Summary of Major Accomplishments in FY 1999
Ivan Allen College

- Hiring of new Dean and reorganization of Dean’s Office.

- Significant increases in credit-hours (+5.2%), undergraduate majors (+23%), graduate majors (+22%), degrees granted (+12.1%), certificates (+18%) and President’s Scholars (+80%).

- High research output: 11 books published, 14 books under contract, 90+ refereed articles, 40+ book chapters.


- Outstanding professional development for faculty (leaves of absence), including:
  - Steve Vallas, Sloan Foundation
  - Ty Herrington, Fulbright Scholar (Russia)
  - Chiquita Collins, University of California, Berkeley
  - Ann Bostrom, Director, Program in Decision, Risk, and Management Science, NSF
  - Hans Klein, Ecole de Mines, Paris

- European Union Center: 1999 recipient of the Chancellor’s Award for Collaborative Excellence.

- Currently there are 27 President’s Scholars among IAC majors (four of them double-majors), up from 15 in the previous year. President’s Scholars in the IAC account for six percent of all IAC majors, double the proportion of President’s Scholars among the total undergraduate student body at Georgia Tech.

- Of the IAC undergraduates receiving degrees in 1998-1999, 53 percent were female, while 67 percent of those graduating at the MS and PhD levels were female. More than 10 percent of the graduates at both levels were African-Americans.

- HTS major Chris Young received a Truman Fellowship (one of only 50 in the U.S.) for graduate study in public policy and public service. He also served for the second year in a row as intern at the General Assembly during the legislative session, working for Lt. Gov. Mark Taylor.

- Scholarly output by the IAC faculty provided evidence of the academic strength of the schools and departments in the College:
  - 11 books published: (1 HTS; 3 INTA; 2 LCC; 5 PUBP)
  - 14 books under contract: (4 HTS; 3 INTA; 2 ModLangs; 5 PUBP)
  - 90+ refereed articles: (5 ECON; 21 HTS; 14 INTA; 6+ LCC; 6 ModLangs; 40 PUBP)
  - 40+ book chapters: (1 ECON; 1 INTA; 3+ LCC; 7 ModLangs; 30 PUBP)

- Sponsored dollars per faculty member in the Ivan Allen College in 1998 increased by 7.4 percent from the previous year.
Annual Report of Institutional Progress
1998-1999
Ivan Allen College
Georgia Institute of Technology

Summary

Created in 1990 primarily from units of the former College of Sciences and Liberal Studies, the IAC originally included the School of Management. In 1998 the IAC was reorganized when the Dupree College of Management became a separate entity. In its current form the IAC includes five degree-granting Schools, four departments, and nine Centers.

The IAC provides general education courses to every Georgia Tech undergraduate, fulfilling nearly all of their requirements in the social sciences and humanities, and providing numerous elective courses for students from all majors. The IAC also offers five undergraduate degree programs (with a sixth, a joint degree in Modern Languages and International Affairs, in process), five masters-level degree programs, and two doctoral degrees, plus a doctoral degree offered jointly with Georgia State University. It offers numerous certificate and minor programs for students wishing to focus their education in topics such as history, European affairs, pre-law, or philosophy. At the same time, the IAC has energetic research programs, often conducted through Centers, relating to topics such as multimedia communications and cognitive science, domestic and international policy, the role of technology in social change, the evaluation and utilization of science and technology by business and government, environmental issues, and the policy and social decisions that guide the development of the Internet. The College also serves the community and state through a variety of service activities that bring Georgia Tech’s expertise to bear on pressing current problems.

In its brief history the IAC has moved from an initial phase of self-definition and development of identity to a new era of confidence in the strength of its programs. It takes pride in the growing recognition of the quality of its faculty and students. With its maturation comes the determination to be flexible, willing to change its directions as opportunities arise. Like the College as a whole, each of its units is concentrating on the areas with the greatest promise. By building on the foundation provided by the College’s vision, the rich Georgia Tech tradition, and the capabilities of the entire Institute, the IAC will continue to attract first tier students and faculty in each of its fields.

