FOCUS

HOME SWEET DORM

For many students, especially freshmen, making sure your dorm is exactly how you want it takes a little bit of creativity. **Page 17**

WREK GETS INTO THE GAME

This year, WREK radio's programming is set to include broadcasts of Tech's best sports, including football and men's basketball. **Page 37**

Recent college rankings demand deeper look

U.S. News, Princeton Review's *varied methodologies key to understanding results*

By Jennifer Lee
Focus Editor

This past month, *U.S. News and World Report* released their 2005 edition of *America's Best Colleges*. Tech made a strong showing, with every program in the College of Engineering ranked among the top 15 in the country and four programs ranked among the top five. Overall, Tech slipped three spots from last year to 41st among all universities, public and private.

On the other end of the spectrum, however, *Princeton Review* recently released their 2005 edition of *The Best 357 Colleges*. Tech ranked in the top 20 in six categories—all of them negative. The Institute was number one in the category of "Class Discussions Rare," and number four in "Professors Get Low Marks." In addition, Tech also was ranked for having an unsightly campus and "dorms like dungeons."

U.S. News and *Princeton Review* are two very different surveys with very different aims. So how seriously should students be taking these rankings, and how exactly are they calculated?

"We follow all of [the rankings] closely, if for no other reason than the fact that students and prospective students look at them," said Bob McMath, Vice Provost for Undergraduate Studies and Academic Affairs. "We also take them with a grain of salt."

U.S. News and World report bases their rankings on statistics provided by Tech's Office of Institutional Research and Planning (IRP) in a nearly 600-question survey. These include numbers on student selectivity, faculty resources, graduation/retention rate and financial resources,

> **"[Princeton Review is] not really open about the number of students that they actually get responses from."**
>
> **Sandi Bramblett**
> Director, Institute Research and Planning

for example.

The largest factor, however, is a peer assessment, which is conducted by *U.S. News* through surveys of presidents, provosts and dean of admissions at peer institutions. This factor makes up 25 percent of the school's overall ranking.

From the administration's point of view, said McMath, the peer assessment is one of the most important

things they look at. The peer assessment is important because "it opens doors for us in collaboration with other leading national universities," McMath said.

The *Princeton Review* rankings, on the other hand, are done mainly through student surveys. Rankings for 60 different categories are based solely on student surveys. The surveys are distributed through a variety of outlets: there is an online survey that students can fill out throughout the year; in addition, representatives from Princeton Review sometimes will visit campus to distribute paper surveys.

However, according to Sandi Bramblett, IRP's director, one of the main problems with the Princeton Review rankings is that the actual number of students surveyed at each school is not revealed.

"They're not really open about the number of students that they actually get responses from," Bramblett said. "I know that our folks in Institute Communications and Public Affairs have asked them several times how many students are we talking about, [but] we can't really get a good answer."
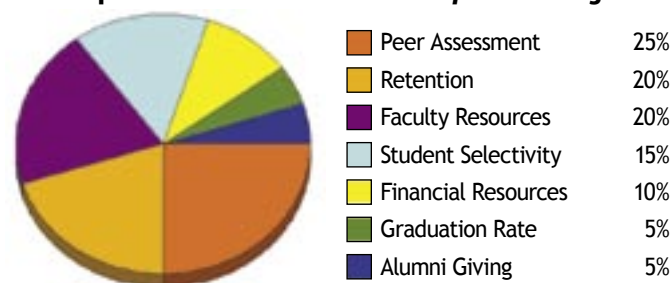
This makes it difficult to determine if the Princeton Review rankings are truly representative of the student body. According to

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BEHIND THE RANKINGS: WHAT DO THEY REALLY MEAN?

U.S. News & World Report bases their rankings on a variety of data, with assessments from peer institutions carrying the most weight.

Composition of *US News & World Report* Rankings

Peer Assessment	25%
Retention	20%
Faculty Resources	20%
Student Selectivity	15%
Financial Resources	10%
Graduation Rate	5%
Alumni Giving	5%

Tech's *US News & World Report* Rankings

National Universities: Top Schools	#41
Business Schools	#34
Industrial Engineering	#1
Biomedical Engineering	#2
Aerospace Engineering	#4

The Princeton Review compiles their rankings based on student surveys offered online throughout the year, and on-campus distribution.

