

2025 Dinner Conversation

March 12, 2013 Alumni House

Host: Present: Melissa Brown, PSYCHOLOGY

Attending: Christa Aldrich, HUMAN RESOURCES; Janet Roy, MARKETING COM; Jen Padellaro, STUDENT ACCOUNTS; Celia Watt, HEALTH SCIENCE; MaryEllen Post, OFFICE OF STUDENTS WITH DISABILITIES; Vishal Anand, COMPUTER SCIENCE (Bernie LoBracco, MATHEMATICS, had to teach his comments are in red.)

➤ **What are the elements of a Brockport experience that make it unique and highly valued? In other words, what's in our DNA that we feel certain should be a part of the College of 2025 and therefore necessary to preserve?**

- Small nature, close community. Individual attention. Allows us to personalize advice.
- Growth should be strategic. Especially growth of graduate programs. Growth in graduate programs can be to the detriment of undergraduate education, both in the resources sucked away UG programs and in terms of hands on experiences that would then go to graduate students. Grow the signature programs. We cannot be everything to everybody.
- Increase the experiential piece. Opportunities should be in both academic (scholar's day) and student affairs (res life, campus life).
- Keep the quality of place that keeps students here for their careers. (Three to four of the folks at the table began here as undergraduates.)
- Diversity Conference. But we need to go beyond celebrating to attracting. We could be doing a better job with students with disabilities, veterans, and international students.
- High quality facilities that promote quality of student life outside the classroom (e.g. SERC)

Access to professors and the opportunity to do undergraduate research. We need to have more students doing undergraduate research.

What does faculty work look like? Are we organized by department? Will the "stool" have three legs?

- The College needs to realize that if the current trend for increased expectations for service continues, expectations for scholarship and teaching will need to decrease. There are only so many hours in the day. OR the College needs to realize that this one size fits all approach is not workable. We have lost too many good teachers to scholarship. Tenure process is brutal. People who specialize and through specialization make valuable contributions could/should be retained and rewarded.
- Relationship with SUNY may need to be examined. Cannot do without SUNY for infrastructure investment. Just as Universities and Colleges are moving away from the SUNY brand; SUNY/Zimpher is talking about tying us closer by shared services. Schools may need to be rethought for specialization, so not duplicating programs. That would be OK if we could trust that faculty would be relocated.
- More interdisciplinary. Melissa's recent adventure in helping an ENV and a PSH faculty member create a multidisciplinary online course revealed many unexpected and non-intuitive institutional barriers for multidisciplinary collaboration.

- Discussion of the future of online education, courses, programs, colleges revealed no shared understanding of where we are or should be going. It's either the wave of the future or a fad. Students love them or hate them. It can be either very good or very bad. Online schools (e.g. Univ of Phoenix) were said to be losing market share. Some agreement that total schools or degrees are probably not a good thing. But like all things, online courses in moderation can be a very good thing, especially in the context of a balanced educational diet of other types of instruction, especially in person.
- The college of the future will be providing skills and dispositions.

What does our engagement with and vibrancy of the external community look like?

- More likely to be internships and service learning opportunities, than College at Brockport being an economic driver of Western New York.
- Internships are really important since future job market is going to be about students with high level skills and dispositions. We all gave a collective sigh to what students graduating from Keuka College leave with.
- This need for high level skills and dispositions remains the number one reason that online education will not be replacing in face educations. Students need that human touch.

Demographic data suggests that students in 2025 will be predominately from ethnically diverse populations. Further, most organizations predict that college readiness will continue to be a significant challenge. How will the College of 2025 be positioned for the change in demographic and the challenge of college readiness?

- We found this question offensive. Embedded in it was the notion that diversity implies deficit.
- ESL center is a good start.
- Academic Success Center at library needs remediation services and qualitative grading. Analysis of why individuals are failing so that services can be linked to key deficits. *Since this meeting, the D&C ran a front page article on developmental courses slowing CC student's paths to graduation. Something discussed in PSH for stats is to give them a diagnostic math test and then send them to SLC for modules to remediate the specific skills that unassessed and unaddressed would lead to the failing of the entire class, but if you can catch the problem early; you can prevent failure; and in the case of stats repeated failures. Why do we do so little testing at entry?*
- We may need to shrink and not take students who are just here because college is the grade after 12. Perhaps not everyone should go to college. There is all this talk about college being the next bubble. There are jobs out there for students who engage, develop portfolios. These days it is the extra-curricular experiences that distinguish those who get the job from those who do not. It's not a bubble if you come to engage; there is a bubble for those who are not engaging. The non-engagers would not have gone to college a generation or so ago. Maybe college should just be for the students on fire with a need to know.
- Problems need to be addressed at K-12. Students are being taught to the test, and not to follow their passions. We need to develop better relationships with the community colleges. They need to have a better idea of what our expectations are.

What about our physical plant? Classrooms? Residence Halls? Are they a part of the college of 2025? A part of Brockport's DNA?

- Accessibility important. Universal design so the space works for all.

➤ **What does a vibrant student development environment look like? How will co-curricular offerings evolve? How/can we meet the needs of the various populations of students who enroll in 2025 – adults, international, ethnically diverse, veterans, traditional age, transfer?**

Office hours need to be wider. Evenings, weekends, maybe not the middle of the night, but close. Better consumer service.

- How might pedagogy change to adapt to new ways of learning? What role will technology play in learning? The flipped classroom?
- How do we think curricula will evolve? More importantly what do we think it should be? Interdisciplinary? Based in the liberal arts? Focused on the habits of the mind? Leading to degrees? Credentialing? Graduate, Undergraduate, Certificates, non-degree?

I don't think there'll be much change in curricula as we have a pretty good idea of what we want students to know (how much has the Psychology major changed since the 70's?). I think as research becomes more interdisciplinary, it makes sense that interdisciplinary ways of doing things will make their way into the classroom.

What is it that we want students to be able to do regardless of major? The liberal arts may be the best way to accomplish whatever is on that list (if we can ever agree).

Once online education is considered an equal to sitting in a classroom, things will change quickly. So yes, I expect credentialing to become a big deal. If you can become credentialed without spending the 4 years necessary to get a degree (you know enough to do what an employer wants), then maybe the idea that everyone needs a college degree will fade away.