Academic year 2003-04 was a year of challenge, opportunities, and progress for Georgia Tech’s Ivan Allen College (IAC). Under the budget constraints being absorbed by units across the University System of Georgia, IAC marshaled its resources to sustain the quality of its programs and, where feasible, to begin several new ventures that take advantage of IAC’s unique role as the liberal arts college of Georgia Tech.

IAC accomplished these objectives during 2003-04 because of focused leadership, committed faculty, and entrepreneurial students. As the report below describes, both within IAC’s Schools and across the Schools as a College, IAC made significant strides. Among the most notable were:

- The $1.3 million MacArthur Foundation program in the Sam Nunn School of International Affairs was implemented, bringing in mid-career and post-doctoral fellows from a variety of scientific and technical fields to work on international security issues.
- Two new path-breaking degree programs in the School of Literature, Communication, and Culture were approved: a doctoral program in Digital Media and a new undergraduate degree (with the College of Computing) in Computational Media.
- The College saw a marked increase in funded research, with a 24 percent increase in new awards from the previous year, and even more significantly a substantial increase in the range of IAC schools and faculty soliciting and receiving external support for research and educational projects.
- The annual IAC Founders Day event was combined with the Sam Nunn Bank of America Policy Forum to produce a major conference on “Bio-Terrorism Preparedness: The Imperative for a Public-Private Partnership”
- The School of Modern Languages and its faculty were recognized with the 2004 Board of Regents Teaching Excellence Award.
- A top 10 ranking in US News was received by the School of Public Policy in the area of “information and technology policy.”
- IAC staff and faculty advisors developed, implemented, and assessed a sophisticated new student support system for IAC undergraduates, including an award-winning website for student advisement.

A. PROVIDING A STUDENT-FOCUSED EDUCATION

IAC continued its contributions to education at Georgia Tech, offering nearly 73,000 credit hours during 2003-04. IAC schools granted more than eighty certificates and seventy minors to students from every College at Georgia Tech. Graduate credit hours increased by more than ten percent.
Undergraduate research was a major factor in IAC educational programs, with 20.3 percent of AY 2004 graduates from IAC having had an undergraduate research experience (second only to the College of Sciences). More than 150 IAC undergraduates were enrolled in undergraduate research for credit last year (up from 122 the previous year); about one-fifth of the IAC faculty served as sponsors. As a result, many IAC undergraduates presented papers at national research conferences and in some cases co-authored articles with faculty members that have been accepted for publication. Other undergraduates conducted research on current issues that led to policy briefs and recommendations submitted to the Governor’s Office, on the development of video materials for classroom teaching, and on security issues in US nuclear waste transportation. Topics were wide ranging, including port security in northwestern Europe, open speech recognition by computers, vaccination policy, classical arts in China, managing growth in rural Georgia, Japanese parliamentary organization, ethical issues in human cloning, legal issues for Muslims in France, and the analysis of complex telecommunications networks. Also noteworthy was Alan Bakowski, a BS/MS student in the School of Public Policy, who won the 2004 Phi Kappa Phi award, the highest academic award given to a graduating senior at Georgia Tech.

Likewise, graduate students throughout IAC published articles, presented papers at numerous professional conferences, and received grants to support research in areas such as the history of medicine and pharmacy, human subjects research, network security, technological innovation in Caribbean nations, historical studies in India, and K-12 science and engineering education.

Internships play an increasingly important role in education and career preparation. IAC students obtained internships in a wide variety of appropriate organizations, such as the Museum of Modern Art in New York (LCC), the Johnson Space Center (HTS), …

The Pre-Law program continued to increase in numbers and in the success of Tech students applying to law schools; it provides a network for at least 300 undergraduate and graduate students and many alumni. Georgia Tech’s Mock Trial team placed 8th in the nation in the most recent competition.

Two new path-breaking degree programs were approved or begun in the School of Literature, Communication, and Culture: a doctoral program in Digital Media and a new undergraduate degree (with the College of Computing) in Computational Media. Also, the new undergraduate degree program in Global Economics and Modern Language was initiated. Equally important, IAC faculty demonstrated a responsiveness to new challenges and opportunities through curricular flexibility: building on solid core curricula, students could prepare for changes in job markets and graduate school possibilities by enrolling in new or re-designed courses that integrate professors’ research into course content and keep the IAC curricula current and relevant.

