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The CASE Vision and Mission

The CASE Vision

The Center for Academics, Success, and Equity’s vision is to position ISyE as thought leaders for ensuring quality student experiences within ISyE that would have a lasting impact at Georgia Tech and beyond.

The CASE Mission

The Center for Academics, Success, and Equity aims to cultivate an engaging environment for students in ISyE by creating and leading programs that encourage participation in academic growth, professional development, and inclusivity.

In addition to academics, the CASE center focuses on success and equity.

VISIT ISYE.GATECH.EDU/
Message from ISyE Chair

Dear Colleagues,

It is my pleasure to introduce the 2021-2022 CASE initiative report to you. This initiative is an in-house component of the H. Milton Stewart School of Industrial and Systems Engineering (ISyE) at Georgia Tech, aimed at serving students and faculty in terms of academics, success, and equity. As one of the leaders in our field, nationally and globally, the ISyE school has proven its commitment to contributing to the solution of some of the world’s grand challenges today. The expertise of our faculty range from operations research and data science to analytics and machine learning, supply chain management, and decision-making in healthcare, manufacturing, energy, sustainability, and finance. Industrial and systems engineering is highly interdisciplinary, and we emphasize the importance of joining forces with experts in other fields as well as in business, government, and not-for-profit organizations.

As a result, we have attained the 27th consecutive #1 ranking for the undergraduate ISyE program in the industrial/manufacturing specialty, and the 32nd consecutive #1 ranking for the graduate ISyE programs in the industrial/manufacturing/systems specialty. It is no surprise that the ISyE programs provide a rigorous comprehensive education that prepares our graduates for today’s important challenges and provide them with the fundamental background that will enable them to address new issues that will arise in the future. As a result, ISyE graduates have risen to great heights and become true leaders in their field and beyond.

In order to not only continue but also increase this legacy of reputable excellence and sustainable growth and development, it is imperative that the H. Milton Stewart School of Industrial and Systems Engineering owns a center dedicated to academics, success, and equity, hence creating the well-rounded and wholesome engineer. Furthermore, this center would assist in enhancing the mission of the ISyE department by creating initiatives that would support effective teaching for professors and graduate students, academic improvement for students, and equity within the department. I am glad to support and partner with many of the brilliant minds in the department to make this vision a reality.

Go Jackets!

H. Edwin Romeijn, Ph.D.
H. Milton and Carolyn J. Stewart School Chair and Professor
H. Milton Stewart School of Industrial and Systems Engineering
Dear Colleagues,

It is my pleasure to share the 2021-2022 CASE initiative report of the H. Milton Stewart School of Industrial and Systems Engineering with you. This year, the Georgia Tech community has faced one of the most unprecedented challenges and tackled the issues surrounding providing quality education during a pandemic head on. This has shown our ability to adapt and thrive, while also creating solutions to many of the world problems. With these challenges, we have seen an even bigger need to ensure that the ISyE department is able to not just maintain its reputation as one of the leading departments in our field—locally and globally; but also to increase and develop different facets of the program such as academic growth, professional development and inclusivity. Hence, the birth of the CASE Initiative within the ISyE department. In the next couple of pages, we have shown in detail how, through CASE, we have provided an atmosphere where the academic growth and success of our students are prioritized, the career development of our students and faculty as well as voices and talents from diverse backgrounds are deemed important; hereby creating a better future, with local and global reach.

As a new program, we have witnessed a 25% increase in Spring 2022 in service and impact, compared to Fall 2021. We have provided services to approximately 3,000 participants since the beginning of the session and hope to increase these numbers. In terms of academic success, we have witnessed a 15% increase in the number of students with 4.0 GPAs, and a 10% increase in the turnover rate of students becoming peer mentors from the previous semester to this semester. In addition to this, we have a 20% increase in the number of graduate students becoming teaching fellows and 60% increase in the number of positive CIOS feedbacks from students. Lastly, we have seen a growing number of applications and acceptance offers from more diverse backgrounds into the ISyE undergraduate and graduate programs. These numbers reflect how much of an impact CASE has provided and have proven that in the coming years, CASE would have an exponential increase in impacts.

