College of 2025 Conversations Summary of Conversations

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College of 2025 Conversations
Summary of Conversations

Prepared by:
Kathy Mangione
Marie LaBrie

August 2, 2013
Introduction

Participants in the 2025 Conversations were invited to participate and came from all areas of the College community. Each group was lead by a facilitator who gave an introduction, asked preliminary questions and recorded the comments. For this summary report, comments were sorted first by the 15 most common themes discussed, then by the frequency of the 25 most common words across all the themes and topics discussed. Common words were used in all the conversations making it impossible to attribute them to a single theme. In this summary report we have created visual representations of the conversations to highlight commonalities and provided a brief summary of each theme.

There were a number of miscellaneous comments made that did not fit into any specific theme. They are listed separately in alphabetical order. Challenges and Suggestions were also separated from the general themes.

Top 15 Themes (in alphabetical order):
1. Assessment
2. Campus Facilities
3. Community
4. Diversity
5. Education–Engagement
6. Education K–12 Connection
7. Education–Needs and Wants of Students
8. Education–Online Classes
9. Education–Technology
10. Enrollment
11. Identity
12. Pedagogy
13. Challenges
14. Suggestions
15. Miscellaneous
Top 25 Words (listed by frequency of use)

1. Class/Curricula
2. Student(s)
3. Program(s)
4. College/School
5. Faculty
6. Education
7. Online
8. Community
9. Technology
10. Skills
11. Change
12. Experience
13. Support
14. Role
15. Diversity
16. Development
17. Research
18. Staff
19. Model
20. Assessment
21. Success
22. Preserve
23. Enrollment
24. Identity
25. Facilities

Participant Demographics N=229

Years at College               Number of participants
0-5 years................................. 58
6-10 years .............................. 51
11-15 years ............................ 34
16-20 years ............................ 30
21-25 years ............................  9
26-30 years ............................  8
30+ years.................................  9

College Position                Number of participants
Assistant Professor              22
Associate Professor             43
BASC ........................................ 1
Classified ..............................  8
Distinguished Professor .........  1
Friends of Brockport            30
Librarian ..................................  4
Professional Staff              73
Professor .................................. 18
QAR ........................................  8
M/C .......................................... 21
In each section of this report the actual comments related to the topic are listed. Each is labeled with a number that corresponds to a 2025 Conversation.

<table>
<thead>
<tr>
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<th>Date</th>
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<tbody>
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<td>Student Leadership Luncheon</td>
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<td>2025 Conversation</td>
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Top 25 Words Heard in All Conversations

- Class/Curricula: 517
- Student(s): 460
- Program(s): 505
- Faculty: 126
- Education: 121
- Online: 79
- Community: 54
- Technology: 30
- Skills: 30
- Change: 21
- Experience: 189
- Support: 189
- Role: 120
- Diversity: 120
- Development: 17
- Research: 17
- Staff: 16
- Model: 15
- Assessment: 21
- Success: 9
- Preserve: 36
- Enrollment: 6
- Identity: 18
- Facilities: 18

N=3024
Word Frequencies

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<th>Class/Curricula (Total=232)</th>
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<tr>
<td>Classroom(s)</td>
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<td>Course(s)</td>
<td>67</td>
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<td>Curricul*(a or um)</td>
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</table>

**Students** this word was used in all topics but had no sub-topics to chart

**Programs** this word was used in all topics but had no sub-topics to chart
College of School (TOTAL = 460)

- College(s): 167
- Campus(es): 102
- Brockport: 93
- School(s): 89
- Undergraduate: 8
- SUNYS: 1

Online (TOTAL = 126)

- Online: 100
- MOOCS: 9
- Facebook: 7
- Hybrid: 8
- Blended: 2
Diversity Total = 120

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<td>Culture</td>
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<td>Disabilities</td>
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<tr>
<td>Accessible</td>
<td>6</td>
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<tr>
<td>Abroad</td>
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<tr>
<td>Inclusive</td>
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<tr>
<td>Cultural</td>
<td>4</td>
</tr>
<tr>
<td>Accessibility</td>
<td>3</td>
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<tr>
<td>Prejudice</td>
<td>3</td>
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<tr>
<td>Racial</td>
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<tr>
<td>ADA</td>
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</tr>
<tr>
<td>African American</td>
<td>2</td>
</tr>
<tr>
<td>Handicapped</td>
<td>2</td>
</tr>
<tr>
<td>Minority</td>
<td>2</td>
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<tr>
<td>Socio Economic Status</td>
<td>(SES)</td>
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<tr>
<td>Spanish</td>
<td>2</td>
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<tr>
<td>Underrepresented</td>
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<tr>
<td>Bilingual</td>
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<tr>
<td>Ethnically</td>
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<td>Inaccessible</td>
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<tr>
<td>Non-traditional</td>
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<td>Nationalities</td>
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Enrollment (Total=36)

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<td>Scholarships</td>
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<tr>
<td>Offering</td>
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<tr>
<td>Affordable</td>
<td>17%</td>
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<tr>
<td>Expensive</td>
<td>17%</td>
</tr>
<tr>
<td>Retention</td>
<td>14%</td>
</tr>
<tr>
<td>Revenue</td>
<td>14%</td>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
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<tr>
<td>Enrollment</td>
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<tr>
<td>Scholarships</td>
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<td>Offering</td>
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<tr>
<td>Affordable</td>
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<tr>
<td>Expensive</td>
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<tr>
<td>Retention</td>
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</tr>
<tr>
<td>Revenue</td>
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</table>
Faculty (TOTAL = 171)
Faculty 137
Teacher(s) 20
Professor(s) 13
Instructor 1

Education (Total=505)
Education 117
Learn 146
Teaching 72
Graduate 39
Degree(s) 38
Academic 24
Traditional 26
Pedagogy 20
Community (TOTAL =121)
Community(ies) 99
Communication 10
Environment 9
Integrate 2
Connectedness 1
Assessment (TOTAL = 21)
- Assessment: 18
- Benchmarks: 1
- Strategic: 2

Facilities (TOTAL = 18)
- Metro: 5
- SERC: 6
- BASC: 1
- CELT: 1
- Stairs: 1
- Exterior: 1
- Sidewalk: 1
- Signage: 1
- Repair: 1
Technology (TOTAL = 79)
- Technology: 75
- Webcam: 2
- Software: 2

Change (TOTAL = 148)
- Change: 64
- Future: 46
- Adapt: 23
- Flexible: 7
- Evolve: 6
- Shift: 2
**Experience (Total=189)**