Tech's *Princeton Review* Rankings

Class Discussions Rare	#1
Professors Get Low Marks	#4
Professors Make Themselves Scarce	#10
Campus Is Tiny, Unsightly or Both	#15
Dorms Like Dungeons	#15
Least Happy Students	#16

Academic misconduct statistics available online

By Narendhra Seshadri
Contributing Writer

With the start of the academic year, many Tech departments are launching redesigned websites. The Dean of Students Office's website is no exception, and one of the things that may now be more accessible is information from the Office of Student Integrity (OSI).

While many students are aware of the strict policies enforced by the Institute and the consequences of cheating or plagiarizing an assignment, many are not aware that the Dean of Students website now has links to statistics regarding academic misconduct cases for every semester starting from the summer of 2002.

The site includes statistics on the many different types of misconduct including unauthorized access, unauthorized collaboration, plagiarism, falsification of work, alteration of grade, deliberate falsification and forgery. The statistics break down the different types of violation cases with respect to the number of reported incidents, the committee dealing with the case, the number of charged students, the type of sanction and also the college submitting the case.

"The stats were put on the website Spring of 2003 so that everyone could have access to them," said Senior Associate Dean of Students for Student Life Karen Boyd. "We believe that making that obvious is an important step in helping build the community of trust needed to improve the environment

CoC educates high school CS teachers

By Joshua Cuneo
Senior Staff Writer

Never had a chance to take Advanced Placement Computer Science in high school? Your younger sibling might, thanks to a new endeavor from the College of Computing and the Georgia Department of Education to train current and future AP Computer Science teachers.

The college offered two Java-based workshops for the first time last summer: one to assist current AP CS teachers, and the other to train teachers for the non-AP Introduction to Programming and Systems Management classes.

The objective is to use the workshops make the AP class available in every high school in the state. In return, the College of Computing receives more incoming students with a newly-vested interest in computer science, and the state receives more well-trained employees to compete in the global marketplace.

"Programming and using computers is a fundamental skill," said Rich DeMillo, Dean of the College of Computing, who teamed up with State Secretary of Education Kathy Cox to head the project.

"[We] looked at what we could do versus what we were doing, and there just was a huge gap," DeMillo said. "Getting the number of AP courses up was a good place to start."

Currently, there are around 40 AP Computer Science teachers in Georgia, although the state has more than 350 high schools.

"We hope...that a teacher can take the two-week workshop one summer, go back to teach computer science over the year...then return the following summer for the AP workshop," said Mark Guzdial, an associate professor in the College of Computing.

Guzdial teaches CS 1315, an introductory CS course with a multimedia edge to appeal to non-CS and non-engineering majors. Guzdial cited a 90 percent success rate for CS 1315 last year, compared to a 72 percent success rate between 2000 and 2002 for CS 1321 when it was the only introductory computer science class offered at Tech.

"It's just a more appealing approach than a typical computer science introductory course," said Maureeen Biggers, assistant dean for diversity and special programs in the College of Computing. "I think it's because...they get to play with media, they get to play with art...it's just more fun."

Barbara Ericson, an instructor for the college, designed and taught the workshops around this approach. She kept the lectures short and the hands-on exercises engaging.

Rich DeMillo, Dean of the College of Computing, partnered with the Georgia Department of Education to train current and future high school AP Computer Science teachers. Some CS majors at Tech, who had less-than-adequate AP CS experiences, applaud the initiative.

Welcome to San Francisco, city of many Starbucks

PURA recipient shares a humorous account of the ups and downs of presenting a conference paper

By Michael Handelman
Contributing Writer

Earlier this August, I received a Presidential Undergraduate Research Award (PURA) to travel to San Francisco to present a research paper at the American Sociological Association's annual conference.

Arriving at Hartsfield-Jackson airport at 5 a.m., I started getting nervous. My fear wasn't about the airplane ride, but rather that I had not even finished the paper I was presenting. Prior to leaving for San Francisco, my enthusiasm for finishing up the conference version of my paper ran dry. I figured that I'd somehow be more motivated once I left Atlanta...or at least, that was the plan.

I had been working on the research for the paper for more than a year, having previously received a separate PURA award to start the project.

It was surprising when I was informed that my paper was accepted to this conference, but I figured that presenting as an undergraduate would probably help my chances for the graduate schools to which I was applying.

Settling into my seat on the plane, I was delighted to find out that my row-mate was the mother of a number of Tech students. Our conversation became especially intense during the safety briefing, as she proceeded to scream over the recording. However, after I informed her that I wasn't an engineer, I was glad that she stopped asking me about the biomolecular-nano-something program at Tech.

Otherwise the flight was pleasant, and a few hours later I emerged out of the subway station into a frenzied horde of tourists, pigeons and panhandlers.

