Good afternoon and thank you, Cindi, for that generous introduction.

It is a pleasure to speak to the members of the Georgia Tech Women's Forum. In the year and a half I've been at Tech, I've been impressed by your achievements as an organization and your membership. I guess I shouldn't be surprised. After all, I recently was reading about yellow jackets and learned that the female of the species is tougher and packs a bigger wallop in her sting than the male.

Stinging aside, what is really important to us are the scholarships you provide which allow us to retain some of our best scholars. The seminars and speakers you sponsor also provide a valuable complement to the traditional classroom lectures.

This afternoon, I'd like to speak about Tech's future. Specifically, the challenges we'll face, and how we're going to reach our objectives. Vital to that enterprise is the participation of the entire Georgia Tech community of students, staff, faculty, alumni and friends. I cannot emphasize enough how important teamwork and trust will be to whether or not we realize our potential. Tech men and women working together in concert with a shared vision will be a powerful force. This requires a workplace where mutual respect, responsibility, professionalism, and ethical

behavior are expected and established as the norm for all.

Lets talk about our shared vision - this relates to anticipating the future and preparing for it. Baseball coach Casey Stengel once said: "Predictions are hard, especially about the future." Old Casey was right, but there are elements about the future we can expect to come to pass that will challenge us and which have the potential to
sap the gains we might otherwise reap. We need to understand them to position ourselves well.

Books like "Profscam" and "How Professors Play the Cat Guarding the Cream," have delivered to the public unflattering views of the faculty and administrators of universities, particularly research institutions. Adding to the image offered by these books are periodic pieces in the popular literature and exposes of higher education on television. Even some of our friends think of the research university as a place where teaching loads are low and classes are largely taught by graduate students.

Pressure on the public persona of higher education and the research university comes at a time when other issues are posing challenges to our campuses. These include:

1. A downsizing of the federal research funding agenda—it is estimated that federal funding for research will be reduced by 30 percent by the time the federal budget is balanced.

2. Shifting of research targets from a cold-war driven economy to an "economic war;"

3. Building frustration with the institution of tenure, and its mention as a reason why universities are slow to change;

4. Puzzlement about the seeming lack of relevance of the research university to the major concerns of the average American—i.e. crime, high K-12 drop-out rates, and the breakup of the American family.

5. Questioning of what is perceived as a lack of allocation of university resources and commitment to the undergraduate mission;

6. A rise in litigation, particularly over charged issues that are sociological in nature, e.g. sexual harassment, or racial discrimination. In such matters universities have proven themselves to be less progressive in addressing the root issues than the modern corporation and could stand to learn much by looking externally. This is one arena where the concept of faculty governance has proven ill-equipped as a means for resolution of conflict.

Finally, 7. The rapid rise of new generation educational technology, information access, and communications tools that will emphasize learning over teaching.

It's quite a list and while much of the criticism of the research university is uninformed, there is no question we can stand to improve and that we face substantial challenges to the future.
Versions of these challenges exist for all research universities, and Georgia Tech is not immune to them. The solutions for each university will vary. For Georgia Tech, I am confident we are on our way to finding those appropriate to our circumstances. In doing so, it will be our objective to become a member of the top tier universities in this land.
Part of the reason I have reason to be sure we will do well is that we have taken a significant step in developing an Institute-wide strategic plan that builds on the larger goals of that of the higher education system of Georgia. It outlines goals and guidelines for what we want to be and where we want to be in the year 2010. This plan was the result of the hard work of many—including several members of your Forum. Although we have put the plan into a published form, it is a living document. Over time we will revisit the plan and update and revise as necessary.

Within the plan we have identified seven strategic goals which I would urge you to read if you have not already done so. It is an impressive list of goals. However, goals without plans lack substance and strength. For example, take your New Year's resolutions. Chances are pretty good that you're broken one or two already. Most probably the ones you've broken are those that didn't have a plan to support them. Your serious resolutions—the ones you haven't broken yet—are probably backed by a plan. Likewise the goals of Georgia Tech's strategic plan are supported by action items to help us reach our goals. These 48 action items have been broken into seven clearly defined categories.

These categories include:

Budget too!
Drive —

• enriching educational opportunities;
• improving student life;
• maintaining and enhancing research;
• taking fullest advantage of educational and information technology;
• improving the infrastructure;
• expanding collaboration, linkages, and economic development efforts; and
• identifying optimum size and composition.