<table>
<thead>
<tr>
<th>Category</th>
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<td>Experience(s)</td>
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<td>Opportunity</td>
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<td>Engage</td>
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<td>Internships</td>
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<td>Experiential</td>
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<td>Apprenticeship</td>
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<td>Co-curricular</td>
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<tr>
<td>LLCs</td>
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<tr>
<td>Provide</td>
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**Success (Total=12)**

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<td>Success</td>
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<tr>
<td>Sustainability</td>
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</table>
Conversation Themes

able academic accepted access activities adapt agreed area around arts assessment available away balance based become best better brockport building business campus campuses career center certain challenge change classes classroom college coming community concerns consider continue conversation core courses create critical culture current curriculum differer development done ed education example e facilities faculty feel flexibility focus future general give going graduate greater group grow happen help higher idea impact important improve include increase individual information institution interaction interdisciplinary international internships involved issues job keep kids languages learning level liberal library life live local lot maintain major maybe meet members model money nationally needs number offer older on-line online open opportunities outside parents pedagogy people person physical play poor population positive prepared presence preserve problems professors programs provide public push quality rather read really recognized relationships require research resources rochester role scholarship school seems sense services
Assessment

Surprisingly, few 2025 conversations mentioned assessment. When assessment was mentioned, the major concern was whether the campus is over-assessing and the accuracy of the assessment. Participants questioned the validity of the current assessment practices. Another concern that was discussed was whether accreditation issues are driving the curriculum and assessment.

Assessment Unedited Comments

- Assessment – are we over-assessing? students trying to get the right answers vs. focus on learning (Kristin: formative assessment vs. summative assessment) (3)
- Assessment of writing. (5)
- Who gets jobs? Where are they working? (9)
  - We don’t even really have data on this now but we should (9)
  - We need good data on students’ post-college work to know where we stand. (9)
- We need a policy in regards to what BROCKPORT feels is appropriate guidelines – maybe department specific. (13)
- We are playing into that (referring to online “packages” by buying so fully into assessment and making quantitative that which is qualitative. Are we a product? Should we continue to market ourselves as a product? To promote ourselves by these assessment numbers? But that is for parents/the bill payers. What students want is to be comfortable. (20)
- Fears regarding overemphasis an assessment and standardization (24)
- Focus is greater on assessment in public sphere (24)
- Accountability to tax payers – creates a demand for assessment (24)
- 80% down to 30% state support – creates a demand for assessment (24)
- Take a more careful/steady approach (24)
- Assessment in 2025? (24)
  - Should be faculty/staff driven (24)
  - Integration? (24)
- Accreditation issues are driving the curriculum (24)
- Employers at the career fair said our students were so nice and so well rounded, do we know what makes them that way? (26)
- More performance based productivity measures (30)
- Trend is accountability – is more of a metric – ACSB – we have to show results, not assessment of knowledge – how do we impact student lives – outcomes/impact on student lives (33)
Campus Facilities
Most of the discussion about campus facilities revolved around whether the College will need facilities in 2025 and whether the current facilities are accessible to students with disabilities. Most groups came to the conclusion that physical space for students will still exist; however, residential life will either not exist or be significantly smaller than it is now. The need for a library in 2025 was also of concern. Most agreed that there will be a need but the services offered by the library will be very different. Several participants questioned if the campus is in compliance with ADA requirements. The poor condition of sidewalks and inadequate shoveling of walkways in the winter were mentioned more than once. It was suggested that the landscaping of the campus should be more welcoming by having outside seating and more gardens.

Campus Facilities Unedited Comments
• More employee focus in health, more supportive of employee’s needs. (5)
  o Onsite health care facilities, use our health services. (5)
• More support for whole person health care. (5)
• Onsite use of gym facilities, encouragement to do so. (5)
• Facilities/assessment? (6)
  o The value added? (6)
• What will facilities look like - more communal spaces where faculty/staff/students gather - collision space. Will it be more apartments? There will be more blended spaces and more hubs. More classrooms in halls and push to not compartmentalize. (7)
• What is mass transportation going to do for us? How are we structuring our classes? Onsite vs. offsite learning. (7)
• We will be connecting people remotely. A collaborative community of learners, regardless of distance. So what will the role of student affairs be in this case? How will we have intercollegiate teams, for example? The need for soft skills is not going to go away. We will have tech savvy people but maybe no people skills. Maybe we will have regional coaches - policies are going to end up changing and adapting. (7)
• We need to be thinking about the fact that in our world right now, everyone shows up, but in the future, will they be there? (7)
• Between parents doing everything for them, and technology - so there will be a greater need for social skills. Between 2000 - 2012 we saw the introduction of texting, Twitter, Facebook, Instagram - all this is new and students are living their lives on Facebook. Maybe the softskills themselves will actually change, and we may need to adapt to the conversations they want to have. How accessible are we? Scheduling meetings - now people can send us a meeting request directly. Need to make sure we have the customer service available. They want us to be available. They want instantaneous responses. (7)
• Brockport itself (11)
  o Campus feels pretty and welcoming (11)
  o Campus needs a quadrangle, better gathering spaces, better public spaces (11)
  o Criticism of the name Academic Success Center (elsewhere on campus we don't work toward student success?) (11)
  o We need at least one squash court (could be multi-purposes- rehearsal space for dance) led to larger sense of the importance of flexibility of space for multiple uses (11)
• Physical space. (13)
• No place to meet for this, need a Gathering place. (13)
• Even the .coms need bricks and mortar. (13)
• 64 IT departments in SUNY not very efficient, but each Campus has an identity. (13)
• Are we going to continue to be an individual campus? Or is the more strength in systemness? (13)
• Can resources be incorporated into the academic side? (13)
• Physical space important - need for modernization. Buildings are tired. In order for students to choose to come here, physical space needs help. (13)
• Cost of education is escalating. What will change the spiral? Why do we need a library on all 64 campuses? Regional library? (13)
• Cost to educate students is less than the cost of room and board. (13)
• BROCKPORT today is not as much of a residential Campus as we say that is. Can we continue with it, or do demographics push us in a different direction? (13)
• The importance of improving the physical environment...i.e. sidewalks, green spaces, lighting. (14)
• What about the physical spaces...classrooms, res hall rooms, social spaces. Some students hate the new classroom setups...have back to professor sometimes...too many side conversations...the new classrooms should be matched to the professors teaching style...some professors excel in this setting others must be beyond embarrasses because they cannot figure out how to use the technology. (14)
• Need to drastically work on ADA requirements...even the new spaces and new furniture are too high/low for someone in a wheelchair. (14)
• The library in 10 years? Our library is expanding as far as roles of librarians and the technology to make articles open access and incorporating e-publishing – just in time need. Lots of opportunities to embrace new collaborations – making primary and secondary materials more and more available. (15)
• Why not use more of metro – teach undergrad general eds. there – Why make it so difficult to go between them – Why this great divide – we need to decrease this. (15)
• We have strong programs with outstanding facilities – Why are we such a secret? Can we promote sports and athletics to people who have been excluded elsewhere – programs for nonathletes. (15)
• KSSPE could develop programming for everyone! Not just athletes who come in that way – but the rest of the population. (15)
• To sustain the institution, you need a sense of place – e.g. Notre Dame is always going to be there – we need to create that at Brockport. (18)
• ADA concerns – sidewalks, snow being plowed into the handicapped spot, incredibly hard for individuals with disabilities to get around campus. (18)
• Budget concerns have led to dismal facilities, puddles, chopped up sidewalks, buildings with leaking. (18)
• High quality facilities that promote quality of student life outside the classroom (e.g. SERC). (19)
• What about our physical plant? Classrooms? Residence Halls? Are they a part of the college of 2025? A part of Brockport’s DNA? (19)
  o Accessibility important. Universal design so the space works for all. (19)
• We should build on the traditional appeal of the college. Spend more money on landscaping. Pay attention to the things that ARE part of our wonderful traditions, e.g., Lindsey’s garden in front of Hartwell. (22)
• We should also continue to strive toward more small classes. Perhaps we can preserve small classes in some areas, or for some classes, whereas other classes. (22)
• The existing aesthetics of the campus are very poor and need to be addressed (sidewalks, stairs, exterior areas, outside seating). (23)
• While the FAMP is helpful this should be balance with the poor aesthetic conditions that exist today. (23)
• Campus is very inaccessible to individuals with disabilities. (23)
• Best choices should be made with funding that is made available. (23)
• Need more collision spaces to include socials, formal and informal programming DNA of Brockport (25)
  o Teaching/small classes (25)
  o Collegiality (25)
  o Camaraderie (25)
• Places we learn (25)
  o FLCs (25)
• The campus will look better. (26)
• More townhomes somewhere. (26)
• There will be less on campus housing. (26)
• Recreation centers to attract students. (26)
• Give them the recreation programs that they want. (26)
• Focus on phys ed because we have SERC. (26)
• There are complaints about lack of facilities during breaks: Some students are unable to go home during breaks, they need place to stay, eat, etc. (10-20 students) (27)
• What will the library look like in 2025? They still want a physical library. There needs to be a balance between physical and on-line library. Currently graduate students face some problems in accessing library – some of them are not here during the day – they can’t even get an id-card. Library support should be available 24-hrs for the grad students. (27)
• On the Residential Life facilities side, students will continue to expect more privacy. The inside of dorms will need to be renovated with durable but comfortable surfaces. The outside of dorms will be expected to be landscaped more attractively, including attractive lighting adding safety. Make sure prospective parents and students see model or sample dorm rooms that are both new and old. (29)