Development, implementation, and assessment of a sophisticated new student support system for IAC undergraduates, including an award-winning website for IAC
advisement. Most IAC Schools now have on-line web systems for handling overload requests. An on-line survey of undergraduate students elicited a very high response rate regarding students’ assessment of their academic advising; most students reported a high level of satisfaction with their advisors, but detailed feedback was provided to IAC Schools to allow them to improve their student support efforts. Two advisors, Elizabeth Miller (IAC) and Nancy Gimbel (INTA) won national awards in recognition of their work, while several faculty advisors (Richard Barke and Carol Senf) received awards from Georgia Tech.

Another broad approach to improving undergraduate and graduate education in IAC occurred as a result of the implementation of the Online Assessment Tracking System (OATS). Each degree program produced explicit learning objectives, along with measures of attainment and procedures for revising courses and curricula in response to OATS results.

B. EXPANDING RESEARCH IN THE LIBERAL ARTS

From FY 03 to FY 04 the number of grants submitted through the Office of Sponsored Programs grew from 31 to 52. In FY03 three IAC schools submitted grant applications; in the most recent year, faculty from all six schools (plus the Dean’s Office) applied for external research grants, and the amount of new awards grew from $4.651 million to $5.775 million – a 24 percent increase in a single year. Most of this increase is attributable to the hard work and creative ideas of the faculty of course, but it also reflects several initiatives by the College (such as grants workshops) to encourage and expedite the grants process. Altogether, at least 46 IAC faculty from all units of the College were awarded internal or external grants to assist their research and education activities.

These grants, along with other research that was conducted without external funding, covered a wide range of topics, reflecting the diversity of IAC faculty interests and expertise. Nevertheless, most of this research directly connects the liberal arts fields to the mission of Georgia Tech: "to provide the state of Georgia with the scientific and technological knowledge base, innovation, and workforce it needs to shape a prosperous and sustainable future and quality of life for its citizens." Those objectives clearly require an awareness of the social, cultural, economic, ethical, and political consequences and determinants of scientific and technological change. Thus, it is not surprising that IAC faculty conducted research on topics such as:

- US-European trade disputes (Birchfield, INTA)
- family decision making regarding childhood immunization (Bostrom, Pub Policy)
- cultural representations of women in science and technology (Colatrella, LCC)
- the influence of Chinese literature on film and computer games (Foster, Mod Langs)
- security of critical international infrastructures (Goodman, INTA)
- the development of intelligent computer-assisted language instruction (Kikuchi, Mod Langs)
- international practices in the measurement of research (Kingsley, Rogers, Cozzens, Pub Policy)
- emerging new forms of non-territorial sovereignty as a result of the internet (Klein, Pub Policy)
To promote continuing progress in the College’s research efforts, last year Professor Ann Bostrom (School of Public Policy) was added to the Dean’s office as a new Associate Dean for Research and Faculty Development. In this position she will work with faculty to identify grant opportunities and to facilitate the grants process, particularly for first-time applicants.

The research output of the IAC faculty in FY04 was notable. The College’s faculty published twenty books, along with 147 refereed articles and book chapters. They presented at least 250 papers and presentations at professional conferences. Among the books they published were:

- Barbara Blackbourn-Jansma (Mod Langs), *Le Francais pour les Professionals* (ProQuest, 2003).
- Hugh Gusterson (HTS and PUBP), *People of the Bomb: Portraits of America’s Nuclear Complex* (Univ. of Minnesota Press, 2004)
- Tyanna Herrington (LCC), *A Legal Primer for the Digital Age* (Pearson/Longman, 2003)
- Thomas Lux (LCC), *The Cradle Place* (Houghton Mifflin, 2004)
- Phillip McKnight (Mod Langs) and D. Pickus, *Genie-Satire und Frauenerziehung* (Wehrhahn Verlag, 2003).
- Philip Shapira (PUBP) and S. Kuhlman, *Learning from Science and Technology Policy Evaluation* (Edward Elgar, 2003)
- Jay Telotte (LCC), *Disney TV* (Wayne State Univ. Press, 2004)
- Eugene Thacker (LCC), *Biomedia* (Univ. of Minnesota Press, 2004)
- Angela Dalle Vacche (LCC), *The Visual Turn: Classical Film Theory and Art History* (Rutgers Univ. Press, 2003)