Academic year 1998-1999 was a turning point for the Ivan Allen College. Under its interim Dean, Kenneth Knoespel, the IAC continued its development of a new identity. With the enthusiastic support of the faculty and administration, Sue V. Rosser was successfully recruited as the new Dean. The College achieved fiscal balance, navigated conversion to the semester system, began comprehensive assessment activities, and continued to experience significant growth in student numbers and sponsored research.

Educational Programs

- The IAC taught 86,108 credit hours in 1998, an increase of 4,500 from the previous year. This increase marked a significant reversal in the downward trend of IAC credit hours during the previous four years.
- Currently there are 27 President’s Scholars among IAC majors (four of them double-majors), up from 15 in the previous year. President’s Scholars in the IAC account for six percent of all
IAC majors, double the proportion of President's Scholars among the total undergraduate student body at Georgia Tech.

- The total number of undergraduate majors in 1998 (457) was a 23 percent increase over the 1997 number. The 155 graduate majors in the IAC (including students in the joint Public Policy PhD program with Georgia State University) constituted a 22 percent increase over the previous year. Over the past five years, the number of undergraduate majors in IAC have increased by 45 percent, and graduate majors by 44 percent. At least sixty students double-majored in IAC programs.
- The number of degrees conferred by the IAC in 1998 (121) was a 12.4 percent increase over the previous year, and a 78 percent increase in the past five years.
- Of the IAC undergraduates receiving degrees in 1998-1999, 53 percent were female, while 67 percent of those graduating at the MS and PhD levels were female. More than 10 percent of the graduates at both levels were African-Americans.
- New certificate programs were implemented in Pre-Law, Asian Affairs, European Affairs, Economics, Political Science, Public Policy, International Affairs, Sociology, History of Technology, and other areas. The IAC awarded 236 certificates to non-majors in 1998-99 (129 ECON; 11 HTS; 27 INTA; 9 LCC; 55 ModLangs; 5 PUBP).
- The Sam Nunn School of International Affairs instituted a new part-time M.S program.
- HTS major Chris Young received a Truman Fellowship (one of only 50 in the U.S.) for graduate study in public policy and public service. He also served for the second year in a row as intern at the General Assembly during the legislative session, working for Lt. Gov. Mark Taylor.
- A new joint degree between International Affairs and Modern Languages was approved through the Georgia Tech process and is awaiting final action by the Board of Regents.
- Students continue to fully occupy the Language House dormitories (in Spanish, French, and German) to capacity on a year-round basis.
- The stand-alone Ph.D. program in Public Policy has grown faster than anticipated, putting the program at its projected size in only its second year. Furthermore, for each of the past two years, seven new students have been admitted into the joint Ph.D. Program in Public Policy with Georgia State University.

Faculty Recruitment, Retention, and Quality

- Scholarly output by the IAC faculty provided evidence of the academic strength of the schools and departments in the College:
  11 books published: (1 HTS; 3 INTA; 2 LCC; 5 PUBP)
  14 books under contract: (4 HTS; 3 INTA; 2 ModLangs; 5 PUBP)
  90+ refereed articles: (5 ECON; 21 HTS; 14 INTA; 6+ LCC; 6 ModLangs; 40 PUBP)
  40+ book chapters: (1 ECON; 1 INTA; 3+ LCC; 7 ModLangs; 30 PUBP)
- Sponsored dollars per faculty member in the Ivan Allen College in 1998 increased by 7.4 percent from the previous year. Particularly for a College including many faculty in areas of study that typically do not entail large research grants (including philosophy, literature, and history), their success in attracting external funding for research is notable.
- The IAC faculty achieved many personal honors in 1998-1999. Several examples: Barry Bozeman (PUBP) received the Rector's medal from the University of Helsinki for his research on public organization theory, and the American Society for Public Administration's Charles H. Levine Memorial Award for Excellence in Public Administration. Lawrence Foster (HTS) received the Distinguished Scholar Award from the Communal Studies Association. Mary Frank Fox (HTS) was named Feminist Lecturer 2000 by the Sociologists for Women in Society. Deborah Johnson (PUBP) is President-elect of the Society for Philosophy and Technology, and was William Morton Distinguished Senior Fellow in
Humanities at Dartmouth College in 1998. Hanchao Lu (HTS) was elected president of the Chinese Historians of the United States. Nancy Nersessian (PUBP) received Georgia Tech's Outstanding Interdisciplinary Activities Award for her work developing the campus-wide Cognitive Science Program. Gregory Nobles (HTS) led the fall semester American Studies Seminar at the American Antiquarian Society. David Roessner (PUBP) was elected to chair the Section on Industrial Science and Technology of the American Association for the Advancement of Science. Steven Usselman (HTS) was named to the editorial board of Enterprise and Society.