• The physical plant in 2025 will be greener and more sustainable. Stormwater will be better controlled; sidewalk puddling problems will be a bad memory. The campus will be more pedestrian and bicycle friendly. Walking paths for ambulatory patrons and mobility impaired will be greatly improved. Clear signage will be abundant to direct visitors around campus. The railroad tracks bisecting the campus will be gone, replaced by a bike path. (29)

• Do we have buildings (In 2025)? (30)

• Need for a student success center is high (30)

• Will there be a library? Yes. But with a resource center (30)

• Not everything is in walking distance for students. We could use more transportation. (31)

• We hope that a residential campus still exists in 2025. Will still need it, especially as students are less and less prepared. (31)

• The physical aspects of the campus need beautification. (33)
  - Physically a lot can be done to beautify the campus; benches here or there (33)
  - Building wise, adding SERC and the academic building is good – seems to be going well. (33)
  - They are designing the buildings to create collision zones. Zones that encourage people to connect when they run into each other. (33)
  - I’m facility committee – big focus collision spaces, run into someone and comfortable to have a conversation – new building a lot of inviting spaces – not just in building outside as well – so feels like facility committee going in right direction (33)

• As long as there are 18 year olds that are graduating from college – the campus based school will have a market – we’ve had campus based campuses for 600 years – it’s not going to disappear because of technology (33)

• Intentional spaces for students and faculty to interact outside of formal classrooms. (34)

• What about our physical plant? Classrooms? Residence Halls? Are they a part of the college of 2025? A part of Brockport’s DNA? (35)
  - Be strategic about online offerings (35)
  - Ultimately quality learning with or without on campus presence (35)
  - Personal face to face will hold us apart (35)

• Resident life may go away by 2050 (35)

• No way we can sustain 64 campuses (35)
Community
Central to the conversations about community was the Brockport definition of community. There needs to be a definition that is accepted campus-wide before changes can take place. Participants commented that the community has a small, close-knit, family feel that students value. It was suggested that the College extend connections beyond the campus community to include Brockport school district, Rochester, community and other local colleges, and local businesses. How residential life and student affairs fit in with the Brockport college community and whether this will change in 2025 was another concern voiced.

Community Unedited Comments
- Community needs to be built. (1)
- Definition of community needs to be clarified. (1)
- How do we convince students that Brockport is the best community, “home base”? (1)
• Brockport needs to be a place where community and learning can happen. WE are a place that supports curiosity. (1)
• Learning will happen best in a community…community will be continually re-defined and we will need to be nimble in our ability to react accordingly (2)
• Cross-disciplinary projects that serve the community (3)
• Role of residence life? (5)
  o How do you market it? (5)
  o Sell as development of the complete person. (5)
• How do succeed and thrive as a campus community? (6)
  o Partner with high schools? (6)
• Recruitment will focus more on community and educational pipeline, and we need to make sure that services we provide support those students. (7)
• More opportunities for partnerships across the nation and the globe, and public transportation may offer increased opportunities for distance learning or time spent abroad: a collaborative community of learners, regardless of distance. (7)
• How are we building the bridges? What is our role in the region to work with the local school systems to ensure that the young people in the schools systems are learning different ways of being. We have an incredible opportunity to impact this pipeline. We need to be building relationships. If we don't start building that bridge, we won't be doing that differently, we will be closing probably! (7)
• "Taster" opportunities where high school students get to participate more in on-campus learning and activities. Brockport students will play an active role in the engagement of local middle and high school students. Local high schools will be a feeder for Brockport. (8)
• Strong link to Rochester. Easy commute between Brockport and Rochester. (8)
• Strong partnership with Monroe Community College--potential Brockport presence on the MCC campus. (8)
• The Brockport community is a highly desirable community to live in with incentives for faculty to live in the village. The College is highly engaged with both the Brockport and Greater Rochester community. (8)
• There was brief discussion about the school’s relationship with the village in the future. (9)
• Somebody suggested we work more closely with high schools to prepare students for college level work. (9)
• The college should look to be better integrated into the Brockport community. Some raised the idea that better integration with the community would lead to better support for our future (the community would rally against forces that would challenge our long-term health). Some suggested more investment in service-learning courses that seek to support the Brockport community, while also offering our students hands-on experiences. (10)
• The college should use the natural resources available to us in the community to enhance our college experience and relationship with the village. An example raised was the Canal. While it is a beautiful water feature, we do very little to take advantage of it. Ideas were raised from offering Crew to hosting festivals (thus
exposing more folks to our campus) to using it for teaching purposes (including service learning opportunities). (10)

