

The College at Brockport: State University of New York

Digital Commons @Brockport

College of 2025 Conversations

College of 2025

4-26-2013

Brockport Foundation 2025 Conversation 4/26/2013

The College at Brockport

Follow this and additional works at: https://digitalcommons.brockport.edu/college_2025_docs

Repository Citation

The College at Brockport, "Brockport Foundation 2025 Conversation 4/26/2013" (2013). *College of 2025 Conversations*. 32.

https://digitalcommons.brockport.edu/college_2025_docs/32

This Article is brought to you for free and open access by the College of 2025 at Digital Commons @Brockport. It has been accepted for inclusion in College of 2025 Conversations by an authorized administrator of Digital Commons @Brockport. For more information, please contact digitalcommons@brockport.edu.

Conversation about Higher Education 2025
Campaign Kickoff Foundation Board Event
April 26, 2013

Table 2 - Rey Sia, facilitator; Linda Snell, note taker
Jeanette Banker, Becky Gillette, Glenn Goldberg, Terry Hooper, Roxanne Johnston, Lou Spiro

Necessary to preserve:

Commitment to student success

Sense of community with students/faculty/staff/community – this may be most important

Who do we want to teach in 2025?

Continue efforts to make seamless transitions from school to school

Support services for every admitted student who needs them

Faculty issues

Not sure if tenure will continue

Can some faculty positions focus on service and community outreach instead of scholarship – depts. would have to decide what balance would be best

Future of teaching will be mentoring, coaching, facilitating – rather than lecturing as content expert

Part time vs full time

Should we share faculty across institutions?

Should our curriculum be based on organization of concepts instead of distinct depts. – ie significant parts of health/wellness content could be team taught to students in a variety of health fields

Expect students will still need assistance in developing critical thinking skills and communication skills

This shift in teaching practices will require continuous professional development opportunities for faculty

Would a summer orientation program for new faculty be helpful?

Physical spaces

Intentional spaces for students and faculty to interact outside of formal classrooms

Some general thoughts:

Change is hard

Leaders need to step up and sometimes do hard things – changes are needed to meet the challenges of 2025

The College of 2025

Campaign Launch

April 26, 2013

Table 3 – Summer Reiner, Facilitator; Frank Short, notetaker

Vickie Elsenheimer, Rich Fenton, Lauren Kelly, Chris Harris, Dave Mihalyov, Beau Willis

DNA of Brockport

- A certain feeling (accepted, belonged, something there for you)
- A friendly campus
 - Positive relationships
- People are willing to help
 - Faculty are accessible to students
 - Previously more faculty lived in town and often had students over to their homes
- A place of opportunity
 - Many students are first-generation college students in the family
 - Most are very appreciative of that opportunity
- The village contributes to the overall experience
 - How can we get more involved in the future?
- Brockport is surprising
- Teacher education programs

2025

- The future Brockport will more like the current Brockport than different from the current Brockport
 - A face-to-face experience will still be important
- Will online opportunities elsewhere hurt commuter enrollment at Brockport?
- How will we interface with MOOCs?
 - Will we have on-campus “labs” that will play off MOOCs offered elsewhere?
- Who will we teach in 2025?
 - What will that learner “look like?”
- Will PhD programs produce tech-savvy pedagogues?
- Will faculty work and/or incentive programs change over time?
- How will SUNY impact the nature of work at Brockport (rules, regulations, funding, etc.)?
 - What will we be able to control vs. what we cannot?

College of 2025 Conversation
Campaign Kickoff Foundation Board Event
April 26, 2013

Table 4: Libby Caruso (facilitator), Judy Hunter, Anne Huot (note taker), Barbara Owen, Karen Owen, Bud Meade, Rosie Rich and Josh Silber

- A liberal arts education benefits society – how do we help society understand this?
- Should Brockport consider moving to more career/technical programs/or better integrate technical with liberal arts
- The world is smaller as a result of technology – information comes to them
- Career planning will become even more important
- Active student engagement will become more important
- Nurturing School!! – consider the gaps students have upon entry
- Services are expensive
- Help students learn resiliency
- The cost must match the value
- Flip the curriculum so that the first year grabs them, they get excited
- Every student should have to take “improv”
- Terminology general education – makes it sound unimportant
- Technology – it outpaces our capacity to adjust and consume. We can’t envision it necessarily but we know it will be very different.
- Make up of the faculty – more part-time; future of tenure; aging faculty.
- Does higher education need an advocacy campaign with policy makers
- Need to provide services has grown exponentially
- College – Community interaction/interdependence
 - How do we build a culture of synergy
 - Engage community in education of our students
 - Co-op jobs could help
 - Expectation that faculty and staff live in village
- Community Rebuilding
 - College employees live in area as part of their obligation/cooperation
 - It the college responsible for a vibrant community
- Sustainability needs to become part of the curriculum/building a sustainable community

The College of 2025
Campaign Kickoff/Foundation Board Event
April 26, 2013

Table 7 - Steve Ireland (facilitator), Doug Scheidt (note taker), Joan Fenton, Fran Whited, Emory Morris, Kathy Halstead (joined in)

Joan: Masters degree here. Ear to the students.