Our mission for CASE is to support and enhance the success of students within the ISyE department through specialized initiatives that foster academic growth, professional development, and inclusivity. Thank you for supporting and partnering with CASE this year and helping to make our goals, as well as the strategic plan and goals for Georgia Tech attainable.

Damon P. Williams, Ph.D.
Director of the Center of Academic Success and Equity
H. Milton Stewart School of Industrial and Systems Engineering Senior Lecturer

The H. Milton Stewart School of Industrial and Systems Engineering
What is CASE?

CASE is an interdisciplinary academic center in ISyE that supports all constituents of ISyE (students, staff, and faculty) through various programs. The programs of CASE are divided among three initiatives: Academics, Success, & Equity. Each initiative is designed and led to ensure the culture and community of ISyE remain academically rigorous and challenging, yet personally and professionally rewarding for all members of ISyE.
About CASE

**CASE by the Numbers**

In our inaugural year, the programs at CASE have impacted over 1,500 ISyE students – graduate and undergraduate. While this number currently accounts for 75% of students in the department, CASE is laying the groundwork to increase capacity to ultimately interact with and support 100% of our students at some point during their time at Georgia Tech.

- **3** URM students recruited to Grad program
- **11** H. Milton Stewart teaching fellows for 2021-22 year
- **21** executive board members
- **140** High schoolers experienced college for a day
- **5** teaching consultations
- **42** students received a TA orientation for 2021-22 academic year
- **24** average students who receive tutoring on a weekly basis at the Tutoring Center
- **63** students actively engaged in MentIEs Pilot Program
- **10** staff promotions within the last year
- **36** students attended success workshops
- **7** students participated in Team 4.0

**About**

**Academics**

**Success**

**Equity**

**Conclusions**
The Center for **Academics**, Success, and Equity strives to support the academic success of our undergraduate students by providing individualized guidance from knowledgeable faculty and peers. The two programs we offer to students are the following:

- **Tutoring Center**: Hiring and managing of tutors for the ISyE tutoring center
- **Risk Advising**: Providing resources and guidance to at-risk students
“Being a tutor allows me to constantly improve foundational ISyE skills, while helping my peers develop theirs and succeed in their curriculum.”
- Tutor

“My experience at the tutoring center has been amazing, as the tutors have been very flexible and patient to ensure I completely understand the concepts.”
- Tutee

“I became a tutor at the tutoring center after having positive experiences being tutored myself! The tutoring center is a great, free resource for students to get help on key ISyE classes, and I’ve noticed that explaining concepts to others is what helps me to truly understand the concepts myself and see their applications!”
- Tutor

CASE Programs

Tutoring Center

The Tutoring Center is designed to provide undergraduate ISyE students with the academic assistance they need to complete their ISYE major-specific classes. The center is staffed with highly qualified peer tutors who have successfully completed the courses they are tutoring. Tutors are available in-person and virtually and are offered free of charge to all students. The Tutoring Center strives to meet the needs of all our ISyE undergraduate students.

The Tutoring Center has been an integral part of the 2021 – 2022 academic year. The center has provided tutoring services for 7 of the core undergraduate ISyE courses for the past two years and continues to expand and evolve. Tutors were introduced to basic pedagogical methods taught by CASE to promote active learning in a supportive environment. The services provided by the center have been vital in aiding our undergraduate students during the shift to online education.