- Are there more relationships like Nazareth/Brockport social work degree to be investigated? (11)
- Increased outreach/assistance to community (i.e. we need a restaurant). (11)
- Appreciation for importance of multiple voices in the conversation, which led to the very real desire/need/demand for increased community among faculty across disciplines (11)
- The community feel of the College for everyone, diverse students and especially older students...it is a welcoming community. (14)
- Will students in 2025 continue to live in residence halls? It seems likely that more and more will opt for a different type of college experience. (17)
- We need a greater presence in the Rochester metro area. There is still a perception that Brockport is too far from the city. (17)
- 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? (21)
- 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. (21)
- 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. (21)
- How do we maintain specifically an exciting community in western New York that is also completely connected to the whole world? (21)
- 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. (21)
- What can we do with Brockport School District for mutual support? (21)
- 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. (21)
- What makes us unique? Small town appeal. Parents feel safe with their kids here. It’s big enough and small enough. It fits the view of what a campus should look like. Hartwell Hall is a big part of the deal. It’s what college should look like. At Brockport you can discover what you want to be. There is a lot of opportunity here. (22)
- Our Study abroad programs are unique in SUNY and even nationally. We offer the best of both worlds... the small town environment, and the means to discover the world beyond it. (22)
- Years ago we talked about CLUSTERS of programs. This fell through. One of the opportunities that we could take advantage of is breaking down silos across
campus. Giving people the opportunity to work across campus would really help... when people don't communicate they don't focus on a common goal... the students. (22)

- Communication improvements will be very important. (22)
- What are the elements of a Brockport experience that make it unique and highly valued? What should we preserve for the College of 2025? (23)
  - Small class size (student/faculty ratio) (23)
  - Close community (23)
  - Student participation in research with faculty (23)
  - Location is distinctive along the Erie Canal (23)
  - Regional Education center (23)
  - Continued emphasis on the Liberal Arts Education, maintain a core Liberal Arts mission (23)
  - Cost-effective, well-priced education, very competitive in the market (23)
- Need to build more relationships with external community especially Greater Rochester. (23)
- Need resources (time and money) to build these relationships. (23)
- Encourage degrees that directly contribute to the Greater Rochester community (education, healthcare, social work, etc.). (23)
- What is the mission of the MetroCenter, should it take on a greater role? Why doesn’t it currently link the College more closely with the Rochester metro? (23)
- We have “lost” some sense of community (24)
- Be seen as an institution where faculty/student connections are strong and student body is diverse. (24)
- Better “presence” in our own area, sell ourselves and overcome a more negative issue ~ local not necessarily national. (24)
- Strong connection with students and the regional leaders. (24)
  - Business/industry. (24)
  - Government relations. (24)
  - Get more business attachments (24)
  - Broaden our connections and presence in the region (24)
- How to build a “community” and “experience” among commuters? (24)
  - Educate our students to be good “alumni” (24)
- We could look at being SUNY Rochester. We could move to the old Kodak building. Do we need to be more important in Rochester? (26)
- Do we need to be more community focused here in Brockport? (26)
- We will still have a strong residential college. (26)
- Small community feel, good people here. Makes people want to stay. (26)
- The people here are good, genuine people. We create a family environment. Students can feel it. (26)
  - Don't know the components that go into that feeling. (26)
- Brockport school district wants more communication with the college. They have used SERC for some of their programs. A dialog (or is it trialog?) between the College, the School District and the town would be a welcome development. This would help community outreach programs. (27)
Diversity

There were many mixed feelings about the subject of diversity. Some believed that the college is accepting of diverse individuals while others disagreed. A major concern was the projected increase of minority population in 2025 and Brockport’s readiness to accommodate cultural diversity. Several questions were raised about how Brockport recruits and retains a diverse student body and whether Brockport as a whole is diverse. Similar issues were raised about international students and whether our students should learn foreign languages. Lastly, comments were made about how Brockport embraces the aging and elderly community and how it could change (e.g., elder housing on campus).