Eventually I made my way to my hostel: I was staying in Union Square, the tourist hub of the city, where the tourists stood in line, feeding pigeons donuts while taking pictures of each other standing on idle cable cars.

I arrived in the city a few days early to look around some of the neighborhoods and touristy areas.

Walking into Chinatown, my goal was to eat something unique. Looking for breakfast, I peeked my head into a small café where elderly Chinese men were chatting over tea.

The owner of the establishment called me inside and in broken English offered me something to eat for breakfast. I ate some brown paste wrapped in some translucent noodle-like substance that vaguely like meat, which I washed down with a strong cup of what I assumed to be coffee.

One of the more interesting areas I visited was The Castro, a fabulous neighborhood a few rail stops away from Union Square. Walking out of the station, it was hard to avert my eyes from the enormous gay pride flag screaming in the wind.

> "I arrived about 20 minutes early to my presentation... making sure I had my materials. Then I spent some time staring in the mirror to make sure my hair was perfect."

As a gay man living in Midtown, I was still not prepared for the pride flags painted on every lamppost in San Francisco. Prior to my visit, I had never seen so many gay bars, gay burrito joints, gay porn shops, gay leather shops and, well...gay men. Out of the many options available, I decided to eat a burrito.

After this sightseeing, I quickly got back to work to finish the paper and my presentation. It wasn't hard to find a coffeeshop with Wi-Fi access in San Francisco, considering that there were places where two Starbucks were located on opposite street corners. But after navigating around another hoard of European tourists ordering their first triple soy latte, I found a seat to finish my work. To prepare for my talk, I decided to attend some sessions prior to my own, in an attempt to figure out how I should best present my paper.

One session was particularly interesting, where I learned about gay leather bar culture, Japanese lesbians and closeted lesbian housewives. The other talk I attended was more prosaic, with papers related to the sociology of work.

I arrived about twenty minutes early to my presentation, scouting out the room, making sure I had my materials. Then, I spent some time staring in the mirror to make sure my hair was perfect.

Sitting at the presenter's table, I quickly realized that this particular session was probably not the most popular. Although most of the talks I attended had about dozen people in attendance, mine only had four. It vaguely reminded me of my Bar Mitzvah.

Having rehearsed my 10-minute talk for many hours in my hostel earlier, the presentation went off without a hitch. After sitting through three less interesting papers following mine, I answered some perfunctory questions, shook the obligatory hands and walked out, feeling confident.

Before my trip, the farthest west I had traveled was Montevallo, Alabama. As San Francisco was certainly more exciting than Montevallo, though, I plan on writing a few more research papers.

By Michael Handelman / STUDENT PUBLICATIONS

Arriving in San Francisco early gave Handelman an opportunity to sightsee (instead of working on the paper he was scheduled to present during the American Sociological Association's conference).

SLIVER
www.nique.net/sliver

perfectly Fried Squid > all

I guess I have finally settled into a class now, way behind the people I should be with, slightly in front of the ones I should be in front of

Hooray for not graduating on time!

I like Pie, not really, I like pie so much...I love it?

Homestar! Runner! Everybody! Everybody!

Yankees losing = me happy

Obsessed? Are you nuts bitch?

Street Fighter Anniversary Collection is out by the time you are reading this, GO BUY IT!

Proof that OJ did it: Common sense

Woo! Waterslide RO>

I need to clean up my buddy list...

At least AE isn't girly

I hope we don't get our asses beat this season

sliver me timbers!! ahh haa ahha karl is awesome

splooge, what a great word

One day, Frylock, Meatwad, and Master Shake will rule us all. Carl will be their next door neighbor...still

Meteorologists are boring

bring back oscarweb! what was so wrong with having everything you needed on one page? honestly...

Every morning the hill greets me.

my only theory as to why they dont post slivers online:

The sliver section is the only section I care about, if it was online, I wouldnt have any need to pick up a paper

procrastination bliss

2 homeworks due thursday, one due friday, test next week, two labs this week, sitting here writing slivers, priceless

"Fundamentals of Engineering Thermodynamics, Worst Class Ever!", I said as I registered for Fluid Dynamics

For the Biology and management majors out there, Fluid Dynamics is a really hard class

I guess the Biology and management majors wouldnt know what hard class meant either...hmmm, how to explain this...

hmmm, Fluids is sort of like your accounting class, without the cheat sheet with every answer on it...the questions are made up in the spot and are meant to have to answer

Wait, Biology was hard, what was I thinking, what's the other easy majors here? INTA? crap like that?