Following suggestions given through student feedback, we hope to expand the course list to include advanced courses and look to adjust the hours availability. We also hope to host more tutoring training programs to aid the tutors with additional skills to improve the tutoring experience for students.
At-Risk Advising

Students are considered ‘at-risk’ once they receive less than 2.0 for the semester GPA. The Risk-Advising initiative aims to help students recognize opportunities for improvement and introduce students to resources ensuring future academic success. Our At-Risk advising initiative works with students to identify possible barriers preventing them from being successful in their academics and assist them in developing strategies and identifying resources to help them improve. Students who received at-risk advising were to identify different resources on campus and improve their academic standing. As we continue addressing these needs, we are looking into tools we can use to evaluate our program’s effectiveness.
The Center for Academics, Success, and Equity seeks to facilitate the professional development of both faculty and students. Through guidance from specialized faculty and experienced professionals participating in the following programs, individuals in ISyE can acquire the skills to excel in teaching and future careers.

- MentIE Program
- BlackIE Town Hall
- LatinX Town Hall
- Student Success Workshops
- ISyE TA Orientation
- ISyE Teaching Consultation
The MentIE Mentoring Program offers a valuable way for ISyE alumni to invest in current students’ future by providing real-world insight and mentorship. Our mentoring program creates a personalized experience to connect mentors with students and incorporates monthly meetings with the option to meet in person or virtually. Being part of the MentIE family provides students the opportunity to make lasting connections/networks that can aid them in their careers and future endeavors.

The Pilot Program of MentIEs will begin in January 2021, consisting of 21 distinguished mentors and 63 undergraduate protégés, forming small groups of 3 students per mentor. Students were able to gain insight into the various career options. Students were able to land internship opportunities, job placement, and professional development for their post-graduate plans. Some students applied for graduate programs and other professional degrees.

We surveyed participants and identified overwhelming interest in developing skills that correlated to those discussed in “The 7 Habits of Highly Effective People” by Stephen R. Covey and have created a program outline structured around these topics. We are also looking forward to increasing the number of students and alumni in the next phase of the program. In addition, we would like to create a career deployment course that will cover an array of topics. This course will teach key career development and how to integrate self-knowledge into occupational/life decisions, set goals, and devise strategies to attain these goals.

“I am extremely happy I found out about this program. I was not only able to gain invaluable professional advice on leadership (such as how to tackle career fairs and job interviews, how to deal with tough bosses, being a women in the workplace, etc). I also was taught personal advice (such as on how to have a good work life balance, having kids/being a parent while working, how to make friends out of college, etc). Kniffen Kelly is a queen and I loved having the opportunity to learn from her once a month. She also introduced me to a few of her friends that have helped me expand my professional network. I’m gonna miss the being a part of this program! One critique I have is I wish there was more structure, such as just the Menties meeting halfway through the year as a checkpoint or having a schedule for the year especially after the book was done.”

- Christie Suszko (mentee)
SUCCESS PROGRAMS

Black IE Town Hall

The goal of this Black student-centered Town Hall is to provide a space to discuss and analyze the ongoing experiences of Black students at GT and within the department. CASE hosted events aimed to gather the African American ISyE student population to foster community, build relationships, and gain insight into the community's specific needs.

This year Black IE Town Hall improved fellowship, community building, and provided a safe place to share experiences. It also fostered an environment that led to mentorship and friendships amongst the students. ISyE students were allowed to build their networks and connections with alumni who attended these events.

Students brainstormed ways to improve Black students' experiences within the department, and this feedback gave CASE ideas for the future. For example, we want to diversify and increase the number of events to offer team building, professional development, and social outreach events.
The goal of this LatinX student-centered Town Hall is to provide a space to discuss and improve the ongoing experiences of LatinX students at GT and within the department. CASE hosted events aim to gather the LatinX ISyE student population to build relationships and gain insight on areas to improve for a more inclusive environment.

This year LatinX IE Town hall provided fellowship and a safe place to share experiences and brainstorm ways to improve the cultural awareness within the department.

Students expressed ways to enhance LatinX students’ experiences within the department, which was shared with the faculty to help bring awareness to some of these issues.

We want to hold more culturally diverse events within the department. CASE would also like to build a sense of allyship between the LatinX and Black students within the department. This will allow an excellent opportunity to generate ideas to create a more inclusive environment.
The Student Success Workshops offered by CASE are designed to link the in-classroom experience with supplementary support that will not only improve student performance in the classroom, but also prepare them for when they graduate from Georgia Tech. CASE currently provides workshops for both academic and professional success but remains committed to identifying additional areas where students need further support through student responses.

