values can be used during reviews, including staff performance reviews, CIOS, and student experience surveys, to assess whether the core values are being lived out in the Georgia Tech culture year-round.	2.2.1 Georgia Tech should reiterate and increase the visibility and exposure of its core values and mission statement.	-Increase in campus messaging that incorporates the Institute's core values.	Academic

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CC.20 The principles of the Total Person Program, created by Dr. Homer Rice and recently reinvigorated in Athletics to improve the academic, spiritual, emotional, and personal well-being, should be expanded to the entire student body. (Refer to GT1000 recommendations.)	1.2.1 Identify and strengthen existing and potentially new courses and programs that can enhance students' mental health and well being.	-Increased student knowledge on mental health and well being -Increased opportunities to integrate students' academic and personal well being	Academic
CC.21 Look at reviving the "To Know, To Do, To Be" statement of Georgia Tech and work toward a holistic learning experience.	2.2.1 Georgia Tech should reiterate and increase the visibility and exposure of its core values and mission statement.	-Increase in campus messaging that incorporates the Institute's core values.	Academic
CC.22 Use additional qualitative and quantitative data metrics and surveys to further understand Georgia Tech's culture over the next 12 months.	6.2.1 Evaluate a comprehensive approach for examining student experiences around areas such as: mental health, academics, campus culture, LGBTQIA experience, etc. that allows for information to be consistently and rapidly interpreted and accessible.	Current surveys should be reviewed for utility toward this objective -Anonymized survey results and action items should be publicly available following the completion of data collection and analysis. -Look for examples of effective practices by other schools	Student and Community Life
CC.23 Every five years there should be an assessment of campus culture and a realignment of the buckets/ recommendations.	6.2.1 Evaluate a comprehensive approach for examining student experiences around areas such as: mental health, academics, campus culture, LGBTQIA experience, etc. that allows for information to be consistently and rapidly interpreted and accessible.	Current surveys should be reviewed for utility toward this objective -Anonymized survey results and action items should be publicly available following the completion of data collection and analysis. -Look for examples of effective practices by other schools	Student and Community Life

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CC.24 Further the concept of peer institutional learning as opposed to comparison. Benchmarking with a focus to learn as opposed to compare.	8.2.3 Ensure in the Institutes value review that the concept of "What Does Georgia Tech Think?" is a critical point of conversation, exemplifying what makes Georgia Tech leaders in action; Additionally, it should be considered how Georgia Tech can learn from other peer institutions to learn from them in an effort to continuously strive for progress and service	-Georgia Tech is progressing towards the desire of being a leading research university and attracting others to ask, "What Does Georgia Tech Think?" -The Institute is embedding in the core values the desire to continuously improve by not only leading but learning from others	Academic