Searches Announced For Executive Vice President, Dean Of Engineering

The Georgia Tech Whistle

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Searches Announced For Executive Vice President, Dean Of Engineering

(Georgia Tech is beginning searches for two positions: Executive Vice President and Dean of the College of Engineering. The ads for both positions are listed in their entirety below. Georgia Tech is an equal opportunity, affirmative action employer which actively seeks and encourages applications from minority and female candidates.)

Executive Vice President

The Georgia Institute of Technology is situated on an attractive campus in the heart of Atlanta, a large and genuinely liveable city with great economic and cultural strengths. The Institute, a part of the University System of Georgia, is a major research university, with research expenditures of $150 million in FY 90. The faculty is renowned for its productivity and proficiencies in teaching, research, and public service. The Institute has over 12,000 students enrolled, including nearly 3,000 in graduate studies. Entering freshmen have an average SAT score of 1,200 and an average high school grade point average of 3.6. The Institute has established the goal of becoming the "technological university of the twenty-first century." To accomplish that goal, the Institute has been involved in a significant restructuring of the overall academic program, the rapid expansion of basic and applied research activities, the acceleration of an already strong economic development effort, and making far reaching program changes to address the major demographic shifts projected in the Workforce 2000 literature.

The Executive Vice President serves as both the Chief Academic Officer and Chief Operating Officer of the institution and has responsibility for all academic and research operations of the Institute. Direct reports include the academic deans, the Vice President for the Georgia Tech Research Institute, and the Vice President for Interdisciplinary Programs. The Executive Vice President organizes and oversees the Institute's reappointment, promotion, and tenure processes for faculty, and chairs the Academic Council, the chief policy body of the Institute.

Acceptable candidates should have senior experience in academic administration in a research university, an outstanding career as a scholar, and a demonstrated commitment to education at both the undergraduate and graduate levels. As chief operating officer, the Executive Vice President will play a

See Searches, page 2

Campus Leaders Briefed, Meet For Charitable Campaign Kick-Off Event

By Pam Rountree

Many people don't always realize in how many ways United Way agencies can help them, but on Tuesday, Sept. 25, Ann Salo told Georgia Tech vice presidents, deans, directors and administrators how. Tech administrators met for a briefing on the Institute's 1990 Charitable Campaign, which is now under way.

Department coordinators met for their own kick-off breakfast on Thursday, Sept. 27.

Salo, a partner in the Atlanta law firm of Grenwald and Salo, told the gathering how a United Way agency helped her son, Eric.

Born in 1978, Eric had not yet spoken one word by the time he was two years old; doctors told the Salo's that he was emotionally disturbed. "I just didn't believe them," Ms. Salo said. "We continued to have Eric put through a battery of tests to determine what was wrong with him. When he was three years old, doctors told us he was autistic and needed to be institutionalized."

Enrolling Eric in a special school instead, the Salo's continued to believe that their son had a problem that could be solved. They agreed to have Eric's vision and hearing checked during one of the school's routine exam periods and it was then that his medical problem was identified—Eric's hearing was bad, he could only hear sounds in extremely high frequency ranges.

The Salo's then took Eric to a specialist in New Orleans for more tests which determined Eric was profoundly deaf. The Salo's return home to Atlanta and "began searching for places that could help Eric. We were turned down by ten agencies," Ms. Salo said.

Frustrated by the inability to find an agency to help, Salo said one day she just "began going through the yellow pages looking for something that could help our son. I found an agency called the Auditory Education Clinic and they agreed to help."

Salo found out later that just...
The College of Engineering consists of the Schools of Aerospace, Chemical, Civil, Electrical, Industrial and Systems, Materials, Mechanical, and Textile & Fiber Engineering. Through these eight Schools, the College offers undergraduate and/or graduate degrees in 21 fields spanning traditional and specialized areas, such as computer engineering, polymers, and operations research. The College also offers programs in 11 multidisciplinary areas, including bioengineering, fusion, and computer integrated manufacturing systems.

Georgia Tech has ongoing initiatives in microelectronics, manufacturing, telecommunications, and environmental science and engineering. Those programs are under the direction of more than 300 tenured or tenure-track faculty in the College, including six members of the National Academy of Engineering.