Why the hell did I think Biology was an easy class? is IE easy? that eng econ class was easy

Dance parties rock

Dealing with vagrancy: what students can, should do

By Katherine Colmer
Contributing Writer

How many times has a homeless person stopped you on your way to class and asked you for money? In a large city such as Atlanta, homelessness is a constant problem, and often crosses over onto the boundaries of the Tech campus. Students often see vagrants searching through the trash, approaching a student for money or just walking around campus.

"Our students are trusting," said Carla Cook, a Crime Prevention Officer at the Georgia Tech Police Department. The generosity and willingness of students to lend a hand may encourage homeless people to come onto campus.

"We get a least a call a day about a suspicious-looking person around campus, or someone trying to solicit money from the students, but very rarely trying to get into the buildings," Cook said.

She added that the homeless people around campus are believed to be the reason behind many of the thefts, but most of them are harmless and just want money.

Cook advised students not to do so. "They'll tell you stories... but you don't have to give them any money," Cook said.

She said it is a bad idea to open your wallet when they approach you. Cook said that the city of Atlanta has many programs for the homeless that do not cost money. They do not need money to get into the shelters or any other programs.

Vagrants are not the only cause of thefts on campus, but many thefts caused by the homeless are crimes of opportunity, perpetrated when one leaves his or her belongings unattended.

Also, leaving any door to a building or a car unlocked or open can invite someone to steal possessions.

"Tech is not any different or worse than other schools like Georgia State, but the homeless can be a problem on our campus," Cook says. "However, crimes [by the homeless] against people are relatively rare."

If a student ever feels uncomfortable, Cook's advice is to get a good description of the person and the direction they are heading, and call the police. Students can call the Georgia

> ## "Tech is not any different or worse than schools like Georgia State, but the homeless can be a problem on our campus."
>
> **Carla Cook**
> GTPD Crime Prevention Officer

Rankings

Monica Gaughan, a professor in the School of Public Policy, "One of the things that one wants to know, no matter what the survey, is what the sample size is. Generally, if you start hitting the 100 to 120 mark in terms of number, you start converging on a good sample size."

The 2005 *Princeton Review* rankings are based on surveys of over 110,000 students—on average, a little over 300 students per school. However, the number of students surveyed per school is highly variable, and can range from less than 100 students to over 1000 students per school.

Another flaw with their methodology, according to Gaughan, is that their sampling strategy results in what is known as a convenience sample, not a random sample.

"You want your sample to represent the population it's drawn from," Gaughan said. "So in the Georgia Tech case...if they have a sample that's 50 percent women, automatically you know it's not representative of the Georgia Tech population. And since they don't report any of that information, it's not possible to evaluate."

In addition, she said, the students that are motivated to fill out the survey are those who have strong opinions.

"People who are very happy or very dissatisfied with their experience are the ones who are going to take the time to complete the survey," Gaughan said, "so you're more likely to see extreme responses reflected in things like the Princeton review."

McMath noted the *Princeton Review* doesn't purport to be a scientific analysis, and therefore, from an administrative perspective, "We really don't put much stock in that, except at a very gross level sometimes."

However, McMath noted that prospective students and their par-

ents do pay attention to rankings, regardless. Numerical evidence supports this: for example, the current poll on the Tech homepage asks students how much college rankings such as *U.S. News and World Report* and *Princeton Review* impact their perceptions of an institution. A majority of respondents replied, "To a large extent."

In addition, all freshman are encouraged to complete a survey during FASET. According to this survey, approximately 46 percent of freshmen said "rankings in national magazines" were "very important" in the student's decision to attend a college.

This was the case for Warren Wade, a first-year Civil Engineering major. "Rankings were quite a significant role in my decision to come to Tech," he said. "A lot of them are based on the opinions of college deans, so to me that's a very credible source for choosing colleges."

However, other students disagree. Elizabeth Saltmarsh, a first-year Aerospace Engineering major, said,

"I actually didn't base any of my college choosing [on rankings]."

Ryan Carter, a prospective International Affairs student for spring, said that though rankings were important, the fact that Tech offered programs that he wanted was more of a factor. "[They're] not my overall final criteria for making the decision."

Amy Phuong, the Undergraduate Student Body President, also expressed frustration. "I feel like it's not just really accurate sometimes," she said. "It helps point out the overall problems that we might have, but I hate for students to just use it as ammunition and other students from other colleges to use it against us."

