

## Navigating Uncharted Waters: What Does It Take To Stay On Course? UPCEA 2015 South Region Conference





## Welcome

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Georgia Professional Tech Education

## Bringing the World to Savannah



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## Georgia Tech - Savannah



## Professional Education Then and Now

- Traditionally operated in the periphery of our universities.
- Used to functioning as separate entities.
- Less accountability than other academic units.
- Fewer constraints than other academic units.
- Operating on our own revenue.
- Being left to our own devices.

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## **Professional Education Then and Now**

- Shifts in higher education.
- PE no longer operating on the sidelines.
- PE 'forced' or 'moving' into the central hubs of universities.

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## PE's New Role

- How did we get here?
- What does this shift mean for us?
- What does it take for us to succeed in this new role?
- Are we ready and willing to do what it takes to succeed?



## How Did We Get Here?

- 1) The challenges higher education is facing.
- 2) How universities see professional and continuing education.
- 3) How these changes affect professional and continuing education.

## Higher Education: US National Context

- Public pressure on higher education.
- Changing federal and state budget landscapes.
- Reducing state budgets for higher education.
- Compliance and governance more complex.
- More emphasis on bottom line ROI.

## Higher Education's Needed Product

- Not just graduates, but graduates who get jobs.
- Not just foundational learning, but an education that transcends along one's career.
- Not just research, but research that creates new knowledge for industry.
- Not just service, but service that creates new companies and an economic engine.
- Not just local impacts, but impacts on global society for all humanity.

http://www.youtube.com/watch?v=QNutcmyShW4

## Degree Knowledge Won't Last a Career

- 90% of the world's data generated in the past two years.
- Technical information doubling every two years.
- One week's worth of New York Times issues contain more information than the average person would consume in a lifetime in the 18<sup>th</sup> century.



 Half of what college students learn in their first year of study will be outdated by their third year of study.

https://www.youtube.com/watch?v=XrJjfDUzD7M

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## The Continuum of Learning



# Georgia Tech Online Master of Science in Computer Science (OMS CS)

- 21% of approx. 3000 learners already have an advanced degree.
- 114 learners in this program have Ph.D.s in computer science.
- Traditional higher education, even at master's or Ph.D. level, is not meeting a lifetime of learning needs.

## University Perceptions of PE

- PE as a way to reach a new market.
- Universities recognize the need to deliver to learners throughout their lifetimes.
- Turning to professional and continuing education units for solutions.

But, do they believe?

## Adult Learners Exhibit Faster Growth

 Adult learners aged 25 and over have grown by 41% in the last decade and are predicted to grow by another 14% this decade.



National Center for Education Statistics. http://nces.ed.gov/fastfacts/display.asp?id=98

## Georgia Tech Provost's View of GTPE

- Taking the lead in helping shape the Institute's activities for the next 10 years.
- Why? We understand the adult learner.
- Sense of urgency: 10-year timeframe.
- Help shape where GT should be, fail fast but learn much, sharing often with the university at large.

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## Effects on Professional Education

- Attention focused on PE units.
- New performance expectations.
- New constraints.
- New levels of accountability.



# What Does This Shift Mean For Us?

Implications for professional education.

## New Realities for Professional Education

- Integration into the core of our universities.
- Become more academic.
- Working within new constraints.
- Examples:
  - program offering decisions
  - procurement of technology now an Institute-wide initiative.

## New Realities for Professional Education

- Internal challenges: communicating to university administration how professional education is different from traditional university units.
- Example: recruiting faculty for professional education programs.

## New Realities for Professional Education

- Internal challenges: working with faculty to develop highdemand professional education programs.
- Example: developing learner- and industry-driven programs.

## **Tasks for Professional Education**

- Find ways to operate within institutional confines and deliver innovative solutions.
- Drive the changes our universities expect from us.
- Open the door to help higher education evolve.



# What Does It Take To Succeed?

Learner and Industry Needs. Partnerships. Innovation.

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### Open Loop University, Stanford 2025

http://www.stanford2025.com/open-loop-university/

Students received four years of college education, front-loaded at the beginning of adulthood.

Students received a lifetime of learning opportunities.