During the 2021 – 2022 academic year, the Center offered 2 workshops in partnership with ISEE virtually to ensure continued support during the transition to the online environment. These in-department workshops provide ISyE students with the opportunity to closely interact with ISyE faculty who can provide unique insights based on personal experiences. A continuity of guidance exists as students build relationships with outstanding faculty that continue outside the workshops.
SUCCESS PROGRAMS - STUDENT SUCCESS WORKSHOPS

Ace The Case Workshop & Mock Case Interviews w/ PwC

During the Fall 2021 semester, ISYE Part-time Lecturer Dr. Joshua Gray collaborated with PriceWaterhouseCoopers (PwC) to host an inaugural hybrid CASE event to introduce students to case style interviews and inform them of best practice approaches. CASE coordinated a student watch party with pizza and drinks provided by PwC, which included a virtual panel discussion with PwC consultants at various levels of the organization. PwC consultants shared methods for evaluating cases and techniques for structuring their responses during interviews.

This CASE workshop provided students with insight on what interviewers are looking for from students when they are conducting case interviews. Participants were also able to engage in-person with Dr. Gray to learn from his 20+ years of consulting experience to determine if consulting is a good fit for their career interest and if so, how they could best prepare for a consulting career. Students were also selected by PwC to participate in mock interviews the following day with a PwC consultant to gain experience with case interviews and feedback on their performance.

Student evaluations indicated that they enjoyed the case workshop, benefited from the in-person interaction with Dr. Gray, and desire more mock interview opportunities. CASE seeks to enhance its case workshop, consultant interaction, and mock interview offering by including other consulting firms such as Accenture and KPMG. Additionally, we hope to expand by offering case workshops and mock interviews during the spring semester as well.
CASE collaborated with the Georgia Tech IISE Chapter to host workshops during the fall and spring semesters aimed at educating undergraduate and graduate students as well as staff and potentially faculty on the importance of creating a professional brand for yourself. GT DEI Fellow Dr. Gray conducted this Building Your Brand workshop, which focused on personal importance, social development, and professional applications. GT IISE Chapter coordinated logistics, marketed to students, and provided refreshments for participants to enjoy.

This CASE Workshop enlightened students on best practices for building their brand by determining their passions, defining their image, developing their strategy, and dictating their story. Dr. Gray shared personal examples and professional applications that students could leverage to build their brand using social media apps like LinkedIn. Session concluded with an interactive question and answer session for students to inquire about applications based on their professional and social interests.

Participant evaluations communicated that they found the workshop content to be valuable for the professional development of their soft skills as engineers. They mostly enjoyed the informal interaction with the Dr. Gray over refreshments afterwards to get answers to personal questions and some followed up for advice and mentoring. CASE plans to conduct these branding workshops again next year for an increased audience and make the sessions more interactive.
SUCCESS PROGRAMS - STUDENT SUCCESS WORKSHOPS

Developing Your Soft Skills Workshop with Dr. Damon Williams

CASE hosted an event aimed at educating students on the importance of soft skills, how to practice those soft skills, and what it takes outside of academics to secure a job.
SUCCESS PROGRAMS - STUDENT SUCCESS WORKSHOPS

ISyE TA Orientation

In coordination with the academic office of ISyE and the faculty of ISyE, CASE identified a need to have a department-specific TA orientation to ensure that the TA has support from the campus-wide center and access to department-specific resources. Our orientation helps teaching assistants become familiar with policies and procedures specific to ISyE while simultaneously training them in teaching pedagogy which concentrates more on asking questions than providing answers to ensure that the students have a deeper understanding of course materials.

ISyE TA training ensures that teaching assistants are well-rounded and meet the needs of students and faculty. In addition, TAs were able to learn an additional training technique, reciprocal peer teaching, a form of peer-assisted learning involving same level students interchanging roles of tutor and learner.