Diversity Unedited Comments

- Graduate students will be global population, students of the world. (1)
- Undergraduates will also have broad experiences. (1)
- Is the pool in the world large enough to offset the number of providers? (1)
- Racial/SES diversity. (1)
- Can lower SES students afford our education? (1)
- The high-school population is decreasing and we need to think about a diverse student population to recruit. But there are many components at play. We need to be influencing the immigration policies by training the students who will be making them in the future. Right now, we can’t do much with international students because of present-day policies. (4)
- The middle class has a way of shaping the culture of the other classes and even those who come from other nations. (4)
- We are a part of this cultural system; we too can create who these future students will be. (4)
- People of the US will look much different. (5)
  - Reflected in more diversity of the student body. (5)
- More people that speak more than one language. (5)
  - Huge need for Spanish. (5)
- Integration of differences. (5)
- Need to be more accepting. (5)
- Physical disabilities. (5)
- Increased diversity among students including global representation, multi-racial students, first generation students, English language learners. (7)
- Increased diversity - more than 25% of our students will be of diverse backgrounds, speaking predominately about ethnic diversity. Hispanic population is growing, African American population - that is where the country is going and New York as well. See an increase in first generation students as well. The needs will be different. We will also see more multi-racial students so we will need to offer programs and services that reflect that. (7)
- We also will have more global diversity, and away from Brick and Mortar, but more learning from people all over the world. We will also be looking at a more historical view, as opposed to the traditional "white Anglo-Saxon lens". (7)
- Offer a significant international program. (8)
- Provider of "pastoral care" to international students, students with physical and learning disabilities, and other underrepresented and nontraditional students. (8)
- Faculty model that encourages more international scholarship and welcomes international scholars/visiting faculty. (8)
- Strong presence of Canadian students. (8)
- What about changing demographics? (14)
- Need to make sure a welcoming atmosphere for international students. (14)
- Then there is the issue of international students. (16)
- To increase our numbers and to do a service we should target international students. (18)
- In some countries Brockport would not really be considered. Sometimes we can get international students program wise – there are faculty who can help to bring international students based on their expertise. (18)
- 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. (19)
- 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? (19)
  - We found this question offensive. Embedded in it was the notion that diversity implies deficit. (19)
  - ESL center is a good start. (19)
- Commitment to international education seems to be ambivalent: now they only have one semester required. But we think we should get more students to study abroad. Do we want our students to be citizens of the world? If you can't be a citizen of the world, you will be in a minority in the future. (20)
- 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. (21)
- 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. (21)
• 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. (21)
• Also create opportunities for students and senior adults to mix with younger people. Bring back the campus school. (21)
• Students of color and 1st 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. (21)
• 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. (21)
• Because the student body will change, so will we... the faculty will need to address minority issues, for example. (22)
• AS the demographics change, without losing our soul we need to offer new products and services that meet students’ needs, e.g., language skills. (22)
• Do we have adequate services for students of diverse backgrounds? (22)
• How do we build our veterans into what we want to accomplish in the future? These are students who have terrific backgrounds and a lot of leadership experience. Why couldn’t we bring students in through Empire College? They give you life experience credit. (22)
• We could more actively advertise the CLEP program... college living experience program. You can earn as much as 12 credits in Spanish. (22)
• Access – Hispanic population (24)
  o Desire education – cannot fund (24)
• Additional Services for a more Diverse Population? (24)
  o African American population ~ their core (24)
  o Hispanic ~ bi-lingual (24)
  o Students with increasing needs (24)
• Do more with the diversity we have (24)
  o Inquisitive students (24)
• Presence of foreign languages in our curriculum is very important. International Business (major?) needs foreign languages. In 2025 there will be more need for foreign languages. (27)
  o A differing opinion: But everybody is learning English! In China, Korea, Europe lots of people learn English (Even in Germany there are universities that teach courses in English) (27)
• Diversity is beneficial. We must continue to emphasize English proficiency for our foreign students. (29)
• Likewise, our foreign teachers need to be proficient in speaking and understanding English. (29)
• Getting more international students is important. (30)
• We can be high impact because we have a great mix. First generation, veterans, returning students. (31)
• We need more support, but it’s a great mix. (31)
• Need more diverse faculty. (31)
• Good diversity of faculty and students, which should be maintained (32)
• Increased geographic diversity would enrich the campus (33)
• I would like to see more diversity – geographical regions seem to be where we lack diversity. There are many western NY’s – we need more diversity from throughout US and other countries (33)
• I agree broader base of students – also a trend across the state (33)
**Education-Engagement**
Participants generally agree that engagement is important and gives students an advantage, but they are not how it will be implemented. Some questioned whether engaged opportunities will be required in the future. All agreed that engagement with faculty and staff is crucial to learning and clubs can be a good way to promote engaged learning. Some of the barriers to engaged learning included the rigidity in certain majors (e.g., Exercise Science), financial difficulties (e.g., Study Abroad), and parental resistance. Most agreed that students should be more engaged inside and outside the classroom.

**Education-Engagement Unedited Comments**
- Importance of out of the classroom activities (3)
- Does engaged learning outside the classroom have to be one size fits all? (3)
- Importance of building community/cohort of learners/group work (3)
- Give students a choice of engagement within a spectrum (3)
- Clubs: do they work? How can they include more people? (3)
- Importance of teaching skills/foundational knowledge. (3)
- Physics club is limited to a select few who seem to have time. How to include more people. (3)
- How do we teach students to dig deeper? Do students think that information that used to come from a teacher is readily available on the internet? (3)
- College will be more like an apprenticeship with a strong focus on internships/co-ops. (8)
- Online learning will continually need to evolve in order to ensure student engagement. (8)
- We will be known for how we engage our students both inside and outside of the classroom. (8)
• We will be known for our scholarship, global learning, and spirit of inclusiveness. (8)
• Rubrics will be similar to what they are now, but will include more experiential learning. (8)
• We should continue to primarily serve average/slightly above average students and help them move a little closer to the more exceptional students. (8)
• Faculty will create a respectful and inclusive environment/respond to an increasingly inclusive and accepting world. (8)
• Experiential learning will be the norm and students will put theory to practice on a regular basis—enhancing their learning experience and also aid in their career development. (8)
• Strong link between co-curricular experience and the classroom—more field experiences, high-impact experiences will make Brockport students prepared. (8)

