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2025 Conversation - 2/14/2013

The College at Brockport

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2025 Hors d'oeuvres & beverages Conversation

February 14, 2013

Hosted By: Rey Sia

Attendees: Melissa Brown, PSY; Frank Kuhn, THE; Janie Hinds, ENG; Eileen Daniel, Vice Provost Office; Michael Barbosu, MTH; Dana Weiss, BASC

- What are the elements of a Brockport experience that make it unique and highly valued? What should we preserve for the College of 2025?
 - protect the academic core: more thoughtfully directed academic programs for struggling students as well as high achievers (funds to remain at Brockport), maintain face to face classroom experiences, provide high impact experiences
 - Find the best students to come to Brockport and not play a numbers game which enrolls poor achievers that leave
 - Constant theme of helping high achieving students who for financial reasons have to leave
 - Keep learning emphasis on reading text and not succumb to visual aids as the primary learning source
 - Retain the critical thinking component in pedagogy
 - Retain collegiality among faculty so that faculty can work together to benefit the student
 - See/treat students as individuals and not as a collective, help individual students
 - Use technology correctly to preserve smaller class sizes
 - Be mindful of the appropriate use of online learning, maintain a healthy balance for Brockport
 - Student programs are an excellent resource but college has too many that overlap
 - Maintain the shared governance on academic matters since faculty have a better idea of student needs
 - Faculty create new knowledge base and must provide examples to the students, continued learning is important at any age
 - Continue to hire the best teachers and communicators
 - College requires minimum student enrollment every year to maintain its current size, do we need to be this size, quality suffers due to need for quantity

- How do we think curricula will evolve? More Interdisciplinary/co-curricular?
 - focus on liberal arts to allow students to be well rounded
 - possible “immersion” courses – 3 weeks on 4 days off, repeat cycle for an entire year
 - total immersion on fewer topics
 - team taught courses for co-curricular courses
 - “mega” courses with multiple interdisciplinary topics taught in a synergistic manner, i.e. bio/chem./math or chem./physics/math or English/history/sociology
 - curriculum should allow students to ‘adapt better’ to job/world changes: focus on reading, thinking, analyzing, acting

- don't just teach specific skills to students because they will not be able to adapt when change occurs
- How might pedagogy change to adapt to new ways of learning? What role will technology play in learning? The flipped classroom?
 - Two sides on the merits of online teaching: for and against
 - Online teaching a way to grow graduate education
 - An observation/opinion was made that public colleges provide more online courses while private colleges do not
 - Harvard and Yale offer online courses but enrollment does not consist of matriculating students
 - Not enough studies comparing the efficacy of online learning vs traditional learning, data could affect acceptance or rejection of online learning
 - The current semester model may be outdated
 - College education not about getting a job but to prepare students to be more flexible in their thinking and approaches, adapt to various situations using the education accumulated; this guarantees jobs and job success
 - Use of the mind is the key rather than memorized facts in courses
 - A liberal arts education transforms students who then transform the world around them
 - Adapt courses and topics to meet what students need to succeed rather than the standard course delivery, faculty need to reach out to employers to identify these topics
 - The MIND is the key and this must be the selling point to students coupled with skills rather than just learning specific skills to complete a job (which could change over time)
 - Pedagogy has changed for the better over the years, professors were not as interested in student engagement or student feedback as they are now
- What does faculty work look like?
 - pedagogy and curricular revisions are consuming more and more time to prepare students after Brockport, balancing scholarship and service increasing difficult due to this
 - unknown if scholarship component will be as prominent for Brockport faculty, although scholarship is key to continual learning experience for faculty in order to set a life-long learning example for students
 - in order for faculty to retain commitment to student education - more flexibility in work load needs to occur
- Are we organized by department?
 - Organized as divisions/schools rather than departments
 - will help promote co-curricular activities

- one centralized leadership can get more done: ask specific faculty to create/tailor curriculum, require certain faculty to specifically work together towards a common objective
- no Chairs, just Deans to get more people to do specific tasks, unify learning objectives

- Use of technology?
 - should be used to get students engaged in classroom
 - should be a 'tool' but not a driver of education
 - students need face time with faculty in classroom
 - no data showing that direct classroom interaction as engaging as online interaction
 - many tools available that allow online learning to be similar to in-classroom attendance