- In 1998 the School of Public Policy was ranked third in the nation in the area of Technology and Information Policy by U.S. News and World Report.
- The School of Public Policy swept the Lang Rosen Awards from the Technology Transfer Society, for best papers published in the Journal of Technology Transfer, for articles co-authored by Gordon Kingsley, Susan Cozzens, Philip Shapiro, and adjunct faculty Jan Youtie.
- A professorship in Literature, Communication, and Culture was endowed by Bruce McEver.

Collaboration within the College, the Institute, and with External Communities

- The Atlanta Seminar in the Comparative History of Labor, Industry, Technology, and Society (SCHLITS), established with the School of History, Technology, and Society with the history departments at Emory University and Georgia State University, featured speakers from Georgia State University, Oxford University, University of Massachusetts, and Case Western Reserve University.
- The Program in Women, Science, and Technology (WST), co-directed by Mary Frank Fox of HTS and Carol Colatrella of LCC, obtained significant funding to continue its work with the College of Sciences and the College of Engineering.
- The European Union Center certificate program (International Affairs) was named the 1999 recipient of the Chancellor's Award for Collaborative Excellence.
- The Sam Nunn School of International Affairs received grants and gifts from the European Commission, the W. Alton Jones Foundation, the National University of Singapore, the Chinese Association of Eurasia Studies, the German Academic Exchange Service, and the BCES Foundation.
- Hans Klein (PUBP) organized an international workshop on technology policy in April, 1999, jointly sponsored with the European Union Center, Sam Nunn School of International Affairs.
- The Center for Science, Policy, and Outcomes, a partnership between Columbia University and the Georgia Tech School of Public Policy headquartered in Washington, engaged in an assessment of research policy in the post-Cold War era and developed policy and planning tools to implement the new results-oriented philosophy in federal funding for R&D.
- Prof. Thomas Boston of the School of Economics served on the Council of Economic Advisors of the Mayor of Atlanta.
- The Sam Nunn NationsBank PolicyForum, sponsored by the Sam Nunn School of International Affairs, Emory University, and the University of Georgia, focused on "Leadership, Values, and Ethics: Educating Global Citizens for a New Millenium."
- Juan Rogers (PUBP) directed Georgia Tech's World Wide Web user survey and was Associate Director of the Graphics Visualization Utilization Center in the College of Computing.
- Michael Farmer (PUBP) worked with Bill Chamides of Earth and Atmospheric Sciences and collaborators in the School of Physics on modeling of complex, interactive economic-ecological systems.
- The Technology Policy and Assessment Center (PUBP) developed information mining and management tools for research management and assessment, and created indicators of high
technology development for the National Science Foundation's Science and Engineering Indicators series. TPAC clients include the Department of Defense and the National Institute of Occupational Safety and Health. Center Director Alan Porter gave short courses on the Center's tools around the world.

- Catherine Marin (ModLangs) worked with the cultural attaches of the French consulates in Atlanta, New Orleans and New York.