What does the semester schedule look like? (11)
  o Schedule - is the three-credit, semester long course the only option? Can there be condensed courses (i.e. 8 weeks in the classroom, 5 weeks in the field)? (11)
  o Condense learning period to provide out of classroom experiences. (11)
• Can all students be required to have a study abroad/exchange program experience? (this came up several times in various ways) Built in to tuition somehow so a basic program could be need-blind. (11)
  o Set up programs in Toronto, Quebec, New York City (11)
• Protect the academic core: more thoughtfully directed academic programs for struggling students as well as high achievers (funds to remain at Brockport). (12)
• Maintain face to face classroom experiences, provide high impact experiences (12)
• How do we think curricula will evolve? More Interdisciplinary/co-curricular? (12)
  o Focus on liberal arts to allow students to be well rounded. (12)
  o Possible “immersion” courses – 3 weeks on 4 days off, repeat cycle for an entire year. (12)
  o Total immersion on fewer topics. (12)
  o Team taught courses for co-curricular courses. (12)
  o “Mega” courses with multiple interdisciplinary topics taught in a synergistic manner, i.e. bio/chem./math or chem./physics/math or English/history/sociology. (12)
• Curriculum should allow students to ‘adapt better’ to job/world changes: focus on reading, thinking, analyzing, acting. (12)
• Don’t just teach specific skills to students because they will not be able to adapt when change occurs. (12)
• Experiential learning. (13)
• Interdisciplinary curriculum. (13)
• Location, engagement matter. (13)
• Campus has more engaged learning classrooms. (13)
• Number of places for internships need to increase. (13)
• We need an app. (13)
• Health and wellness... (13)
• Learned more outside the classroom...cocurricular and internships...the connection that have shaped me. (14)
• Valued how open the faculty and staff to include students in activities, programs, etc. (14)
• Review languages and how to enhance offerings People need to learn to relax and wellness should be more central to lives...too fast paced...too much stress. More flexibility in the curriculum and within a major...example given was a private institution that allowed the student to build around their Ed major w multiple languages. (14)
• Need flexibility between institution to be able to take classes, especially if class filled at home campus. Can courses be both online and in person? (14)
• Students like opportunities for travel, engagement, being connected to the campus. Parents are less respectful of what the students are attempting and need more support from them. (15)
• Continue to keep students engaged. (17)
• Internships are critical and should be available to more (or all) students. We should encourage students to seek internships outside the area, abroad, etc. (17)
• Unclear about the role of Center for Engaged Learning. Will the Center help students find internships? (17)
• Project based learning – (18)
  o Partnerships with businesses. (18)
• Increase the experiential piece. Opportunities should be in both academic (scholar’s day) and student affairs (res life, campus life). (19)
• The college of the future will be providing skills and dispositions. (19)
• What does our engagement with and vibrancy of the external community look like? (19)
  o More likely to be internships and service learning opportunities, than College at Brockport being an economic driver of Western New York. (19)
• 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. (19)
• 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. (19)
• Access to professors and the opportunity to do undergraduate research. We need to have more students doing undergraduate research. (19)
• 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. (19)
• Key question: How do we get students to engage MORE interpersonally? At Kodak they didn’t get out ahead of change... what can we do? In order for us to get out ahead of change we have to achieve balance. (22)
• WE need students to engage more. In 2025 they will be more engaged IF we actively pursue the effort to encourage them to engage. Engagement includes service learning. (22)
• One way to pull students who are not entirely comfortable with engaging with faculty is to create opportunities for them to earn credit for these sorts of things in organized, goal-centered ways. (22)
• Experiential learning needs to be part of the college experience. (26)
• Living-Learning communities have helped very much in bringing faculty and students together (outside the classroom). Faculty office, classrooms, student-living quarters in the same building? – It could be good! (27)
• Continue/enhance the residential Living/Learning Communities, successfully grouping students with similar interests. (29)
• It would be great to have more internship opportunities in Rochester, with better bus service for students without a car. (29)
• Emersion in thinking (Oxford/Cambridge model) (30)
• The Brockport Experience is hands on. It’s working with the students. Every summer I take to Jordan and get so much out of it. It’s making it more accessible to the students. (31)
• How do we have the outside of the classroom experiences assist them in class experiences? (31)
• Co-curricular activities need to supplement what students are lacking. (31)
• Programs like the Leadership Development Program help as a value added item for our high
  performing students. This can separate them from the herd. (31)
• Increased student opportunities to travel would be beneficial (33)
• We do a poor job sending students abroad or out of state for part of their study. (33)
• Restrictive curriculum is the cause in Exercise Science – the course requirements are so
  restrictive that it is virtually impossible for students to get credit from other institutions. (33)
• Student’s views are so limited. Many have never left the area and don’t want to leave. (33)
• A big issue for employers is people knowing how to work across difference? How do we
  support the development of those skills? (33)
• Extracurricular activities do that. (33)
• Career planning will become even more important. (34)
• Active student engagement will become more important. (34)
• Nurturing School!! – consider the gaps students have upon entry (34)
• Every student should have to take “improv” (34)
• Working with students in seminar, independent studies, and theses. These special
  connections are something that Brockport is good at. (34)
• 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. (34)
• We need this kind of opportunity for students and Brockport does it very well. (34)
• 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. (34)
• These kids are taking advantage of these broadening experiences. I don’t know the finances
  involved in those things. (34)
  o From scholarships. (34)
  o Family financial outlays, summer income. (34)
• That’s why one student is not taking a summer opportunity/internship, because she can’t
  work all summer long. (34)
• Is the Delta college, the shorter time (34)
  o Satisfaction with the high touch experience in Delta. (34)
Education- K-12 Connection
Comments revolving around the K-12 connection were scattered. There were two overall themes were occasionally mentioned. The first was that current students are not prepared for college and do not learn the basics before leaving. Groups agreed that this needed to change; however, no suggestions were offered to achieve change. Another comment was that standardized testing is not helping students reach learning goals. Again, no suggestions were made for positive change.

Education-K-12 Connection Unedited Comments
- The current public educational system is focused on students passing some form of standardized test which does not help make students college-ready…..there needs to be a better link between the K-12 educational system/higher education and the needs of our work-force. (2)
- College readiness? (6)
  - Helicopter parents role within? (6)
  - Transfer? (6)
  - Classes too hard? (6)
- If high schools do not improve, current challenges (students with poor reading and writing skills) will only increase. (8)
- The college should not seek to invest too much energy in trying to imagine the future technology, but rather should focus on the future learner. The k-12 Common Core was raised as an important area for all college faculty to engage in professional development. Our future students will learn according to these standards and we need to be prepared for those learners. While faculty in the PEU are beginning to be exposed to the Common Core, their focus is on preparing future teachers, not on receiving future college students (who will have learned under the new standards). Furthermore, there were suggestions that we develop Faculty Learning Communities with K-12 teachers and our faculty. (10)
- 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. (19)
- We need to keep saying to MCC and GCC and high schools: students need to be better developed before they get here. We need to build relationships with those educators to get on the same page. (20)
• We have to take the students we get, and meet an obligation to bring students to a certain level. (21)
• Many people will not be prepared for college level education, but as a society we need them to be prepared for adult-level contribution. (21)
• Start working with 7th & 8th graders (like Betsy Belzano’s project) (21)
• Need to work with k to 12 on their readiness. (31)
• They are not used to research and how to verify information. (31)
• 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. (34)
• 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. (34)
• Do you remember strict multiplication tables and correctness, to when we allowed them to write regardless of correctness? We’ve built a monster. (34)
• Things have changed for teachers and students? (34)
  o 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. (34)
• Some don’t have time. It all adds up to the same thing. (34)
Education-Needs/Wants of Students

Several comments were made about the need and wants of students. One major theme that emerged was that students are not prepared academically, emotionally, or socially, for college and this needs to be addressed. It was suggested that students have a connection to mentor on campus as soon as they arrive. In 2025 the student demographic will change. The prevalence of the non-traditional, older student who doesn’t finish college in four years will increase. Students’ have unique needs that will require adaptations in classroom management and teaching practices. All agreed that a bachelor’s degree is not worth as much as it used to be and as a result extracurricular activities are very important. Lastly, several comments were made about how expensive college is, making students fearful to take risks that may hurt their finances. As one individual put it, “the cost must match the value”.