McMath reemphasized the impossibility of fully describing a school through rankings. Rankings like *U.S. News*' top universities, for example, "looks more like a football or basketball poll than anything else," he said. "We probably pay more attention to the...surveys that we do ourselves."

By Jamie Howell / STUDENT PUBLICATIONS

The Campanile is a campus icon, but perhaps not an attractive one: Tech ranked #15 for "Campus Is Tiny, Unsightly or Both" in the *Princeton Review***'s college guide. Are these rankings representative?**

SLIVER
www.nique.net/sliver

memorization > me
FRESHETTA'D!!!
Anyone out there like pie? I can't be the only one...
Orange is the greatest color ever. What proof do I have you ask? Well its right here...in my...*runs*
cable modems rock
old friends dont talk anymore, so I had to make new ones, I miss the old ones, but I like the new ones too
Don't you just hate when half the class knows more Java than the teacher?
Ninja Courtroom Drama!
fucking housing sucks...i hate my fucking ca
Bidis are not reefers!
Do you like Gamefaqs? Do you like ASCII? Why not try out Gamefaqsascii.com?
getting up one hour earlier when you dont have to...sucks
What's up
Democratic appeasement brought us the holocaust and 9/11, that's why I'm voting Bush in November.
MY PANTS ARE ON FIRE!
Hello? Is there anybody in there? Just nod if you can hear me.
El Rey del Baile rules!
ajay devgan's a psyc major
pungi !
Anal Beads
who knew pointing and clicking could be so interesting? =)
Good to hear that Midnight Madness continues on. It's been a long time since first and second floor Matheson chose to irritate the rest of the Area 2 dorms with screaming during finals week. Not as
Don't u just hate physics 2? and statics? and Matlab? and Calc 3?
yo yo yo
cs2110 kicks butt
cs2110 is awesome!
LAN parties are never cool. Ever. Get out and experience real life, not video games.

Tech Up Close

**CAN YOU FIGURE OUT WHERE ON CAMPUS
THIS PICTURE WAS TAKEN?**

Email **focus@technique.gatech.edu**
for a chance to win a free student combo at Lil' Dinos.

Last week's Tech Up Close:
Lighting outside Pandini's

Last week's winner:
Shawn Pope

THIS WEEK'S PHOTO:

By John Drews / STUDENT PUBLICATIONS

technique

making friday lectures more interesting

Dorm decor showcases creativity, obsessiveness

By Amanda Dugan
Contributing Writer

Before worrying about books, exams, or even keeping HOPE, Tech students must arrange their dorm rooms. Not only are freshmen adjusting to small rooms and learning to share all over again, they also are faced with making their room personal while obeying Housing rules. Styles and techniques differ, but everyone faces the same challenges.

Walking into Civil Engineering

> ## "Guys don't like to decorate with pictures. They think they're girly. They should use maps. I suggest looking in National Geographic."
>
> **Patrick Odneal**
> First-year IE major

major Andrew deRussy's room, there is a strong ambiance of patriotism from the American flag hung under the light. "Couches are necessary," he said.

deRussy, a Peer Leader in Glenn Residence Hall, noted that everyone on his floor purchased their sofas from the Salvation Army warehouse sale. The goal in room design, deRussy said, is "decorate so it's not a dungeon."

Patrick Odneal, a first-year Industrial Engineering major who lives on East Campus, recommends maps for covering the white walls. "Guys don't like to decorate with pictures. They think they're girly," he said. Instead, "they should use maps. They're sophisticated and refined, yet decorative. I suggest looking in National Geographic."

Other guys, like roommates Sean Miller and Dan Sykes, will use almost anything for decoration. Indeed, their room's sole poster is a recycling sign that fell from one of the trash cans.

"Anything that's free we'll make part of our décor," they said.

Brad Hermann, an Undecided Engineering major and his roommate, Robert Ussery, an Electrical Engineering major, have made use of their space by lofting the beds and

Photos by Amanda Thomas, collage by Jamie Howell / STUDENT PUBLICATIONS

For many students, making sure their dorm room decor reflects who they are is of utmost importance. For others, function and comfort are what really matter. And for others, well, anything goes.

creating a tower of Yaffa blocks.

Walking through guys' dorms amongst the couches and stereo systems, the television stands apart. James Waring, a Mechanical Engineering major, and Phillip Young, an Electrical Engineering major, were devising a new floor plan to better center the couch and television in their room during my visit.

Kenneth Baskett, an Aerospace Engineering major who lives in Folk Residence Hall, agreed that the television is of utmost importance. "The television should be the centerpiece of the room," Baskett said.

