

ETSU 125 - Academic Programs

Task Force Notes – October 3, 2012

Overview:

- Task Forces = “thought” teams – asking the big questions of “what if?” over next 25 years
- The core of what we are doing – this TF – educational mission – define the future academic role and positioning for ETSU; thus demographics, region, nationally, best practices, other data
- Our process – brainstorming largely focus of next meeting
- Clarification of our goals:
 - 1: 4-6 priorities for next 5 years; if something fabulous that we can act on immediately, won’t wait
 - 2: 4-6 priorities for next 10 years
- Split the difference between dreaming and what we anticipate to be the reality
- Template and narrative report – about a page per priority: “how we got there”
- Constituencies – we are here to identify priorities that will serve the entire institution well not necessarily to advance our own areas
- Matrix – ideas, not our marching orders; we don’t have to talk about each one; it’s a result from Committee for 125
- Add to this list and then cull that entire list down to do research on what is reasonable
- Likely we’ll have subcommittees – e.g., graduate programs, arts, perhaps others and feel free to suggest
- Importance of candor

Meeting time and calendar – Oct. 16, Oct. 30, Nov. 6, Nov. 13, Nov. 20, Nov. 27 (tentative) - 3:30-5:30, President’s Conference Room, all Tuesdays

Discussion: What do you think will be the most important trends, issues, challenges, influences or opportunities in higher education over the next 10 years?

- **A time of fundamental change, unlike last 50 or 100 years**
1. How we go forward with digital/online- how do faculty keep up
 2. What is our spot on free online open source – where do we fit in

3. (MIT started 5-6+ years posting course materials; now collaborations [biggest splash, Stanford and artificial intelligence with 160K])
4. How are we as departments going to respond to students who look and learn free and also want the credit of some of our courses because they have the knowledge
5. Trajectory between 1987 and 2012 and now at accelerated space; mobile devices
6. How do we provide access to scholarship in the digital age
7. Change in the nature of scholarship: how do we define scholarship in the digital age – scholarship now everything on the web; how do we provide access to that
8. Making our own unique resources available to others – Appalachian Studies, the arts, etc., all products of our intellectual doings at the university; copyright
9. How do we teach “to students new brains?”
10. They are physiologically different due to the electronic age and the materials they’ve used
11. Trend toward student-centered instructional practices
12. Resource supports that a better method of learning
13. Self-directed requirements of online learning
14. Ways to instruct two very different learners – mature learners and young learners
15. Decline of state funding
16. Rising governmental expectations for higher education
17. Impact of legislative reporting/metrics mandates
18. Providing appropriate support and excellent opportunities for diverse preparation and background
19. International students – increase enrollment, diversity, revenue generation
20. What the community needs in terms of jobs and skill sets; graduate students into job – what majors necessary
21. In graduate education, more than ever workforce driven, certificates, masters degrees – by 2018 1 of 7 will require a graduate degree
22. Innovate, be nimble, adapt, getting curricula approved
23. Anticipating what the future demand might be – address the interdisciplinary skill requirements in the workforce
24. Streamline higher education – do students need all the courses they are required to take now – as well as add more that can be more beneficial – the rationalization of society
25. More curricular-driven fields – branch out to use the resources available in our areas, not just Johnson City but east Tennessee as a whole
26. Limits of 2-year schools to fully train workers because of the levels of technology changing; they need more comprehensive course work – so more 2-year students wanting to go on to 4-year degree
27. More integration of creative skills in design of and use of technology – for visual access and functionality
28. Character education and value of character education – how does that fit into the role of higher education

29. What is a diploma – badges, certificates, etc., online that many corporations are beginning to partner with Coursera and Udacity to get workers with particular skills
30. Increasingly sophisticated as to how we assess student learning and/or knowledge and abilities – the kinds of assessment in courses; students will learn things in different ways and we'll be called upon to assess whether they know what they know and can do what they can do – in a criterion-referenced way (e.g., badges and certificates)
31. Competing set of goals between what higher ed has for students and students see for higher ed – expand knowledge base to become effective professional, community contributor, making the interdisciplinary connections to be more effective thinkers vs preparation for jobs – becomes an issue for retention; rote memory vs reasoning in a different environment that is different between high school and college
32. Cost of programs - efficiency and effectiveness
33. Public institutions marketing, communication and design of programs to be more like private institutions – moving from being a public institution to a private institution with a large state grant
34. Service learning
35. What we do with the technology
36. Faculty preparation for student characteristics and student learning
37. Student readiness for university so they can be successful
38. Courses that accommodate workforce - nights, weekends
39. Translational skills – from classroom to applications in jobs
40. Importance of the the liberal arts to a life worth living; challenge and responsibility
41. Quality vs quantity
42. Increase rigor of grading scales – grade inflation, degree has to mean something
43. Disabled students access
44. Increased diversity; improved campus culture
45. Issues of tuition and impact on what we do and how we do it

Next Steps:

- Read materials
- Come prepared for brainstorming next meeting
- Forward names to Jeremy Ross of people who want to be involved
- Website to go online within week