Fran: Came here as faculty in Education. Now is an emeriti. When you teach here, you are involved with students, and that continues as an emerit. Engaged with students through scholarships. Very much in touch with the students of today as well as the students who teach them.

Emory: Retired in 2009 after 42 years with the college as a biochemist. Was hired without an interview when he was a peace corp volunteer in Iran, on a 1 year term. Was director of the premed advising program. Had lots of connection with students outside the classroom. Is a volunteer mentor to students in School #3 (k-8), working with two sixth graders.

Doug: Enjoys working with students in seminar, independent studies, theses. These special connections are something that Brockport is good at.

Emory: Related stories of several individual students whose lives were changed by their engagement with faculty and learning at Brockport. He included a traditional aged student and a female older student. Both of these students went on to graduate or law school. Brockport provides opportunities to students like these who need a chance, not just the exceeding high school student. We need this kind of opportunity for students and Brockport does it very well.

Joan: We offer opportunity to some students who have been told more than once that they're not going to make it and to students who economically might not be able to afford college. For now and the future, many of our students work 1 or 2 jobs besides going to class every day. We wonder how they are managing and making it through...jobs, loans, etc. I don't think we can judge. We have provided for those students through scholarships. I don't know that we are appreciated for that. We are really an equal opportunity educator.

Emory: There are many students who do not even think that they might go on to college because they don't see any way they can finance it. I am reminded of a premed student who was somewhat older. She thanked me for giving her the time to talk to her when she was considering applying for medical school. Emory at Brockport was the only person (after listing asking at many other area institutions) who counseled her on how to achieve her goal. We need to keep the opportunity for people who have capacity but have not demonstrated it in conventional ways.

Fran: What could we do to enhance that?

Emory: I think it is difficult for departments with many students to give 1 on 1 advisement. If advisement is not recognized as a significant contribution to your work life....

Fran: What I see happening on campus....Even large programs (e.g., PE) have faculty that are very engaged, closely knit. Some factors lend themselves to engagement. The building has classrooms in it. They have a strong professional association. Students spoke of their club involvement and leadership development program.

Steve: Fran, how do you account for that culture of cohesion in the PE program?

Fran: Two things it may be. It has always been nurtured from the beginning because of the closeness of the groups. One student said, "It's just like a family."

Steve: How can you transfer that to other departments?

Joan: I think now that we have developed the LLCs, they have a common thread running through their environment before they even look for peers in the college. I think these communities going into the future having many many of these kind of communities to give students an immediate peer group. The faculty could be encouraged or required to give time to these communities.

Emory: Team experiences are famous for this kind of cohesion. Perhaps in PE their HS experience as athletes creates an expectation of this kind of cohesion. Every time you see a team that has been successful, they are always talking about how unified they are and that they are successful because of how unified they are.

Steve: It would be nice to bottle that up and sell it.

Joan: I can see that developing even more.

Emory: There is a lot of talk about MOOCs and even not massive online courses because the student can do it on his or her own time. It requires huge self-discipline to succeed. There are clearly some benefits, but there are some impediments.

Steve: certainly no community (others agreed).

Joan: Some are so independent, they can succeed.

Doug: I think it is the personal connection, with peers, groups, seminars, individual faculty.

Steve: These connections with people lead to connections to the college that are maintained.

Joan: We're talking about the college of the future, but it seems that it is the relationships that remain important, no matter the technology, the buildings.

Emory: I remember some students who decided to major in chemistry because some faculty took an interest in them, even some who did not have the ability in chemistry and later decided to change. They see something that they want to be a part of.

Joan: It seems to me that the college professor has a responsibility in this regard. For example, next to me is the person who was my college mentor. She not only did that when I was in college but does that today. And I am one of hundreds that she has done that with. Every professor has this responsibility.

Emory: The problem is that you can't document that for HR and it is in conflict with other expectations, like publishing, like research, like teaching new courses.

Steve: And the financial situation has led us to rely on the part time teachers.

Fran: If a student makes a connection with someone on campus usually stay.

