- I'm pleased to have this opportunity to tell you about Georgia Tech's proposed Undergraduate Learning Center. At its most fundamental level, this 225,000 square-foot building addresses pressing needs for undergraduate library resources, classrooms, labs, academic services and student center space. These needs have developed over the past three decades as a result of enrollment growth, program growth and the evolution of a more intensely residential campus environment. Our plans for the center are designed to meet these needs using technology that is presently unfolding and will be strengthened in the next century. We are proposing a building that is optimal in its size and cost. With $13 million coming from private sources, the cost per square foot to the state is $147. ($33,000,000 / 225,000 gsf) Georgia Tech's private funds will bear nearly 30% of the cost of the Undergraduate Learning Center.

- Since the Student Center and the Library addition were built 30 years ago, our student enrollment has grown 75 percent from 8,000 to over 14,000. This past year, our freshman class was the largest in our history. We set a record with the number of applications received for freshman and transfer admissions for Fall 2000. At the freshman level alone, our applications are up 25% over where we were just two years ago. Given this record applicant pool, we are expecting nearly 2,800 new freshman and transfer students in the coming Fall term. According to our enrollment plan, we are slated to grow to 15,000 students by 2004.

- The dramatic rise in enrollment at the graduate level is noteworthy for this discussion. Our current library was built in nearly 50 years ago in 1953 when graduate enrollment was less than 300. By the late sixties and early seventies, when the Student Center and Library addition were built, graduate enrollment had increased to about 1,400. Today, Tech enrolls over 3,800 graduate students. With the development of new graduate degrees and the addition of mission-specific programs

like bioengineering and the history of technology, we have more than doubled our academic degree offerings in the past 30 years. The new degree offerings have created a demand for additional library holdings.

- During the course of these increases in enrollment and degree programs, our library space has remained unchanged. The newest wing of our library building is now 32 years old, and its size and capabilities have fallen far behind what we need. They are far short of what will be required to serve an even larger student body in 2004. The library also has asbestos problems and badly needs to be renovated, but space is so tight, that we have not been able to do to it.

- The same can be said for our student center space, which was built in the 1970s. The existing student center is under the double stress of general enrollment growth plus an increase in students living on campus. We now have only half the student center space of other universities with similar enrollments.

- We are also struggling because most of our undergraduate classrooms and labs are located in old buildings, built more than 50 years ago when technology was not a consideration. A recently completed survey of classrooms found our present inventory of teaching spaces to be inadequate and in many cases, substandard. They are neither configured nor retrofitted for the technology-based courses we are now developing. An institutional commitment to the enhancement of undergraduate education compels us to provide excellent facilities and infrastructure of a type appropriate for the living/learning environment of the future. The expansion of Georgia Tech into the midtown area will allow us to concentrate our efforts to renew and optimize the use of our existing spaces. For example, the relocation of the College of Management to the 5th Street complex will free up much needed space for other academic programs, however, we will still be left with an outdated library and student center that were not designed to accommodate our current and future student population.

- Given the set of needs we have, we are proposing an Undergraduate Learning Center than is innovative and takes full advantage of new educational technology. It represents a new approach to education that blends academic and library space with co-curricular and academic support services to create a comprehensive, collaborative learning environment enhanced by interactive technology.

- At Georgia Tech, we join the Board of Regents in recognizing the growing importance of technology in education, and we are deliberately changing our approach to education. Our goal is not merely to add technology around the edges, but to change our whole culture of teaching and learning.

- Georgia Tech has campus-wide computer networks. Beginning with the freshman class of 1997, we required all students to have a computer that is connected to those campus networks. At the same time, we began a thorough overhaul of our curriculum and how we deliver it. Our faculty have now redesigned more than 200 on-campus courses to utilize computer networks to deliver materials and to facilitate student interaction. We are also committed to having a number of degree programs ready by the year 2001 for Internet delivery.

- The development of a technology-based curriculum is well underway, but we still have much more to do. The enormously successful Classroom 2000 revolutionizes the learning environment by using the necessary infrastructure to seamlessly capture much of the rich interaction that occurs in a typical university lecture. Instructors write on a blank electronic whiteboard or on top of prepared slides. The electronic annotations, audio, video, and even Web browser activity are all automatically recorded and time-stamped. By capturing these events, we can later recreate the lecture experience. Tech continues to develop new methods for integrating technology into the classroom setting and the ULC will be our proving ground as these innovations take shape.