When asked how guys' and girls' rooms differ, Ussery said, "The key difference is guys' dorms aren't made to be lived in but to be lived out of."

In female residence halls, however, dorm decoration can sometimes be reminiscent of a TLC show. For example, on the first floor of Harrison Residence Hall, there is a pink

> ## "The chandelier and tulle curtain may be too much for some, but it makes me smile."
>
> **Krista Guzelian**
> First-year CompE major

curtain covering one door. Resident Krista Guzelian, a Computer Engineering major, explains, "Moving into such a smaller space with a stranger could have been miserable. But we decided early on to decorate with pink and merge our space."

Guzelian added, "The chandelier and tulle curtain may be too much for some, but it makes me smile."

Dorm decorating is all about making the most of your space and personalization. Coordination, pink or otherwise, is common in female dorms.

"We agreed on colors and picked stuff from there." Becky Halcik, a

Homeless from page 15

Tech Police immediately by using an emergency phone.

The GTPD will talk to the vagrant, run his or her information through the Georgia Crime Information Center database, and issue an on-campus criminal trespass warning if necessary. A warning allows the vagrant to leave Tech campus. However, if he has a prior warning, he can be arrested.

The legal boundaries of the school are Williams Street, North Avenue, Tech Parkway, and 10th Street. The homeless are usually concentrated on the outskirts of the school boundaries, in the Student Center/Library area, and in the courtyard areas between buildings. At no time are vagrants allowed in the residential buildings located on campus.

During the day, and especially game days, they may blend in with the crowds of students by wearing Tech clothing.

According to Cook, there are several points to keep in mind when dealing with the homeless or vagrants. Not all homeless people always look "homeless," Do not leave building doors propped open. Ask for student ID if you are doubtful as to whether the person lives in a building. Never offer rides. Anyone who is soliciting on campus must have permission by Campus Planning. If a person is circling a building, contact the police.

Mike Brittingham, a first-year Mechanical Engineering major who lives in Caldwell Residence Hall on West Campus, said that he does not think homelessness is a problem on campus. "Campus seems pretty safe so far, and I haven't been approached by a homeless guy yet," he said. "But once you get off campus property, it's different."

East Campus, though nearer to the highway, is not any different than West Campus in terms of police calls or problems. In addition, north of West Campus is Homepark, a residential area where many students rent homes.

Hudson Carpenter, a History, Technology and Society junior, has lived on East Campus and now lives in Homepark. "I have been approached by all kinds of different indigents when I used to live on East Campus for two years," he said.

"At first, I'd give them a little money every once in a while, but I can't afford it, and over time I've grown very tired of them," Carpenter said. "Every once in a while one or two would wander into the freshmen quad area, or sift through the dumpsters by the interstate. In fact, once I threw my garbage into a dumpster right outside of Towers and I heard a bum recoil in pain."

Carpenter added, "I distinctly recall the vagrant telling me he was going to the Varsity to eat, and instead he walked the other direction. I called to him, 'Hey man, the Varsity is that way,' but of course there was no response. Now I just have a rapid response that is almost like a reflex: 'Sorry.' That's all I ever say."

He echoed the sentiments of many students. "Relatively, I think the campus is pretty safe. I haven't personally heard of too many problems, mostly just nuisances."

By Christopher Gooley / STUDENT PUBLICATIONS

Some students have been approached by vagrants asking for change, either on or near campus. GTPD Crime Prevention Officer Carla Cook recommended that students should refrain from giving money.

Decor from page 17

Biomedical Engineering major, said. Halcik and her roommate, Biomedical Engineering major Rachel Harkness, have created a zen room that is complete with a gold-covered futon, burgundy comforters, Chinese wall hangings and a string of Chinese lantern lights.

Strings of lights, Christmas or otherwise, are also a common method of brightening up a room—literally.

"Do lights," said Diane Dutcher, an Undecided Ivan Allen College major. "String lights add a whole new dimension to a room."

Lamps are also a frequent option for personalization. Stephen Thompson, an Aerospace Engineering major, said, "My desk lamp is special. It shows a part of me and without it I couldn't work in my room."

Space is always a limitation in a dorm room, but it often results in creative solutions.

Erika Via and roommate Sarah Hilton, both Biomedical Engineering majors, designed ladders for their lofts when their floor plan accidently left them without a path to their beds.

"It's given us more floor space," Via said.