*4 yrs during ages 18-22	*6 yrs over a lifetime
*Formal learning occurred in the classroom only	*Knowledge was obtained across classrooms and practical settings
*Limited access to academic setting later in life	*Seasoned adults returned to pivot careers and reconnect with community
*Students needed to prove ability by age 18 to be accepted	*Students began studies at a range of ages
"Alumni returned to campus occasionally for selected events	*Populi returned as expert practitioners and enriched campus life

## **Stackable Credentials**



## Learner and Industry Needs

### Individuals

- Obtain employment
- Stay relevant
- Career advancement
- Higher salary
- Licensing/certificate
  requirements

### Organizations

- Stay globally competitive
- Enable strategy
- Better trained employees
- Build talent from within
- Lower recruitment costs

### **Balance Learner And Industry Needs**

Finding a compromise between employer and employee needs:

 Hybrid master's programs at GTPE e.g. Professional Master's in Applied Systems Engineering (PMASE), Professional Master's in Manufacturing Leadership (PMML).

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## **GTPE** Partnership Model

Partnering objectives:

- 150+ professionals to provide learner-focused support to faculty and students.
- Provide turnkey services for all non-credit and some credit programs.
- Contribute startup dollars through a development investment fund (@ \$2m annually).
- Return majority of net course surplus to units/faculty while "attempting" to cover costs.
- Fund other Institute initiatives of benefit to campus.
- New business models.

Services provided:

- Student registration and support.
- Financial modeling and accounting.
- Contract and proposal preparation.
- Market research.
- Marketing and communications.
- Videographers and technicians.
- Instructional design.

## The OMS CS Partnership Model



## **GTPE** Vision and Mission

Define 21<sup>st</sup> century learning for professionals.

Inspire

- Inspire to <u>Innovate</u>
- Empower
- Empower to <u>Learn</u>



Enable to <u>Succeed</u>

## GT Education Innovation Ecosystem

- Professional education playing a role in the spotlight.
- Example of collaboration to place innovation at the forefront of our activities.
- Partners:
  - Professional Education (PE).
  - Center for 21<sup>st</sup> Century Universities (C21U).
  - Center for the Enhancement of Teaching and Learning (CETL).
  - Office of Information Technology (OIT).

# GT OMS CS Program

- First accredited Master of Science in Computer Science in exclusively MOOC delivery format.
- Costs a fraction of traditional, on-campus programs (under \$7,000).
- Brings together leaders in education, MOOCs and industry to deliver talent needed in computer science fields.

## Innovation in the Spotlight

"We are partnering with schools like Georgia Tech on innovative ways to increase the value [of higher education], like your online master's program in computer science, which costs just a fraction of the price of an in-classroom program."

President Barack Obama March 10, 2015 Georgia Tech



# Berklee College of Music: Success with MOOCs

Strategies in 2012 for starting MOOCs:

- Raise the school's visibility.
- Test the MOOC platform as a marketing conversion funnel.
- Provide readiness courses for aspiring Berklee students.
- Use MOOCs to benefit underserved populations.
- Optimize industry partnerships through MOOCs.

## **Success Factors for Driving Change**

- Understand learner and industry needs.
- Respond to these needs.
- Form partnerships.
- Innovate.

But that's not all! There's more ...

Be ready and willing to drive change in higher education.



# Are We Ready? Are We Willing?

The mindset for thriving in times of change.

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## Mindset for Change

As specialists in professional education, we're used to enabling learners to learn, but ...

Are we ready to be learners ourselves?



## Mindset for Change

Overcoming challenges in higher education means:

- Learning to operate in a context that's constantly changing.
- Expanding or own mindsets, being open to new ideas.
- Acquiring new knowledge and applying it "on the run" as we're acquiring it.
- Being lifelong learners ourselves.

## Faculty as Learners

- Teaching adult learners versus undergraduate students.
- Teaching online versus face to face.
- Incorporating new technologies.
- Working with instructional design staff.



## Ready to Set Sail?

Ideas for Next Steps

**Question 1** 

Consider the changes you've noticed taking place in continuing education in the last year, and how they have affected or are likely to affect your unit and university.

List 2 specific examples.

### Question 2

Write down 2 ideas you could consider to respond to these changes. Specify whether you'll need 90, 180, or 360 days to address these changes.

**Question 3** 

Consider your own comfort levels when it comes to responding to change. What do you think you need to learn or become better at to be able to deal effectively with change?

List 2 professional development opportunities for yourself that you'll consider in the next year to build new skills or learn new ways to lead in a time of change.



"It is not the strongest of the species that survive, nor the most intelligent, but the ones most responsive to change."