IAC faculty also received numerous awards and recognitions, such as Steven Usselman’s (HTS) prize for the best book in the political economy of the US; Molly Cochran’s (INTA) election as president and chair of the International Ethics section of the International Studies Association; Greg Nobles (HTS) designation as a distinguished lecturer by the Organization of American Historians; installations and performances for Diane Gromala, Janet Murray, and Sha Xin Wei (LCC) in San Francisco, New York, Greece, and England; Barry Bozeman’s (Public Policy) election to the policy council of
the Association for Public Policy and Management; John Krige’s (HTS) selection as Charles A. Lindbergh Professor in Aerospace History at the National Air and Space Museum in Washington for 2004-05; and John Endicott’s (INTA) selection as keynote speaker at a meeting in Islamabad on “Arms Races and Nuclear Matters in South Asia.”

Another major milestone was the integration of the Institute of Paper Science and Technology into Georgia Tech, and the resulting integration of the Center for Paper Business and Industry into the School of Economics. In late 2003 the Sloan Foundation renewed the Center’s funding with $1.32 million for the period 2004-2006. Five Economics faculty were PIs or co-PIs on CPBIS projects during the past year.

C. COLLABORATING WITH CAMPUS, LOCAL, REGIONAL, AND GLOBAL CONSTITUENTS

As a liberal arts college within a major technology research university, IAC has unique opportunities to link the social sciences, humanities, and related professional disciplines to academic and practitioners’ communities at Georgia Tech, in Atlanta, across the nation, and around the world.

During the past year a major program was implemented in the Sam Nunn School of International Affairs to create a structured fellowship for young and mid-career scientists, computer scientists and engineers to study the challenging field of international security policy in the 21st century. Supported by a $1.3 million grant from the MacArthur Foundation, social scientists with expertise in the formulation, execution and teaching of security policy and recognized national security scientists selected a group of MacArthur Fellows, primarily from the mid-career, post-doctoral, and pre-doctoral levels in the scientific and technical disciplines. The Fellows were exposed to national security subjects through weekly seminars, professional field trips, research projects and a two-week summer workshop.

IAC Schools continued to develop relationships with research and educational institutions around the world. The School of Public Policy was invited to be the only US participant in the PRIME initiative, a network of European institutions collaborating on science, technology, and innovation analysis and policy under the EU 6th Framework Program. LCC continued its very close relationship with the Blekinge Tekniksa Hogskola in Karlskrona, Sweden, providing them with a model for development of a new undergraduate program in digital media, and exchanging many students and faculty. The School of Economics formalized student exchange programs with Sciences Po (Paris) and Duisburg-Essen University, as well as the London School of Economics.

The IAC Founder’s Day celebration in March 2004 was combined with the Sam Nunn Bank of American Policy Forum to honor Senator Nunn and to provide a major conference on bioterrorism. John A. Gordon, Assistant to President Bush for Homeland Security, gave the keynote address on "The Bioterrorism Threat." Following Gordon's keynote address, a panel of experts discussed the issue of "Preparedness" and dealt
specifically with "Assessment of Capabilities and Deficiencies." The first panel in the afternoon dealt with strategies for "Developing Working Partnerships" among a variety of federal, state, and local agencies and organizations as well as with the public; the second panel in the afternoon focused on "Securing the Food Chain from Biohazards.

Within Georgia Tech numerous collaborative relationships were begun or continued. The Center for the Study of Women, Science, and Technology program conducted many cross-college activities, and the ADVANCE research program (supported by NSF) .... The School of Modern Languages continued its strong and productive relationships with the Colleges of Engineering and Computing on the International Internship program, with ties to many international corporations and organizations such as Siemens, UPS, and JETRO.

