



## Context

*Georgia Tech will define the technological research University of the 21<sup>st</sup> Century.*

More than five years has passed since we set out to begin “designing the future” with our 25-year strategic plan. Guided by the plan, Georgia Tech is still one of the best institutions of higher learning in the country and world, and our dedication to the improvement of the human condition through advanced science and technology stands strong.

But the business of national and international education is rapidly changing – the old models in terms of business, pedagogy and mission are either being questioned, or are no longer valid, meaning we must continually assess and reassess our own methodologies. Issues of “flat world” connectivity, technology and accessibility, affordability and return on investment, and a diversifying body of learners drive today’s higher education model, all while the old funding model becomes obsolete.

Private institutions tend to have access to broader markets, potential of unrestricted nimbleness of action, unfettered arenas of operation, and very deep pockets. Public institutions that will thrive in this environment must become more private-like, maintain a cost advantage, develop a more varied revenue source, etc. Georgia Tech is in a good position to be one of the public institutions that thrives and we must maintain the momentum that excites and invigorates us year over year.

We must continue to distinguish ourselves in the way we educate our students – both residential and digital, and in the way we collaborate with government and industry partners, and connect with our local community and the world.

## Georgia Tech’s Education Innovation Ecosystem

As the landscape of higher education evolves, we must be leaders amongst our peers. Georgia Tech is frequently sought as an example, and that behooves each of us to work as a team to formulate the best practices for research universities. Others should ask “What does Georgia Tech think” as they work to improve their own education.

This fall, we hosted an all-hands meeting and a town hall to introduce Georgia Tech’s **Educational Innovation Ecosystem** – an environment defined by the joint efforts of C21U, CETL, GTPE, and OIT. Moving forward, the initiatives of the individual units will be coordinated to meet one mission minded and team-oriented strategy. This strategy includes the organizational move of C21U into the Office of the Provost. Moving forward, you can expect to see the formation of a Digital Learning and Educational Innovation Council. Built from the units’ senior leadership, the council will steer this path.

## Commission Scope

To continue to lead, it is necessary to take a critical and forward-thinking look at current methodologies and approaches to education. To that end, we are establishing the ***Commission on Creating the Next in Education***. The mission of this education commission is to take a critical and forward-thinking look at the educational enterprise of the technological research university of the 21st century. Through a multi-phased approach over 18 months, the commission will take a look at the Institute's current methodologies and approaches, benchmark best practices in higher education, including issues of delivery and accessibility, and make recommendations for a plan that will maximize Georgia Tech's strengths, and position the Institute as a transformational leader amongst research institutions.

## Commission Charge

Through study, discovery and dialogue, the commission will think creatively and broadly about harnessing the power of Georgia Tech's faculty, students, and culture to imagine the Georgia Tech education of the future. More specifically, the commission will:

- Envision, within the context of Georgia Tech's strengths, mission, and opportunities, the educational enterprise of the technological research university of the 21<sup>st</sup> Century; and
- Suggest a possible road map to move Georgia Tech to that vision.

The commission's work and activities will include the following topics:

- The needs, learning styles and demographics of future graduate and undergraduate students;
- New populations and markets of students and learners;
- Financial models and potential partners;
- Best practices of peers and trends in higher education that align with Georgia Tech's strengths and mission;
- New ways of engaging with the Georgia Tech community to develop, foster and grow ideas around the Georgia Tech educational experience; and
- Experiments, both marginal and transformational, that can be piloted or implemented to move Georgia Tech to the envisioned future state.

## Executive Sponsor

Rafael L. Bras, Provost and Executive Vice President for Academic Affairs

## Steering Committee

To guide and lead the Commission's work, an executive committee of campus administrative leaders has been appointed. The Executive Committee will serve as a conduit between the commission members and the Provost as well as determine the major activities, approaches and overall directions of the group. The Executive Committee is led by faculty co-chairs and the members include:

1. Richard DeMillo, co-chair
2. Bonnie Ferri, co-chair
3. Nelson Baker
4. Susan Cozzens
5. Jennifer Herazy
6. Mark Hoeting
7. Charles Isbell
8. Laurence Jacobs
9. Colin Potts

## Commission Advisors

10. Wayne Clough
11. Jeff Selingo

## Membership

1. Paul Anderson, Undergraduate Representative, Business Administration
2. Camille Barchers, Graduate Representative, School of City & Regional Planning
3. Richard Barke, School of Public Policy
4. Carlee Bishop, Georgia Tech Research Institute – Electronic Systems
5. Terry Blum, Institute for Leadership and Entrepreneurship
6. Sandi Bramblett, Institutional Research & Planning
7. Rob Butera, School of Electrical & Computer Engineering
8. Ed Coyle, School of Electrical & Computer Engineering
9. Mike Cummins, Scheller College of Business
10. Jessica Curtis, Office of Undergraduate Admissions
11. Lizanne DeStefano, CEISMC
12. Craig Forest, School of Mechanical Engineering
13. Ashok Goel, School of Interactive Computing
14. Mark Guzdial, School of Interactive Computing
15. Steve Harmon, Georgia Tech Professional
16. Amy Henry, Office of International Education
17. Samantha Holloway, Undergraduate Representative, Scheller College of Business
18. Bradley Jenkins, Undergraduate Representative, School of Aerospace Engineering
19. Julie Kim, College of Architecture
20. Gordon Kingsley, School of Public Policy
21. Quinton Kreth, Graduate Representative, Public Policy
22. Joe Le Doux, School of Biomedical Engineering, GT/Emory
23. Lew Lefton, College of Sciences
24. Pete Ludovice, School of Chemical and Biomolecular Engineering

25. Usha Nair-Reichert, School of Economics
26. Wendy Newstetter, College of Engineering
27. Eric Overby, Scheller College of Business
28. Mary Lynn Realf, School of Materials & Engineering
29. Muhammed Rizwan, Graduate Representative, School of Electrical & Computer Engineering
30. Mike Schatz, School of Physics
31. Raghupathy Sivakumar, School of Electrical & Computer Engineering
32. Chrissy Spencer, School of Biology
33. Bing Wang, Library, Intellectual Property Advisory Offices
34. Don Webster, School of Civil and Environmental Engineering
35. Joyce Weinsheimer, Center for the Enhancement of Teaching and Learning
36. Ellen Zegura, School of Computer Science

### Discovery Groups

1. Future Learning Needs
2. Future Demographics and Populations
3. Georgia Tech, Peers, Competitors and Partners (Successes, Failures, and Plans)
4. Societal Trends Influencing Higher Education
5. Future Pedagogy