Though the thought of four different alarm clocks may frighten many, it's worth the extra space of a four-person room, according to

> ## "Putting in carpet would have been easier without the furniture."
>
> **Brandon Kearse**
> First-year ME major

roommates Elicia Skelton, Rachel Wheeler, Jennifer Weizenecker and Hallie Willis.

The girls have split their quad into a bedroom and dressing area, allowing for the addition of an antique dresser, bookshelves, clothing rack, wicker drawers and multiple mirrors in their room. They worked together to create a room where "we can have dance parties, watch movies on the flat screen television, and try to study in," said Wheeler, a Mechanical Engineering major.

However, she is quick to add, "It only works because we all get along."

Christine Dreas, an Aerospace Engineering major, is impressed by how guys use their space. "It amazes me how much stuff a guy can fit in one room," she said.

Both sexes learn a lot through their dorm renovations. Lessons range from the simple to the philosophical.

"Putting in carpet would have been easier without the furniture," said Brandon Kearse, a Mechanical Engineering major.

Elizabeth Fleming, an Aerospace major, said, "I had to learn how to stay neat and get along with another person."

Physics freshman Colin Thomson shared a lesson he learned from seniors at Tech: "There are three things that a Tech student wants: good grades, a social life, and sleep. They can only have two. A good dorm gets you close to all three."

CS

"We tried to make the exercises interesting...like using the game battleship and egg cartons to demonstrate two-dimensional arrays," she said, adding that the intention was to encourage teachers to try the same exercises out in their own classes. They were also given the opportunity to watch demonstrations of the research projects being conducted in the Technology Square Research Building.

Students who remember their own experiences with Advanced Placement applaud the College of Computing's efforts.

"A media-centered approach would maintain student interest," said Mark Luffel, a third-year Computer Science student.

According to Ericson, the multimedia approach helps to break down old stereotypes that often dissuade students from pursuing computer science.

"[One] problem is that teachers have some of the same stereotypes of CS as students have: anti-social, boring, math-based," she said.

Some students hope that the influx of students the program may produce will establish computer science as an everyday skill.

"By teaching CS in high school, we might be able to give the impression that it's not just for...hardcore nerds, and real people can actually find it beneficial to write a quick program to take care of some dirty work here and there," said Garry Boyer, a third-year Computer Science major.

For some students, AP Computer Science classes were often taught by teachers with little experience in the field. Christopher Navo, a fifth-year Computer Science major, said this was the case with his high school.

"It was like, 'Here is a book about C programming. Good luck!'" Navo said. "I learned a lot from [the other students], and they learned a lot from me, but I don't think we learned much from the teacher."

Fortunately, said Guzdial, the program already seems to be working. "The teachers told us how they had never programmed before...but they were amazed with what they were achieving," he said.

> ## "The teachers told us how they had never programmed before...but they were amazed with what they were achieving."
>
> **Mark Guzdial**
> Associate professor, CS

To help these teachers overcome further difficulties, Ericson spends roughly 30 hours a week answering questions and giving follow-up workshops and making visits to the area high schools.

The program is funded in part by the Department of Education and in part by the College of Computing. This arrangement helps even smaller and less affluent school systems that might not otherwise be able to afford training.

DeMillo and Biggers also hope to seek out corporate sponsorship to help increase the number of workshops and the number and diversity of incoming computer science majors.

"Everybody that comes into Georgia Tech has to be...competitive in a different kind of marketplace than existed ten years ago," DeMillo said. "But...none of that is going to happen unless secondary schools and elementary schools can be brought along more much quickly than they are right now, and that's why this program is so important for us."