- The ULC will also address our need for library space. Historic information and documents of record will continue in hard copy, and books will continue to have their uses in the 21$^{st}$ century. So the ULC will include some stack space. But the primary focus of the library resources in this new facility will be on the human and interactive aspects of library resources, both through technology and by providing meeting space for team research projects. The library resources of the ULC will give us the elbow room we need, first to renovate the old library and get rid of the asbestos, then to expand our overall library capabilities. Once the ULC is occupied, we envision using the current library space primarily for our graduate students and research purposes. This is yet another example of our commitment to renew and optimize the use of our existing spaces.

- Last year at your meeting in Savannah, Sir John Daniel made the point that technology always involves people. The need to create a technology-based, inter-active community of learners who have the ability to work in teams has been clearly articulated to us by our two key constituents – students and the companies who hire them. Our students come to us already knowledgeable and adept in technology, and they expect to use and improve their skills. Technology defines the companies that hire them after they graduate, and many of these companies have expressed their expectations that Georgia Tech become a leader in the use of educational technology, and to do so while inculcating the ability to work in teams.

- The Undergraduate Learning Center is a flexible facility that is designed to promote collaborative and creative learning… a facility that links the formal with the informal, and the "virtual" with the "real"… a facility that promotes community and human relations together with technology. The Center facilitates the concept of a Community of Scholars linking our students, faculty and staff in a new kind of teaching and learning environment. As noted, it will even promote collaboration between students beyond the boundaries of our Atlanta campus. The idea of students learning from students has its

roots in the ancient Roman forum, but in the ULC it is expressed for a new millennium that is based on technology.

- It is a 24-hour-a-day facility that brings all aspects of undergraduate campus life together, from informal discussions over coffee and Cokes to group projects, from classes to research assignments, from the office of the Cooperative Division to the office of study-abroad programs.

- The Undergraduate Learning Center is consistent with Georgia Tech's master plan. In fact, you will find the location identified in the master plan. It is right at the heart of campus – beside the existing library, close to the existing student center and in the middle of the existing undergraduate classrooms and labs. This site emphasizes the centrality of the building to the education process. And it also fits into our efforts to create an environmentally sustainable urban campus that is compact, pedestrian friendly and vehicle free at its center... so that students can leave their cars on the fringe of campus and get around easily by foot within the 10-minute break we provide between classes.

- The Undergraduate Learning Center is expected to cost $46 million, and we propose raising $13 million of this total from private resources. We believe the same alumni and corporations that were willing to support our new curriculum efforts will step forward to help us fulfill this goal. As a matter of fact, we have raised $8 million towards this goal.

- Thank you for this opportunity to share our thoughts about a building that is crucial if Georgia Tech is to fulfill its educational compact with our undergraduate students and with the State of Georgia.

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From: Sandi Bramblett <Sandi.Bramblett@irp.gatech.edu>
Subject: More info for ULC Presentation

Attached is an Excel spreadsheet that contains some additional information for the ULC presentation. The spreadsheet lists FY 2002 major capital projects to be presented next week. The cost, gsf, and state cost per gsf are shown along with the enrollment trends for the last three years and the projections through 2003. If the BOR bases their decision on enrollment management performance (like the letter from Lindsay says it will be) and cost effectiveness, we would present the most compelling argument for funding. Some of the noteworthy conclusions from the spreadsheet are as follows:

* For the seven proposals where we could identify gross square feet, Georgia Tech and Armstrong Atlantic have the lowest state cost per gross square foot at around $146-$147/gsf.

* Of the nine schools invited to make proposals, Tech had the highest percentage increase in enrollment over the period from Fall 1997 to Fall 1999. Our headcount increased by 9%. The other schools' enrollment changes are as follows in descending order: Georgia Southwestern, 6%; Albany, 4%; UGA, 4%; Armstrong Atlantic, 0%; ABAC, -1%; Georgia State, -4%; Columbus, -9%; and Georgia Perimeter, -9%.

* Georgia Tech is the only school to exceed the high end range of its enrollment target for Fall 1999. Albany State, Armstrong Atlantic, UGA and Georgia State were within their 2% high/low ranges. The remaining four colleges fell below the lower 2% range with ABAC at 3% below target, Georgia Southwestern at 4%, Columbus at 6%, and Georgia Perimeter at 14%.

On the technical side of the presentation, the boards will go into production this afternoon and we will have them back by tomorrow (maybe) or Monday (likely). We'll also print 30 handouts tomorrow so you should be set for Tuesday. Please let me know if you have any further questions or require additional information.

    --Sandi


CapPres&EnrollCompFall99.xls


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