Education-Needs/Wants of Students
Education-Needs/Wants of Students Unedited Comments

- Need for face-to-face learning will not go away. (1)
- Feeling connected is essential. (1)
- We need to be careful about “offering students what they want”. (1)
- Students in 2025 will need to be students of the world, speaking multiple languages. (1)
- Career change is rampant, so we will always have students who could avail themselves of our educational experiences. (1)
- Students lack coping skills and do not know when to ask for help, what type of help to seek or how to use the help they get. (2)
- There seems to be an increasing level of remedial need and if that continues our future will be more heavily geared toward teaching students how to learn. (2)
- Students are coming to school with increasingly poor communication skills…the social media age encourages these poor skills/techniques and it will potentially only get worse. (2)
- Long discussion on what will an honors student look like in the future and how do we identify and deal with this group of students (one example given was the fact that we give them ipads and in most cases they already have ipads) so that they get the academic rigor they deserve/have earned. (2)
- Students need better preparation before they can advance (3)
- Teaching social skills/professional behavior (3)
- Non-traditional students push them to think creatively regarding schedule. (3)
- They want to be on campus less to accommodate busy lives outside of Brockport. (3)
- Millennial students are rule-bound. Are they intrinsically or extrinsically motivated? (3)
- I’m looking for a place that will be nurturing to my child, where they can grow, find a life partner. (4)
- I am where I am today because of the social interactions I had in college outside of the classroom. (4)
- We make the assumption that bringing in higher-level students is effortless, but many don’t have the coping skills and we see that at Health Services. They need help figuring out what they want to do and be. What products and that includes people are we putting out-we don’t think about this. (4)
- Students who are used to having gadgets and who feel entitled to having convenience and their demands met are socialized as products of a particular class and society. The students that I tutor in H.S. and at M.C.C. have no such luxuries. They come from cultures with different models of learning like an apprenticeship model where you pick a wise elder to learn from and you trust that they know how to teach you. When I taught at an Ivy League school the students there double guessed my assignments and teaching practices-I had to remind them that learning required trust and risk taking. In 2025-if our students are to be from more diverse backgrounds in terms of class, cultures, and nationalities, we should be mindful of these middle-class based assumptions. (4)
- We need to see students as whole persons. (4)
- Continue if not grow the need for students and their mental health. (5)
- College is a ticket to get a job, a means to an end. (5)
- What are the trends we are seeing now that could impact our students in 2025? (6)
  - Technology, innovation (6)
  - Online courses (6)
  - eBooks (6)
  - Facilities (6)
  - Student engagement (6)
Impact on bigger society? (6)

How do we keep up as faculty and staff? (6)

How do you keep students engaged? (6)
  - How do you connect? (6)

Trainings and skill development? (6)

Skills vs. service? (6)

The recruitment of students will also change - social media will also impact that quite a bit. Athletics used to have a lock down on using social media, but now have the ability to use in recruitment. (7)

What will students be like when they enter? They will have much of it done before they get here. Graduate school will become increasingly popular and students will spend a shorter amount of time in undergrad. (7)

Face-to-face learning looks different. Higher education is no longer a traditional four year experience. 2025 will mean more of a modular education where education will be done in chunks. (8)

Uncertain about where a liberal arts education will fit into the college of 2025. Some expressed concern that the skills (esp. reading and writing) that a liberal arts education teaches might get left behind. (8)

The traditional college student will not go away all together, but there will be a whole new "universe" of students (non-traditional aged, moocs, certificate seekers, etc.). (8)

Flexibility of offerings--instead of taking 5 on-campus classes, students may have 1 online, 1 "modern modality" class, and 3 on-campus classes. (8)

Some participants suggested that our Gen Ed program is treated by us and students as an inconvenient step to get to the more interesting classes. (9)

See Brockport as a place that educates the whole student, not just the intellectual part of students. (9)

Face to face (11)
  - Importance of face to face experience across disciplines, for both faculty and students. (11)
  - ***Importance of face to face at the beginning of their college experience. (11)
  - Value of student independence on a residential campus, even for those living at home. (11)

Student preparedness (11)
  - Are they ready for college? How can we help? What kind of rigor is there for transfer student acceptance? What kinds of support is there for transfer students? (11)
  - Do we have to meet them where they are or push them out of their comfort zones? (We were divided on this.) (11)
  - Freshman seminars in history as a model for campus (tenured faculty teaching intro level classes) (11)
  - Writing intensives important for all disciplines (25 students in the class is big but okay) (11)

See/treat students as individuals and not as a collective, help individual students. (12)

General education is changing. (13)

Health and wellness - physical and mental wellness. (13)

What does the future student need? (13)
  - Students need a strong technological base - broader aspect...impact on society, emailing, Facebook. (13)
  - Health and wellness. (13)
  - Leadership class. (13)
- Diversify...the co-curricular. (13)
- Engage on the basis of relevance...opposite from the online or complementary to the online? (13)
- Let me learn the theoretical in my way...provide for me the experiential. How do you balance that with exploration? (13)
- Customer service versus maintaining rigor...you will adapt. (13)
- Many students will expect to attend much of college from home. (In 2025) (15)
- How do we prepare them for the real world? Research skills are critical. They need to write, think critically, and synthesize into make an argument. (15)
- We need to teach three critical skills – write, reason, articulate – are we still doing that across disciplines? Across departments? Within departments? We need a reinvigoration of our cultural tradition that has been set aside. (15)
- We will provide a way for ambitious people to progress by arming them with skills – write, think, speak in a logical, understandable, convincing ways. (15)
- Target older students who are mature? (16)
- Will there be two “classes” of students – one class of prepared students – the other who are not (16)
- Does this create the need for honor sections of each course? (16)
- Centralized international student service office, centralized Career Services (16)
- Will the students of 2025 view college as a training ground for a job or as a transformative, enriching experience that will enhance their lives? (17)
- We need to rethink our general education program. Perhaps look at a common core Humanities, etc. (17)
- Large classes with TAs can be successful. (17)
- Students should focus on basic skills: excellent communication (oral and written), computational skills. Less focus on major. (17)
- Students find it hard to communicate with their peers and faculty in face-to-face situations. (18)
- We need to encourage group projects, student interactions. (18)
- Interactions with people cannot be minimized. (18)
- A lot of students are working and it is very stressful for them to juggle it all. (18)
  - I better get out in 4 years – pressure to do so. (18)
- It is also good for them to be involved in clubs and sports and activities. (18)
- We should also look at returning students – we need to recruit them and be prepared to support them. (18)
- We feel students and their culture are changing—it’s about instant gratification, what can you do for me, etc. The idea of education itself is becoming a commodity. (20)
- Re: student services: if anything, we should increase these in order to service the potential population we have. APS doesn’t seem to have the weight that it should. Should be a 3-credit course. Add papers, consequences. (20)
- The students on campus have changed. Are we going to try to put a square into a circle? Or...should we find a way to reach out to the new students? (22)
- There's no way around it... we MUST adapt to the new environment. 12 or 13 years from now the current students may be parents themselves. If we believe our students are important why aren't they here in these meetings? (22)
- Students are changing (24)
  - Lots of personal “issues” – mental social concerns (24)
  - Student “Issues” Increasing (24)
  - Increased # of counselors needed (24)
• Faculty training – mental health issues – recognized (24)
  o No one person can be all things to all (24)
• Behavioral issues at high school are up and then come to our classes (24)
• Some “education” re: behavior and consequences (24)
• Focus on education the “whole” person (role models/student engagement) (24)
• Social/soft skills (25)
  o Etiquette (25)
  o Conflict resolution (25)
  o Inclusion (25)
• We will still need to aim for student interaction. Students struggle to communicate face to face. (26)
• Student involvement piece recreation offers social and emotional piece as well Students have a lot of stress these days...outlet for stress. Arts education cannot be in a vacuum. (26)
• More students coming here with issues. (26)
• Students are not ready academically or socially. (26)
• There is a demand for more single rooms. (26)
• Look at what the workplace needs and build competencies on this campus. (26)
• Students need to learn about teamwork. This can happen in the classroom better than anywhere else. (26)
• Worries: Our students do not read. They have little agility with language. We don’t just need them to read articles. They need to read books....broadly and often. By assessing their knowledge and critical thinking skills, we seem to be putting the cart before the horse. We cannot expect them to think critically when they have a shallow knowledge base and feeble reading skills. We recognize that many of these issues should have been confronted in high school but just because they were not, we do not have to yield and change our standards to meet their inadequate tools and expectations for the classroom. We mustn’t expect so little of our students. They understand the idea of goals, expectations and performance in sports – why do we assume that this is too high a reach in the classroom? We need to demand more of them, not necessarily more of us. (28)
• Is college just the next logical thing for these kids to do? (30)
• Liberal arts degree is important (30)
• Need to keep high standards (30)
• Students not prepped for College (30)
• Need more face-to-face time vs. less with the students (30)
• Need to learn the transferable skills that help them in the workplace. (31)
• How will we keep it affordable? (31)
• If we can’t change broader dynamic, what do we need to put in place to help those students succeed. (33)
• We’ve tried to do different things to bring them in and they see it as burden – they just want in and out. We don’t have the infrastructure to accommodate commuter students (33)
• I was on task force for advisement - Pushing the Penn State model – have one person in the larger department always available for advisement– students are scrambling they can’t find their faculty person – certain people advising – secretary ends up advising quite few people (33)
• What will graduating students need? (33)
  o Know how to learn (33)
  o Challenge teaches people how to work (33)
  o Some people would say that college should be challenging. If you don’t make it. Then you know what you are doing isn’t working (33)
Retention has become so important. I struggle with early warning systems, students know they are missing class, sometimes a little dose of failure is good for you. (33)