To gain insight into improving the TA experience, we plan to host TA feedback forums to gauge additional needs.
"I spoke with Dr. Williams about how he ran his courses online over the summer and found the discussion very helpful. I modeled the set-up of my lectures off of his set-up and incorporated aspects of his class including how to create engagement by calling on students in class and creating extra credit opportunities in which students create videos to demonstrate their knowledge of the concepts. I am very glad I spoke to Dr. Williams before transitioning to the online format. I don’t think my class would be running as smoothly if I had not talked to him."

"Dr. Williams provided much needed hands-on training of the Canvas, Bluejeans and One Note software, as well as suggestions on how to best to teach via One Note and my iPad during class. He was also available for several inevitable follow-up sessions to correct my mistakes. He provided this assistance in the summer, which was crucial in building up my training and confidence to go live this fall."

SUCCESS PROGRAMS - STUDENT SUCCESS WORKSHOPS

Teaching Consultations

The Center’s Teaching Consultation initiative provides one-on-one faculty support that improves course outcomes. Our goal is to leverage the experience in the Center by combining first-hand teaching knowledge with a foundation in pedagogy. The insight and support provided by CASE were essential to current ISyE faculty during the transition to teaching online during the 2020 – 2021 academic year.

During this time, the Center assisted 3 faculty members and 5 teaching assistants with unique assessment tools when traditional teaching methods were not available. The Center’s director, Dr. Damon P. Williams, witnessed the initial apprehension of ISyE faculty to the prospect of virtual classrooms, but stated they were “ultimately excited to embrace the challenge of teaching effectively online” after consultations at the Center. CASE introduces creative ways to engage students online and the skills to teach with technology allowing students to continue to receive Georgia Tech ISyE’s world-class education while maintaining significant interaction with our renowned faculty.
The Center for Academics, Success, and Equity seeks to facilitate the professional development of both faculty and students. Through guidance from specialized faculty and experienced professionals participating in the following programs, individuals in ISyE can acquire the skills to excel in teaching and future careers.

- S.O.A.R.
- Informs
- IE Days
- Mission Possible
- FOCUS
- InConversation Series
S.O.A.R. was developed in response to staff expressing their desire for an increase in support of career/professional development. Our goal is to help support staff, provide professional development opportunities, and serve as a hub for information, resources, and expertise regarding diversity issues.

By ensuring that staff obtain the skills, experiences, and support will empower them to reach their potential through careers and higher education. We achieve this mission through group discussion, career advising, interview preparation, job shadowing, and sharing tools and resources available. Our holistic approach focuses on staffs’ professional and personal development to place them in a viable path. This initiative has assisted more than 20 GT staff members in various departments with professional development, leading to 50% promotions at Georgia Tech and other career advancements.

As we continue to build on this initiative, we are looking to host more professional development events for staff and host some events to improve the sense of community between staff and faculty for a more inclusive environment.

“I’m grateful and honored to participate in SOAR, the STAFF OPPORTUNITIES in ACADEMIC ROLES meeting, because it gave me a feeling of inclusiveness. This group allowed you to easily express yourself when you’re surrounded by familiar faces and knowing that we have someone who could advocate on our behalf gives us a sense of hope to advance at Tech while equipping us with the tools we need.”

- Yame L. Rollins (ISyE)

“Ruth is a very inspirational individual. If I hadn’t talked with her about my career, I would have stayed stagnant in my previous role within Georgia Tech. I mentioned to her that I was in a position that had no clear upward mobility, and that I was beginning to feel a bit bored. I talked about a new role within ISyE that had been posted that could offer me options for advancement within Tech. I was interested in the new position but was scared to apply because I was very comfortable in and happy with my current role. She encouraged me to apply for the role within ISyE that had room for growth. Ruth explained that I had nothing to lose by at least applying for the position and exploring my options. She reassured me that I would never regret attempting to better myself, even if I was nervous to do so. She helped me see that I needed to keep an open mind and remain confident in my own abilities. I took her words to heart and applied for the new position. When I was offered and subsequently accepted the new position, I thanked Ruth for helping change my career trajectory. Without her kind words and encouragement, I doubt I would have ever applied for the new position and would still be working in a role that didn’t offer me any opportunities for advancement or career growth.”