Promote Cultural and Intellectual Diversity

- The School of History, Technology, and Society organized and sponsored a two-day symposium on "Human Rights: Changes and Challenges" in partnership with the Atlanta History Center and supported with funding from the Magill Lectureship and the Gertrude and William B. Wardlaw Fund. This conference brought seventeen speakers to campus and attracted an audience of around sixty. Speakers represented institutions such as York University, Elon College, Arias Foundation for Peace and Human Progress, Swarthmore College, University of California, Berkeley, Amnesty International/USA, and University of Southern California.
- Visiting speakers to IAC units included experts from the Republic Of India, Free University of Berlin, the former Finance Minister of Germany, the Canadian Minister for International Trade, the ambassador from Cyprus, Rep. John Lewis, D-Ga.
- The Center for the Study of Social Change, directed by Georgia Persons (PUBP) and Ronald Bayor (HTS), received a grant from the Aspen Institute to study social service delivery by African American religious congregations in the Atlanta area.
- Greg VanHoosier-Carey and Ellen Strain (LCC) were given an award by the National Endowment for the Humanities for a CD-Rom exploring the cinematic and cultural significance of D. W. Griffith’s Birth of a Nation.
- Nearly all courses taught in Modern Languages educate students about cultural diversity; many students reinforced these courses with summer intensive language programs taught abroad.
- Nora Coutille-Poley (ModLangs) received funding from the French government for a culture oriented workshop for French professors that extended over the entire academic year.

Link Research and Education in the Liberal Arts with Science and Technology

- In conjunction with the U.S.-ASEAN Chamber of Commerce and Georgia Tech’s College of Computing, the Sam Nunn School sponsored a briefing on information security for U.S. Ambassadors to ASEAN countries, in Atlanta in June, 1999.
- Summer programs for students were conducted by INTA faculty in Brussels and Argentina.
- Deborah Johnson (PUBP) developed a program on engineering ethics education in Russia under an NSF grant, working with the American Association for the Advancement of Science and the American Society for Engineering Education.
- Prof. Danny Boston (ECON) consulted with Vice President Gore on entrepreneurship in the black community, and with the U.S. Department of Commerce, while Prof. Mark McCabe (ECON) consulted with the state legislature on the regulation of automobile dealers and was featured in an article in Nature on the economics of scholarly journal publication.
- Ann Bostrom (PUBP) was a member of the Board of Scientific Counselors advising the Office of Research and Development at the U.S. Environmental Protection Agency.
• Faculty conducted research and made professional presentations in countries throughout the world, including Australia, China, Japan, Western Europe, Africa, Eastern Europe, South America, Scandinavia, Canada, Russia, and Southeast Asia.

• Faculty of the IAC provided professional and community service to institutions such as AEA Technology, Ltd. (UK) (PUBP), Alberta Heritage Foundation for Medical Research (PUBP), Alliance Francaise (Modern Languages), Atlanta Regional Commission (PUBP), Centers for Disease Control and Prevention (PUBP), City of Atlanta (PUBP, ECON), Computer Professionals for Social Responsibility (PUBP), Consortium on Competition and Cooperation, Sloan Foundation (HTS), Economic Development Authority (PUBP), Fraunhofer Institute for Systems and Innovation Research (PUBP), Georgia Research Alliance (PUBP), GeoSolve (Modern Languages), Goethe Institute: Atlanta, New York and Chicago (Modern Languages), Grady Health System (ECON), Israeli Ministry of the Environment (PUBP), Japanese National Institute of Science and Technology Policy (PUBP), King and Spalding (Modern Languages), National Academy of Sciences (PUBP), National Bureau of Economic Research (HTS), National Cancer Institute (PUBP), National Endowment for the Humanities (HTS), National Science Foundation (PUBP), National Research Council (HTS), NationsBank (Modern Languages), Office of Surface Mining, U.S. Geological Survey (PUBP), Social Science Research Council (HTS), U.S. EPA’s Office of Government Reinvention (PUBP), U.S. Department of Commerce (PUBP), U.S. Department of Energy (PUBP), University System of Georgia (PUBP).

• The State Data and Research Center (PUBP) assessed information systems for the state of Georgia. It makes state-level data available on line, and is organizing the 2000 Census in Georgia. The Center also conducted applied policy research on issues pertaining to state government, focusing especially on technology-based economic development policy, education policy, and government management and reform.

