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## 2025 Conversation - 3/26/2013

The College at Brockport

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## College of 2025 Conversation

Date: Tuesday, March 26, 2013

Present: Jason Dauenhauer (Social Work), Peter Dowe (Registration & Records), Betty Garcia Mathewson (Research Foundation), Don Halquist (Education & Human Dev), Jeff Lashbrook (Institutional Effectiveness), Frank Mancini (LITS), Sandy Mullin (EHS Dean's Office)

Host: Frank Kuhn (Theatre) (also took notes on conversation)

NOTE: Much of the conversation centered around pedagogy, technology, curricula and student population; but the most discussed topic was "community," both within and beyond the institution. Recommendations and observations are grouped below under topics, as opposed to the strict order in which they were made.

### Mission

What will our society of 2025 need that Colleges can do?

What differentiates vocational education from a university degree? What is it now and what will it be later? Isn't that the classic debate between Frederick Douglas and Booker T. Washington? How about John Dewey, who believes we all need higher order thinking.

The increasing cost of education exerts a pressure toward vocational education.

Are we privileging certain intelligences or disciplines by leaning toward STEM.

### College & Community, Citizenship & Mutual Support (internal & external)

How do we create fully developed citizens in all ways? How about a more permeable boundary in terms of community and whom we are serving? So we can share resources more? Including physical resources sustainably?

One can serve a community that is statewide or national. A successful university will have global reach and not be limited by its physical environment.

Sometimes meetings have to happen over speakerphones, and people be taught over the telephone. Teaching through technology relates to the class of 2025. Students already don't know boundaries of space or time.

We need to stay connected to the community we are part of and the external community. Human beings get in trouble if they can't be in touch with people around them. Liberal arts does that. How do we maintain specifically an exciting community in western new York that is also completely connected to the whole world.

Relationships with the town would be improved by community services (like campus school) with the town. Lack of access to resources has meant that campus schools are rare around the country. Older community members remember the campus school.

What can we do with Brockport School District for mutual support?

Wouldn't it be wonderful if there was a campus that embraced aging. We're going to have lots of aging boomers who have lots of skills. How do we tap into the expertise of boomers and older adults? For example, wouldn't it be great to have someone who lived through an event talk to a history class about it? Other schools have lots of retired faculty members who continue to contribute to student learning, and some even live on campus in elder housing. A lot of organizations are now building smaller homes in regular communities instead of nursing homes. Wouldn't it be great if there was such a residence on campus? Could be dynamic.

And elders would also be served by classes. Then young people on campus would be less segregated from older people, and vice versa. Maybe as starters for retired faculty. And expanded to community. Maybe start by video-connecting a specific lecture with an older, retired person.

Similarly with people who are developmentally disabled. Young adult life transition programs are run out of BOCES in Monroe counties. Have young people on a college campus – might audit a class, internships, do some things together.

Also create opportunities for students and senior adults to mix with younger people. Bring back the campus school.

Will there be dorms, with distance learning and a world community? College is learning how to live with people and get those mentoring relationships with faculty. Be in a community for longer than 2.5 hours a week. Might students come here to learn habits of the mind? How to deal with people, cross domains, etc.? A dorm is no longer a cellblock, more of a community, sharing more than bathrooms.

Even with technologically enhanced teaching, we will still need a campus space, a community is people.

### Pedagogy/Technology & Curricula

There are many different ways of learning, and we'll continue to experiment with those.

For teachers the current requirement for specific majors (as opposed to an education major) really serves the students.

We must be heterogeneous – we must be all things to all people.

More flexibility needed in the curriculum and policies, so students can get what they need. And in state and federal regulations.

We must have high expectations of students.

Liberal Arts is part of our DNA, and it should be retained. (much agreement about this). The general education program should be retained; but should be the same across the board, so transfers must meet the same gen ed requirements.

### Technology

Even through a webcam, you have face-to-face contact, even if through a webcam. The student of the future wants to go anywhere they want and get anything they want with a device that sits in their pockets. That dependence on technology is going to expand rather than go away.

We need to be committed to distance education.

### Getting to 2025

We need to do the work to get there – systemic in policies and procedures.

You need to have benchmarks to get somewhere in 2025.

### Student Population & College Readiness

We have to take the students we get, and meet an obligation to bring students to a certain level.

Many people will not be prepared for college level education, but as a society we need them to be prepared for adult-level contribution.

Start working with 7<sup>th</sup> & 8<sup>th</sup> graders (like Betsy Belzano's project)

Available population is declining; it's supposed to reach its lowest point in 2015 then start inching back up for the long term.

Students of color and 1<sup>st</sup> generation college students often find it very difficult to succeed and be in college. There is a gap between faculty and staff's perception of ourselves and our ability to engage with all others. Prejudice impacts us. We need to engage deeply with diversity change efforts. Professionals need to understand oppression theory and social identity development, and learn skills to operate an inclusive environment (e.g., communication, identifying win/win solutions, etc.) as well as content-area skills. Such training for teachers and managers at the college is necessary. Older adults in classes also face prejudice.

But there is resistance among faculty to attending multiple workshops on inclusion. Perhaps the change needs to be more incremental. CELT could be focused more on how to help faculty and staff get over their prejudices so they can support academic success.

#### Faculty Work

Scholarship should continue to be an important part of faculty life at Brockport – engaged with discipline(s).

Faculty from the field, who “have done it,” and know what they’re talking about, and that attracts students.

For 2025, more relationships between faculty and students outside the classroom, either one-on-one or in small groups.

Respectfully submitted,

Frank Kuhn