- Brittany Lawler (ISyE)
CASE partnered with ISyE Assistant Professor Dr. Lauren Steimle, one of ISyE’s inaugural Diversity, Equity & Inclusion Fellows and the Georgia Tech INFORMS Chapter Faculty Advisor. This collaborative effort was to initiate, establish, and sustain an outreach program to attract students from Historically Black Colleges and Universities (HBCUs) and other minority-serving institutions (MSIs) in Georgia and increase their representation in ISyE and INFORMS at large. This effort was led by ISyE PhD student Anjolaoluwa Popoola and coordinated by ISyE graduate students.

This year CASE, the ISyE DEI Fellows Program, and the GT INFORMS Chapter hosted 3 outreach events. In collaboration with the College of Engineering’s Center for Engineering Education Diversity (CEED), CASE participated in a virtual Georgia Tech panel discussion to recruit students from Clark Atlanta University, Morehouse College, and Spelman College. The GT INFORMS Chapter also led virtual information session where ISyE graduate students provided insight on their operations research studies for AUC students and undergraduates from the state of Georgia. Additionally, CASE led in-person ISyE information session on graduate programs for diverse Georgia Tech undergraduate students from various colleges and schools.

CASE seeks to enhance its collaborative programs with the ISyE DEI Fellows and ISyE next year to recruit more underrepresented minority students into master’s and doctoral programs. We seek to conduct more in-person outreach on the AUC campuses and other HBCUs and MSIs in the state of Georgia as Covid-19 campus restrictions decrease. Enhancing collaboration with CEED will be an integral part of this expansion next year.
CASE IE Days

IE Days is an initiative that exposes high school students from across the state of Georgia with different backgrounds to the programs available within our department. This year we hosted 140 students in Magnet or STEM programs from 3 high schools; BEST, Westlake, and Fayette. We offer them an opportunity to experience a day in the life of an undergraduate student. We planned all students’ activities and provided them with a fun-filled day at Georgia Tech.

The expansion of this initiative will include doubling the number of high school connections and visiting these schools to facilitate one of their class to build a better relationship with them. In addition, we are forming partnerships with other departments, such as the Office of Undergraduate Education and the First-Generation program to create a structured pathway. We will equip them with tools they can use to aid their entry into Georgia Tech by improving college readiness, strengthening social support, and broadening the student awareness college process.

Fayette County High School 60 attendees

The BEST Academy 40 attendees

Westlake High School 40 attendees
CASE IE Days (cont.)

“Thank you for providing the gentlemen of The BEST academy with an opportunity to visit GaTech! What this visit did for our students was provide them with an opportunity to envision themselves attending GaTech. Thus, providing them with an opportunity to see others who look like them be successful at Ga Tech.

- Westlake High School Magnet Program

“Thank you for giving Fayette County High School the opportunity to visit Georgia Tech. The students enjoyed their visit, and we talked about it for days. We all thought the campus was beautiful and enjoyed the lunch and tour. This was a great opportunity for our students to learn what Georgia Tech has to offer.”

- Fayette County High School

“The interaction with the professor in class while he was teaching his students was also invaluable. I appreciate his interaction with the students and especially in giving them an opportunity to participate in the lesson that he was teaching. A part of my goal in teaching students is providing them with experiences and opening doors to opportunities that they never thought possible. So, giving the students a chance to participate in a college class, where they were allowed to interact with the professor was awesome for the students. Additionally, the students also enjoyed the personal interaction with the students who guided the tours as well as the visit at ATDC. We look forward to a continuation of these opportunities.”

