SERVE • LEARN • SUSTAIN
QUALITY ENHANCEMENT PLAN

WHAT?
Every 10 years as part of its SACSCOC accreditation process, Tech develops a Quality Enhancement Plan (QEP) with the goal to transform the educational experience and enhance student learning in a tangible way. Following on the last decade’s QEP success with undergraduate research and the International Plan, our QEP for the period 2016-2021, Serve • Learn • Sustain will focus on the theme creating sustainable communities. By integrating sustainability and community involvement content into academic programs, Serve • Learn • Sustain will provide opportunities for Georgia Tech students to learn and serve through engagement with content and context.

HOW?
Serve • Learn • Sustain will make opportunities available to students at all levels. For example, the Project One community-building effort will include readings and discussion for first-year students around the topic of sustainable communities. Two new sophomore-level courses will approach sustainable communities from two angles: one emphasizing sustainability concepts with applications in communities and the other emphasizing community engagement concepts with applications in sustainability. These two entry points will make it possible for students from many majors to access and incorporate courses into their degree programs.

Additional courses already on the books will add sustainable communities content, and new courses will be developed to extend the curricular options. Two pathways will be specified — one in Public Service and one in Innovating for Sustainability — consisting of classes and co-curricular experiences such as service learning projects and internships with organizations that tackle sustainability challenges in diverse areas of application represented in all of Tech's colleges. Capstone course offerings will also be expanded to offer projects from the sustainable communities domain.

WHY?
Georgia Tech’s vision emphasizes addressing critical global challenges and its mission calls for improving the human condition. The sustainable communities focus is responsive to global challenges in critical areas of energy, environment, water resources, food security, and global health — all areas of expertise and interest at Georgia Tech. Sustainability goes beyond environmental considerations to include community-level social considerations such as human security, well-being, and health — issues defining the human condition that will provide a practical and meaningful context for Georgia Tech students. Through Serve • Learn • Sustain, our students will have the opportunity to make service contributions based on their disciplinary expertise, bringing renewed meaning to Tech’s motto, “Progress and Service.”
By creating community engagement opportunities focused on environmental and social concerns of the day, Serve•Learn•Sustain will result in:

- A campus culture that embraces community engagement as an academic focus.
- Students with a deep understanding of the environmental, social, and cultural impact of their profession.
- Graduates who can effectively address sustainability challenges and community-level needs in their professional and civic lives.
- Employers who recognize our graduates as having the ability to work effectively in diverse teams.
- High-value relationships between academic programs and local communities, community-facing organizations, government, and industry.

**WHO?**

To be transformative, Serve•Learn•Sustain must resonate with all sectors of campus — students, faculty and staff — as well as prospective students, community and corporate partners, and other universities. It belongs to the entire campus, and engaging the community and supporting sustainability will be reflected in our way of life as a university.

To coordinate this effort, Professors Beril Toktay (Business) and Ellen Zegura (Computing) have been appointed executive co-directors, and a Sustainable Communities Educational Initiatives Office (SCEIO) has been planned. This office will report to the vice provost of Undergraduate Education. SCEIO will work closely with other programs addressing student academic engagement (undergraduate research, innovation, community engagement, etc.) and with academic programs and curriculum committees.

The success of Serve•Learn•Sustain depends on widespread commitment. In particular, we are seeking help from faculty to define coherent curricular pathways in existing majors and minors and to create or modify courses to incorporate authentic community engagement in alignment with the Serve•Learn•Sustain theme. Students, too, will play a formative role in the implementation during the next year.

**Serve • Learn • Sustain**

will equip students to effectively address sustainability challenges and community-level needs in their professional and civic lives.