Many of the research areas explored by IAC faculty have clear overlaps with the interests of others at Georgia Tech, area universities, and collaborators around the nation and the world. Particularly noteworthy are strong groups of faculty interest in the science and technology workforce (particularly with regard to women and minorities); ethical, cultural, and legal issues in medicine and biomedical research; area studies (especially in Europe, East Asia, and Latin America); racial, gender, and ethnicity issues; digital media and communications; urban studies; international development, trade, and business; and science and technology studies.

The poetry program in LCC continued to draw large crowds from Georgia Tech, the Atlanta community, and the entire Southeast. Readings by poets such as Billy Collins, Tom Lux, and Bruce McEver attracted overflow audiences, and the poetry outreach program brought the art form to thousands of students in public schools around Atlanta. The McEver Program in Engineering and the Liberal Arts offered a course on “The BioEngineered Body” by Ken Knoespel and Wendy Newstetter (Biomedical Engineering).

**D. PROMOTING A MORE DIVERSE COMMUNITY**

Several IAC Schools continued their noteworthy success in recruiting a diverse range of students. IAC leads Georgia Tech in the percentage of women students, faculty, and high-level administrators. Several of its programs attracted significant numbers of minority students (particularly Economics and HTS) Issues related to diversity were aired and discussed by visiting faculty such as William Julius Wilson (Harvard) and explored in courses on women’s issues, ethnicity and nationalism, gender and international relations, and African-American policies. Kamau Bobb, a doctoral student in Public Policy, was awarded a dissertation fellowship by the Southern Regional Education Board as part of its program to increase the number of college-level faculty from under-represented groups.
E. USING INFORMATION TECHNOLOGY IN RESEARCH AND EDUCATION

In FY 04 Associate Dean Richard Barke created the IAC Information Technology Council to advise the Dean’s Office and OIT on issues and opportunities confronting the College and its Schools. Comprised of faculty from each IAC unit, the College’s IT support staff, and representatives from OIT, the Council met several times to air suggestions and to consider a draft Computer Network Usage Policy and an IAC Computer Security Policy.

During the past year there were numerous instances of faculty and students using information technology in teaching and research. Kirk Bowman (INTA) had groups of students in the Buenos Aires study abroad program use digital video and I-Movie to produce DVD’s relating to democracy in Argentina, while Vicki Birchfield (INTA) and Heidi Rockwood (Mod Langs) organized a workshop of “Cultural Sensitivity Training and Assessment” related to Language-Across-the-Curriculum courses.

LCC’s Global Classroom Project was formally incorporated into the curriculum of the European University in St. Petersburg, Russia, with Georgia Tech and Russian students working together through the Internet. The School of Modern Languages developed on-line courses in Japanese, Chinese, and Russian.

SUMMARY OF ACCOMPLISHMENTS

A College is more than the sum of its parts. The small sample of research and educational activities and accomplishments described above provide a taste of the work of IAC faculty, staff, and students in AY 2003-04. Taken together, these examples demonstrate that the College is vibrant, innovative, connected, and very much at the center of Georgia Tech’s ambition to become “the technological university of the 21st century.”
The Ivan Allen College of Liberal Arts is one of the six academic units at the Georgia Institute of Technology. The College conducts research and provides higher education for undergraduate, master’s, and doctoral degrees in liberal arts disciplines. The College strives to bridge the traditional separation between science, technology, engineering, and math (STEM) disciplines and the humanities and social sciences. "Georgia Tech’s strategic plan embraces the importance of centering human needs as we continue to develop science and technology," said Dean Kaye Husbands Fealing. "This is a core Ivan Allen College value, and we look forward to leading the way for years to come." Georgia Tech’s new strategic plan, unveiled Nov. 19, 2020, defines a vision highlighting the unique values and strengths of the Ivan Allen College of Liberal Arts. Georgia Tech’s new strategic plan, unveiled Nov. 19, 2020, defines a vision highlighting the unique values and strengths of the Ivan Allen College of Liberal Arts. Infobox University name = Georgia Institute of Technology nickname = Yellow Jackets, Ramblin Wreck motto = Progress and Service established = October 13, 1885