Entering freshmen have an average SAT score above 1,200. The Fall 1989 entrance class listed 519 Master's, and 81 PhD degrees. Georgia Tech is a national leader in the education of women and minority engineers.

New research grants and contracts awarded to College faculty for Fiscal Year 1990, ending June 30, 1990, totalled almost $83 million. In addition, substantial numbers of faculty are involved in joint research with the Georgia Tech Research Institute and the Institute for Paper Science and Technology, the research budgets of which exceed $100 million. A substantial faculty increase is anticipated in the College which, by virtue of the size and quality of its academic and research programs, is recognized as one of the nation’s leaders.

The Dean of Engineering at Georgia Tech occupies a key and central role in the life of the Institution and must function effectively as part of the central management team.

Search committee review of credentials will begin December 1, 1990, but nominations and applications will be accepted for consideration until the position is filled. Acceptable candidates should have a PhD with a minimum of ten years professional experience, an outstanding career as a scholar, and administrative experience. We hope to make a selection in time for the new dean to take over duties on July 1, 1991. Applications should include a detailed resume, names and addresses of four references, and other supporting documentation, and should be mailed to:

Professor Charles A. Eckert, Chair, Engineering Dean
Search Committee Office of the President Georgia Institute of Technology Atlanta, Georgia 30332-0325

Campaign... continued from page 1

shortly before she brought Eric to the clinic, United Way had made an $11,000 grant to the clinic, enabling them to stay in operation. Today, she says, “Eric is an A-B student and is very active in sports; he loves baseball, tennis, basketball and soccer. United Way has given Eric his future. He can be anything he wants to be.”

Tech alumni and Chairman of Beers Inc. Larry Gellerstedt was also on hand at the kick-off breakfast. “You and I are the United Way,” he said. “United Way is one of the building blocks that has made this city great. It’s the best agency to get your money where it needs to go to help others in need.”

Charitable Campaign Chairman Dr. Dick Fuller, who is Tech’s vice president for Operations, told the gathering of administrators that the campaign at Tech is “a collective campus effort. We hope to build this year on last year’s success (Georgia Tech raised over $180,000 in last year’s campaign).”

Fuller added that Georgia Tech is listed in the top third of United Way’s leadership giving in corporate Atlanta and is the number one leadership giving institution in Georgia colleges—both public and private.

In this year’s campaign, Fuller said, “we want to show that Georgia Tech is part of the metro community and that we do care and share.”
RoseMary Watkins helps provide equal access at EDUCOM and at Tech

By Jackie Nemeth

Access is defined as “the ability to use a piece of equipment, facility, etc. in the manner that was intended.” Equal access—a term and reality particularly important to those people with disabilities—is defined as “the ability for all persons, regardless of abilities, to use the same facilities with the same results.”

Who are able-bodied may not realize what it is like for a person to use a wheelchair in a building without an elevator or ramp, or how a person with a hearing impairment takes notes during a lecture. RoseMary Watkins, assistant to the vice president and dean for Student Affairs and coordinator for the disABLED and Non-Traditional Students Program, has been working at Tech for over a year to ensure equal access for disabled students. She will also participate in the EDUCOM '90 Conference at Inforum on Oct. 17.

Watkins will present “Equal Access to Software for Instruction (EASI)” with Karen Bibb, president of the Society for Disability Awareness and a Tech aerospace engineering student, and Darcelle Hockley, formerly coordinator of Adaptive Computer Technology Center at the University of Missouri-Columbia.

When planning a computing facility, Watkins says, accessibility features should be emphasized, including building and workstation access for wheelchair users, and good grammar and spell checking features for the learning disabled. For the vision impaired, large screen monitors and "zoom text" software may be necessary, and blind persons may need access to speech synthesis software or Braille capabilities.

"Project EASI's purpose is to ensure that people with disabilities have full access to educational and informational technology resources," Watkins says. "This seminar will be a review of activities and outcomes of Project EASI of interest to developers of software for higher education, students with disabilities and faculty and administrators who work with those students."

Checking EDUCOM tour sites (both off-campus and at Tech) for accessibility is one of Watkins’ EDUCOM and regular job responsibilities. Watkins works closely with Sarah Endicott, an occupational therapist and information specialist at Tech's Center for Rehabilitation Technology (CRT), to ensure building facilities are accessible for students with disabilities. Factors may include width of doors, and the height of working parts of lab equipment.