Honor
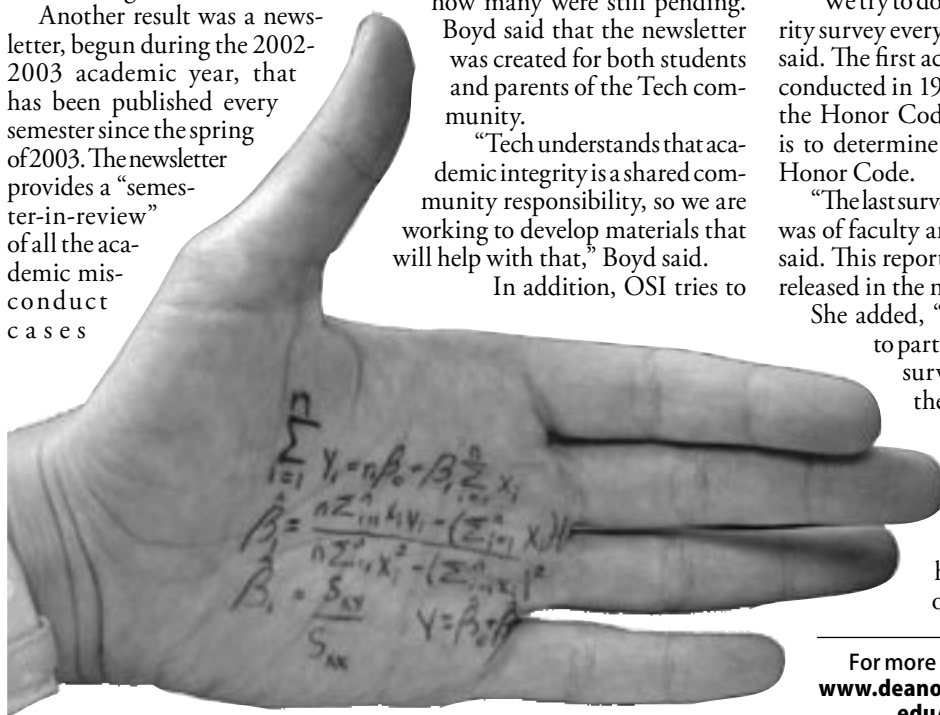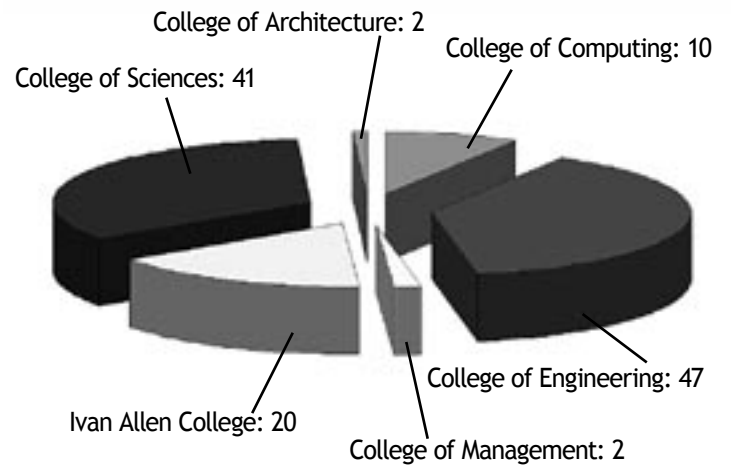
for honor here at Tech."

After the slew of CS cheating cases in Fall 2001, OSI was given the resources to hire a larger staff so they could handle their caseload appropriately. Previously, Boyd said, "There was little time available to do proactive things like develop extensive statistics and other preventative things."

With the addition of a new staff, Boyd said, "We focused on some of these larger projects that would increase the understanding of what is actually happening in our offices. We finalized this expanded format Spring of 2003 and completed that year's statistics in new format." In addition, this year OSI created a similar format for non-academic violations. Boyd said that students can anticipate being able to see all statistics for the academic year just completed on the Dean of Students' website. "This way, folks know what we are doing."

Another result was a newsletter, begun during the 2002-2003 academic year, that has been published every semester since the spring of 2003. The newsletter provides a "semester-in-review" of all the academic misconduct cases brought forward to the office, how many of which were resolved and how many were still pending.

Boyd said that the newsletter was created for both students and parents of the Tech community.

"Tech understands that academic integrity is a shared community responsibility, so we are working to develop materials that will help with that," Boyd said.

In addition, OSI tries to conduct regular assessments of their performance.

"We try to do an academic integrity survey every three years," Boyd said. The first academic survey was conducted in 1997, the first year of the Honor Code, and its purpose is to determine the impact of the Honor Code.

"The last survey from 2003 we did was of faculty and students," Boyd said. This report is scheduled to be released in the next few weeks.

She added, "We are also going to participate in a national survey done through the Center for Academic Integrity this spring. This will allow us to compare the climate for honor here at...Tech against other systems."

For more information, see **www.deanofstudents.gatech.edu/integrity.**

NUMBER OF ACADEMIC MISCONDUCT CASES RESOLVED - SPRING 2004

College of Architecture: 2
College of Sciences: 41
College of Computing: 10
College of Engineering: 47
College of Management: 2
Ivan Allen College: 20

The above graph is an example of the kind of statistics that can be found on the Office of Student Integrity's website. Over the past two years the office has aimed to be more proactive. "This way, folks know what we're doing," said Dean Karen Boyd.