- The BEST Academy

“Thank you for giving Fayette County High School the opportunity to visit Georgia Tech. The students enjoyed their visit, and we talked about it for days. We all thought the campus was beautiful and enjoyed the lunch and tour. This was a great opportunity for our students to learn what Georgia Tech has to offer.”

- Fayette County High School
MISSION POSSIBLE

Workforce Agility Game

During Mission Possible, Dr. Damon Williams facilitated a workforce agility game with the student participants. In this game, the students learned about the value of cross-training your workforce and the efficiency gains that can be had when workers know more than one skill. Throughout the game the students hypothesized theoretical outcomes, based upon equations provided to them. They then played the game to learn if theory matched reality. The competition is always strong amongst the students as each team desires to win. However the intensity increases when we first theoretically demonstrate, using math, which team should win. This makes for a wonderful discussion of why the theory does not match reality. Ultimately, CASE is able to use the workforce agility game during Mission Possible to build bridges with the students so they will want to return to Tech to learn how to identify, define, and solve problems like these.
FOCUS is an initiative created to raise awareness for graduate education and build the URM pipeline at Georgia Tech. It is also designed to build the pipeline for underrepresented minorities and encourage them to pursue graduate degrees at Georgia Tech. This program generally targets third- and fourth-year college students across 5300 colleges in the US. During the students' visit to the department, they get to experience and learn more about the graduate programs that the H. Milton Stewart School of Industrial and Systems Engineering has to offer. This includes an in-depth explanation of the programs and our requirements, discussions with professors and other underrepresented minorities in our program, and a walk-through of the application process. Even though FOCUS started over 25 years ago, ISyE has seen an increase in the number of student participants transitioning into full-time graduate students shortly after creating its subsidiary FOCUS initiative. From 2019-2020, we saw a 10% increase in student participants and recorded our first post-doctoral participant in 2020. In addition, we had a 20% increase in students from 2021-2022.

As we get back to the momentum of normalcy, we are looking forward to engaging with students participating in the FOCUS program and potentially creating connections with HBCUs within the Atlanta community to increase the number of participants.
The “telling the story” initiative was launched in March 2021. This series was created to increase awareness about the problems that minorities in the ISyE department face and bring their narrative’s unique and creative ways to the forefront of the ISyE community. Ultimately, the goal is to raise awareness for students, faculty, and staff about general or specific issues and ensure a more inclusive environment.

We hosted different events consisting of minorities speaking and telling their truths and presenting solutions to current issues have been hosted. This initiative, coordinated with Drama Tech, created an efficient means of telling the stories and recreating scenes that underrepresented minorities have experienced in a cautious way while still preserving the message communicated.

As this series continues, we want to highlight a wide range of minority experiences within the ISyE community by reaching out to staff and faculty to share their experiences and engage in the conversation series.
Conclusion

The Center for Academics, Success, and Equity (CASE) is a program within ISyE devoted to the growth and development of the faculty, staff, and students. CASE’s sub-programs are designed to not only address academics, success, and equity but also propose solutions to many of the challenges that faculty, staff, and students might be having in these regards.

The H. Milton Stewart School of Industrial and Systems Engineering has maintained its reputation as the #1 ranking ISyE department in the U.S. CASE was established with this reputation in mind as an initiative to forge a sense of community and increase success within the department amongst all its members. By providing equal opportunities, nurturing curiosity, and embracing each other’s talents and intelligence, faculty, staff, and students will become unbounded by stereotypes and limitations to create powerful connections. This report shows the tremendous impact CASE has had on the faculty, staff, students personally, and even students from other schools.

CASE facilitates an atmosphere where all perspectives, experiences, and contributions are valued. We engage in actions that empower students, staff, and faculty to make decisions that enhance their experiences and increase understanding through transparent communication. It is essential to recognize each individual’s inclusive needs, so we aim to establish a sense of belonging and build a community where everyone can be their full authentic self.

We strongly believe that CASE has long-lasting positive effects on Georgia Tech ISyE and look forward to more improved results in coming years.