Some of the specific action items include decreasing the faculty/student ratio from 21 to 1 to 18 to 1; increasing the freshman retention rate to 90 percent; limiting on-campus enrollment in the

long term to 15,000 students; and "emphasizing diversity in student, faculty, and staff recruitment."

Diversity is important if Tech is to reach its goal of being a university of the first rank and for reasons that this institution offers opportunity, and it is part of our responsibility as Americans to make this highly valuable commodity to available to all who are qualified and motivated.

We have been, and are, making progress, but much remains to be done. Historically, it is popular to date Tech's move to be inclusive to women to 1956, when Shirley Mewborn became the first woman graduate. However, women were enrolled regularly in Tech's evening degree program for business as early as 1917, and one, Anna Wise, graduated in 1919.
Ms. Wise then became the Institute's first faculty member in the evening degree program upon her graduation. Tech would not add a woman faculty member to its day programs until 1960.

In the past decade, women's student enrollment at Tech has steadily grown in undergraduate, MS and PhD ranks. Today, essentially 30% of our freshman class are females, up from the 26% of last year. Applications from women students at this point are up 7% over last year. At the present rate of growth, we can expect Tech to be majority female by the year 2030!

What is also exciting about the demographic change on campus is the change in vitality of women's programs. One only need to consider our women's intercollegiate sports programs. This year our women's volleyball team won our first women's ACC championship and even better things are to come based on the success we had in recruiting. My wife and I enjoy attending the women's sporting events - last night we were successful guest coaches for our women's basketball game with Florida State.

Credit for much of this success goes to our Athletic Director, Homer Rice, and our senior woman athletic director, Bernadette McGlade, who have seen to it that Tech is one of the very few schools in the country that exceed the requirements for gender equity in intercollegiate sports.

Numbers of women on our faculty are also growing, but there is a significant gap relative to our student ranks. Only thirteen percent of our faculty are women, with many of these hired recently (22% of our assistant professors are women). With regard to staff and faculty, we can boast 70 more female employees this year than last year. This year we appointed our first woman dean of students, and Ms. Rosalind Meyers was appointed as our Associate VP for Auxiliaries. In all new administrative positions, we are making sure that we use search firms that provide a clear diversity in the candidates they bring us.

Improving the numbers of those groups that are under-represented is but one of Tech's challenges, and I am committed to see to progress. Of course, other issues also demand our attention and for the Institute as a whole, the next 15 years are critical.

Fortunately, we are in a more favorable position than many others to emerge successful in our journey toward the future. Georgia Tech is a unique institution and has been so from our founding. There is no state university in the country like us and this works to our advantage. I would like to think that among those institutions that may yet fall prey to the dinosaur syndrome, Georgia Tech is one of the adaptive creatures like the human or the bird that will succeed in the next millennium.

For Georgia Tech to succeed in the next century, we must do even more than follow the guidelines of our strategic plan. To meet the challenges and take advantage of our opportunities, I propose the following:

1. Listen to our critics. Although we may not agree with what they say, we are obligated to listen and to learn.

2. Be responsive to the issues that exist relative to the undergraduate side of our house. A recent survey at Tech showed that the majority of our sophomores and juniors are dissatisfied with the

advising they receive while 90 percent of the Ph.D. students are very happy. This type of imbalance is not healthy and calls for our attention.

3. Ensure we are doing what is needed to create a learning community, on and off-campus, using all of the power of new educational technology and our legacy of Olympic residential infrastructure.

4. Remain committed to a vital research enterprise which has a purposeful role for society at Georgia Tech, and ensure we do all we can to explain the value of what we do to our publics. In addition we have to encourage research in the major interdisciplinary thrusts of the future, see to improvement of those areas at Tech that are not nationally competitive, and find our place at the main policy tables where decisions are being made.

5. Be a player in the K-12 world, but do so only as it fits our mission as a research university. We are fortunate to have much underway here, and a number of fascinating proposals for the near term future.

6. Manage our enterprise in a cost-effective, service-directed, and business-like manner while providing appropriate support to our faculty and staff.

7. Recognize that student life activities are important to the learning process. Our students can learn much from their out-of-class experiences and we need to play a larger role here while ensuring we are open to all who are willing to make the commitment to be a part of the Tech community.

8. Continue to diversify our community based upon a careful strategy and through commitment at all levels.

9. Dare to adapt to change, but do not lose sight of our core values and traditions because they have molded Tech into the unique resource it has become in our society.

Thank you.