Emory: I'd like to change direction a little bit. Tuition and fees are going up 5% next year.

Steve: And it was zero when you came here.

Emory: This is a trajectory that is not sustainable. The more students graduate with debt, and the higher the debt, the more their future is constrained.

Kathy: The career choices that students are making are driven by indebtedness.

Fran related an article in the paper about success without college.

Emory: Our president is beating the drum for people to go beyond high school, to community college. Why is it that you graduate from high school you're unemployable?

Steve: Maybe we should change what we're doing. When I graduated HS in 1951, 8 or 9% went on to college. The rest were trained in some trade or skill.

Joan: Do we still have a preponderance of people going into education.

Steve: About half of history majors begin planning to be secondary teachers, half change, and then half again change, graduating in history.

Emory: Is the change leading to delayed graduation with a major change, and therefore additional debt.

Doug related the 2 year drop in education enrollments. But then spoke to the transferable skills in

education and liberal arts, research, critical thinking, communication.

Steve: We see ourselves as educating young people with skills to enable them to be nimble.

Joan: I was a reading specialist. I remember when I was teaching, we had on of the big companies, some executive came in to talk to us and said, what we want to see when you come out of college, we don't care what your major is, we will teach you the job, we want a broad brased background and able to read and write. They are more concerned with the ability to analyze and synthesize information, work with it, or be creative in thinking. It is not necessarily the particular subject matter itself.

Emory: Business don't want to train you, they want to hire you trained.

Kathy: Have you talked about the out of class experience?

Fran: Our students go out and create their own opportunity. They find something that suits them and are happy in it.

Emory: Do you have students ask "why do I have to take this chemistry or fine arts course?"

Steve: Many of our students are first generation college and don't understand the nature of a college education. They come with an expectation that this is a vocational school. It is our responsibility to help them to understand what we are doing here. Many are asked in HS what they are going to major in. Half come undeclared. Those that come with intent, half change while here....It's the mental discipline that comes from mastering a discipline that comes with the major.

Emory: Will a student buy into that?

Steve: If you tell them enough. Some unrelated majors become brilliant lawyers because of thinking skills.

Joan: We need to start when they are freshmen. Why are you in college? You may never apply that discipline. It is how you learn to think. This is exactly where should be going. Regarding MOOCs, are they going to get the kind of guidance they need to develop the kind of skills we're talking about now?

Emory: University of Phoenix is now requiring some in person participation.

Doug: I think they are recognizing the need for some hybrid based on what we are talking about here.

Steve: These online courses are technological versions of the correspondence course which has always worked for motivated returning students...

Emory: Or very focused, motivated, traditional aged students.

Emory: So what is the student going to be like in 2025?

Joan: I was thinking about what Kathy asked about outside the classroom. Relating several examples, These kids are taking advantage of these broadening experiences. I don't know the finances involved in those things.

Fran: From scholarships.

Emory: Family financial outlays, summer income.

Frances: That's why one student is not taking a summer opportunity/internship, because she can't work all summer long.

Kathy: Is the delta college, the shorter time

Doug mentioned the satisfaction with the high touch experience in delta.

Emory: Who's going to write the checks for the small classes?

Steve: Good question (agreement, nodding heads around the table). Tuition increases are not sustainable.

Emory: If costs go up relative to salary expectations, you think people are vocationally focused now...So what is the person who is going to be applying for admission in 2025 going to look like.

Steve: If I had my way, it would be like 1960, the best and brightest from lower and middle class families in NYS.

Joan: I have seen the blame for flaws in education being passed along. The whole thing needs to be looked at.

Steve: There are a number of secondary schools that are successful and others are disasters.

Emory: I'm tutoring two sixth grade students beginning algebra, which they understood perfectly. When they get to the arithmetic, they go to full stop. I am now teaching them times tables. The teacher is delighted. The students have not learned the basics and they go ahead to the next thing.

Joan: Not just the kids, the parents, do not see the value in education. There are kids whose parents do realize the value of education. These values get transferred to the students. Some think a degree is the same thing as an education. It is not the same as an education.

Kathy: Do you remember strict multiplication tables and correctness, to when we allowed them to write regardless of correctness? We've built a monster.

Steve: Fran, you've spent most of your life teaching and teaching teachers, do you have a sense that things have changed for teachers and students?

Fran: For teachers who have been in the field a long time, it is a period of great discouragement, wishing it would end soon. For some students it is not what happens in school, but what has or has not happened in home, it could be nutrition, it could be sleep, etc.

Emory: Some don't have time. It all adds up to the same thing.