During her past year at Tech, Watkins has established a learning disabilities review committee and is working on a campus accessibility guide for specific buildings. She has also designed a driving tour of the campus with the Undergraduate Recruiting Office. She says she appreciated the assistance she has received from others on campus. Keith Oden, of the College of Engineering, has provided assistance in tutoring services and exam proctoring, and Carlton Morgan, of the Tech Police Department, has coordinated transportation services.

According to Watkins, equal access should be considered during the design phase of construction. Watkins and Endicott have worked together to determine accessible features for certain buildings; these points will be included on a campus accessibility map under development at CRT. Since her arrival at Tech, ramps have been placed at the Student Center and the Boggs

See Watkins, page 4

GED Prep Class at Plant Operations Sheds Light on Other Difficulties

By Vera L. Dudley

Generally, when a person seriously thinks of literacy, a funny thing happens. He or she immediately begins to picture life without the ability to read. It's a difficult task for those with even the most vivid imagination.

The Literacy Task Force of the Atlanta Chamber of Commerce estimates that there are 225,000 functional illiterates in the metropolitan Atlanta work force. Some functional illiterates—people who recognize the alphabet and some words but not enough to comprehend most sentences and phrases encountered on a daily basis—have high school diplomas and work right here at Tech. Under the leadership of Plant Operations Division (POD) Director James Priest, POD decided to offer their valued employees a second chance to obtain the skills that would give them a fair chance to compete and advance in the workplace.

Shortly after Priest initiated the Plant Education Program (PEP) at Plant Operations to aid those in pursuit of a GED, John Grovenstein, administrative manager, discovered that a number of the GED students were having difficulty with the test because they lacked basic reading skills. To assist them, Grovenstein suggested that the IBM's Principle of the Alphabet Literacy System (PALS) be included in the PEP. PALS is a computer system designed to improve reading and writing skills for individuals who test below a sixth grade reading level. Utilizing a video disk player, a touch sensitive screen, and a keyboard, Grovenstein estimates that users have advanced an average of two grade levels during the 100-hour program.

"It's really incredible that anyone can advance even one grade level in 100 hours. This system attempts to compress in two to three years what most people learn in twelve," Grovenstein said. "It requires a great deal of effort for a person to complete any of these classes."

"Ordinarily, the class would be taught with one teacher, but that would mean that someone would be away from their job for a day or a half," said Grovenstein. "I knew that we didn't have anyone who could take that much time away from their job. So we have a team of dedicated teachers who alternate classes working two hours each and who meet once a week to compare notes on the progress of each student."

The institution of educational advancement at Plant Operations is the result of positive forecasting of managers who are concerned about retaining quality employees. In-

"We have a group of people who are excellent employees. They like working at Tech. They are personable. They have excellent attendance records but they are not functionally literate so they cannot advance."

"Part of the reason people do an extra good job is the hope of advancement. No one likes to feel that they are trapped in their positions," Grovenstein said. "No one wants to have been here for ten years and see someone come in from the outside and get the job as their supervisor. We prefer to hire from within and we want to make all of our employees promotable."

PALS instructors John Grovenstein (L) and Jo Ann Pittman use touch sensitive and audio-visual equipment designed to help some employees at the Plant Operations Division increase their reading skills.

Sheds Light On Other Difficulties
Get Into Shape In Exercise Classes!

Need incentive to initiate that fitness program you’ve been putting off? Recreational Sports is offering various ways to tone up, increase endurance and have fun all at the same time in the following non-credit classes:

Aerobics: Aerobic Fitness Classes, $35; Aerobic Fitness Certification Workshop, $40, $15 second day, Oct. 6 & 7 only; choreography; Hatha yoga, $20 for Tues. only, Oct. 2 - Nov. 6, $26 for Thurs. only (no beginners), Oct. 4-Nov. 29, both classes, $30.