• Phil Shapira (PUBP) made a keynote presentation in Japan, at the Nagano-Georgia Multimedia and Telecommunications Business and Technology Alliance Conference, as part of a Nagano-Georgia Exchange Mission. Nagano and Georgia are partner regions.

• Hans Klein (PUBP) is Chair of the Board of Directors of Computer Professionals for Social Responsibility and worked with the Internet Society on legal, social, and policy issues in Internet governance.

Innovate in the Creation, Application, and Evaluation of Information Technology in Teaching and Research

• The School of History, Technology, and Society and the School of Public Policy obtained support for two significant capital projects that will enhance the teaching environment in the D.M. Smith Building: the Class of 1973 Lecture Hall (105 D.M. Smith), which will be renovated and updated in the summer of 2000; and the HTS/SPP Computer Lab (204 D.M. Smith), which was developed with Technology Fee funds and began operation in Fall 1999. The Lab is being used not only for teaching Public Policy classes in statistics and research methods; it also builds upon efforts to use new technologies in teaching, including a computer-linked interactive graduate class (Prof. Steve Usselman, HTS) involving students at Georgia Tech and Stanford University.

• In conjunction with the Council on Foreign Relations, the Sam Nunn School sponsored the Council’s first video conference study group meeting in Atlanta in March, 1999, linking council members in New York City and Atlanta.

• Juan Rogers (PUBP) delivered a videoconference lecture for the business school of the University of Navarre, Spain, on Internet use. He also gave a seminar in Costa Rica on the use of computers in university education.

• Ty Herrington (LCC) created an online technical writing program (“icarus”) to be used as a prototype for distance education.
- The Department of Modern Languages used WebCT in German and French classes, while all Japanese and most Chinese courses made extensive use of media technology.
- Dr. Kikuchi (ModLangs) was chosen to participate in the Georgia Statewide Desktop Distance Learning Network course development for the Japanese 1001 curriculum.
The relative youth of the Ivan Allen College presents several opportunities and challenges for assessment of the undergraduate and graduate programs offered by its Schools. Some of the curricula and procedures of IAC programs are quite new, and in several cases have been designed with the explicit intent of allowing the programs to adjust according to feedback from students and other stakeholders as the degrees are fully implemented. Other degree programs have had nearly a decade of experience in implementation and evaluation and have developed experience in conducting and applying assessment procedures to program redesign.

The assessment procedures used by IAC units generally follow a template consisting of:
1. A clear statement of the general education and degree program missions of the unit.
2. Identification of the specific outcomes to be expected from the degree programs.
3. Identification of the skills and knowledge to be taught in particular courses to achieve those outcomes.
4. Coordination of course content to ensure completion of specific skill/knowledge goals.
5. Examination to determine satisfactory achievement of those goals.

Appropriate for programs in the social sciences and humanities, the assessment indicators typically used in IAC programs include some combination of:

- portfolios of sample papers prepared for senior seminars or senior theses,
- evidence of performance in core methodological courses,
- evaluation of oral presentations,
- exit interviews with graduating students,
- focus group discussions with students earning certificates or minors,
- Institute course evaluation results,
- tracking and reporting of post-graduate employment and education of majors,
- interviews with returning alumni, in conjunction with Homecoming activities, and
- periodic full-scale program reviews using external visiting committees.

Indicators such as these were used extensively in the redesign of curricula and courses for conversion to semesters, and they play an ongoing role in the assessment of degree programs. In some cases collaborations with faculty from other colleges at Georgia Tech are being used to provide independent scrutiny of course effectiveness. Specific course requirements have been replaced with menus of appropriate courses after determining the relevance of individual courses to the educational needs of students, and required concentrations in undergraduate programs have been adjusted to take into account the changing context of disciplinary and interdisciplinary studies. During the current year the assessment activities of IAC units will be coordinated, with an increasing emphasis on assessing general education outcomes.