Racquetball Tournament, $10, Oct. 21, Demonstration on Oct. 1; Water Sports & CPR: Beginning Swimming, $25, Mon. & Wed., 5:30-6:30 p.m., Oct. 1-Nov. 7; Intermediate Swimming, $25, Mon. & Wed., 6:30-7:30 p.m. Oct. 1-Nov. 7; North Swimming Classes, $25, Mon. & Wed., 4:30-5 p.m. or 5-6:30 p.m., Oct. 1-Nov. 7; Hydrobatics I (Dolphins), $25, Tues. & Thurs., 5:30-6:30 p.m., Oct. 2-Nov. 27; Water Aerobics II (Sharks), $25, Tues. & Thurs., 5-6:30 p.m., Oct. 2-Nov. 7; Non-time Hydrobatics, $25, Mon. & Wed., noon-1 p.m., Oct. 1-Nov. 21; Sushi, 2 classes, $90, Tues. or Thurs., 6-7 p.m. in classroom and 8 p.m.-10 p.m. in pool, Oct. 2-Nov. 29; CPR class, $15, Tues. & Thurs., Oct. 23 & 25, 5-10 p.m.

Lacrosse, Tennis & Martial Arts: Lacrosse Clinic, $15, Wed., 4:15-5 p.m., Oct. 3-Nov. 21; Karate, $30, Mon. & Wed., 7-9 p.m., Oct. 1-Nov. 21; Demonstration on Oct. 1; Hapkido, $35, Mon., Wed., & Fri., 6:30-8:30 p.m., Oct. 1-Nov. 7; Aikido, $25, Mon. & Wed., 8:30-10:30 p.m., Oct. 3-Nov. 8; Demonstration on Oct. 1; Taekwondo, $35, Tues. & Thurs., 5-6:30 p.m., Oct. 2-Dec. 2; Comprehensive combative arts, $50, Tues. & Thurs., 7 p.m.-8:30 p.m., Oct. 2-Dec. 4; Demonstration on Oct. 2; Fall Tennis Tournament, Oct. 5-7, men’s & women’s singles & doubles and mixed doubles - A & B Division (C division for men’s singles) $15 for singles, $10 for doubles; $10 for singles; House’s Racquetball Tournament, $10, Oct. 16-18, novice, intermediate and advanced; Walking Club (Walkin’ Talkies), $10 annual fee. For more information call the Student Athletic Complex at 4-3910.

For Sale - 2 BR, 2 BA house near GT/wharwood floors, high ceilings, nice yard, garage, $650/mo. Call 373-6129.

For Sale - Electric guitar or keyboard, large amplifier, w/built-in 12 inch spkr., tremolo, & echo reverberation, $75. Call 4-4371.

For Sale - Filter Queen Vacuum. Excellent for anyone with asthma or hayfever. Orig. price $900, asking $200; misc. garden eqpt.; metal 4-drawer file cabinet. Contact Bar-

Watkins... continued from page 3

Building. She has also coordinated access surveys in the College of Computing, and the D.M. Smith and Rich buildings.

While she works on her own and in coordination with professionals on campus, Watkins relies greatly on students who use her office’s services and works to implement students’ needs. Towards this end, Watkins has begun to pull together an advisory committee for disabled students and services has participated in various campus and community activities to promote accessibility and awareness.

“We need to make sure that campus accessibility remains in everyone’s minds,” Watkins says. “We need to know how students with disabilities feel about the services they receive; we are here, first and foremost, for the students.”

Watkins asks faculty, staff and administrators to refer all students with disabilities who are receiving or who have indicated a need for services to her office. She welcomes anyone with questions regarding students with disabilities to call her at 4-2564.

“Before services can be offered, students with disabilities must identify themselves to us and disabilities must be documented,” Watkins says. “The student needs to be registered with us and we must know whether or not they are satisfied with the services they receive. I would like for my office to become a vital resource for Georgia Tech.”

The following legislative acts were created to ensure the rights of persons with disabilities.

Rehabilitation Act of 1973, Section 504

“No otherwise qualified handicapped individual in the United States...shall, solely, but reason of...handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Section 508

This was enacted in October 1986 as an addition to the 1973 Rehabilitation Act which recommends that “guidelines be developed and established for electronic accessibility designed to insure that handicapped individuals may use electronic office equipment with or without special peripheral.”

Ameris with Disabilities Act of 1990

This act prohibits discrimination on the basis of disability in employment, public services and public accommodations.