Know the owner of a big air conditioning outfit in Rochester. He tells me that if you have a failure at the university, send them to me. We need are not looking for scholars and we are looking for good people. (33)

So much inflation in education, a bachelor degree is not worth what is was. Maybe in 2025 one of our goals should also be placement in graduate degrees. (33)

I was looking at stats, 7% of the population has a master's degree. (33)

- Maybe besides all the good things, it is 4 years of prep for graduate school. (33)
- I think we have weakened the graduate school too. When we get kids accepted to good MBA programs and do well, it is some of the most satisfying feedback we can get – different measuring. (33)
- I believe college is a place to take risks, screw up change your mind, you find your place unfortunately the stakes are so high especially in the private schools – the financial stakes have gotten so high you don’t have the fudge factor. (33)
- A middle class kid will have a difficult time even affording a public school, if outcomes of college doesn’t improve and cost doesn’t improve will see more kids opt out. (33)
- Continue efforts to make seamless transitions from school to school. (34)
- Support services for every admitted student who needs them. (34)
- Services are expensive. (34)
- Help students learn resiliency. (34)
- The cost must match the value. (34)
- Flip the curriculum so that the first year grabs them, they get excited. (34)
- 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. (34)
Education-Online Classes

Online Classes are a major concern because there is no data to determine their efficacy. Major questions were raised about whether we should offer them and, if so, how many of our classes should be online. Very few positive comments were made about online classes; most focused on the potential downfalls of online classes. The loss of the interpersonal experience and engaged learning that students receive in the classroom was a recurring theme of discussion. Another issue was job security and the question of course material becoming public, devaluing faculty positions. A major argument against MOOCs was the loss of one-on-one interaction that is essential to the Brockport identity. Again, some were worried that the physical space may not be needed if we go to online classes. Some suggested that MOOCs may be good for graduate students, but not undergrads. General education classes are more likely to be made into online classes, devaluing the liberal arts curriculum. However, some mentioned that if we do not offer online classes that we might put Brockport out of business. Many suggested hybrid courses might be the best solution to maintain interaction with students. Overall, those in the 2025 Conversations had major concerns about the quality of online classes and as a result would be very hesitant to teach or offer them.

Education-Online Classes Unedited Comments

- Credit for MOOCs is an issue because as we consider these for credit others will give credit for these. (1)
- There will be more of a shift to on-line teaching and learning and we need to be ready to ride the wave however this methodology brings its own set of challenges (2)
- The loss of human contact will stifle creativity & make it more difficult to understand student behaviors and needs (2)
The out-of-classroom services will need to adjust as we do more on-line teaching, possibly see greater numbers of non-traditional students with different needs. What will teaching look like in 2025? It could mean coming together to meet 50% of the time. What about skyping? Giving info in class and then going outside the classroom to discuss it. That’s why skyping won’t work. Meeting someone in person makes a difference. Online classes - what is going to happen with that? The movement of online classes is huge. How faculty teach/students learn will be different. There will be more modality, online teaching will be enhanced/kinks will be worked out, online learning will be normalized from a student perspective, increase non-credit bearing learning both in the classroom and online, public service will be integrated into learning, increased presence of "moocs" (people with varied learning interests... learning to learn vs. learning to get ahead in career/gain certification). A few group members expressed concern with the rush to online classes for the wrong reasons moving forward. Some elements of education don’t work well online; don’t translate into our existing technology. Concerns that Angel is a low quality platform for online classes. Online classes have a bad reputation. Do students really even want online classes? A hybrid approach might work (e.g., lectures on line, discussion in person). It seems that business ideas are pushing online courses not educational ideas. Will Brockport take the risk, go against the top-down push for a cheaper, online experience and instead position ourselves to prepare students properly or will Brockport become a job preparation/training school? Be mindful of the appropriate use of online learning; maintain a healthy balance for Brockport. 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. 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. Students are not self-directed enough to make it happen in an online course.
• Enormous SUNY online network of classes. Certain campuses will have distinguished focal points. (13)
• Online outreach to more people than brick and mortar. (13)
• Being leaner, being online. Taking out non-core courses. A path to graduation that is quicker and faster is in our future. (13)
• Students need to have small experiences online so that students know what to expect - do it gradually. Throwing them into an online learning situation can backfire. Should begin in the high schools. (13)
• Cutting out interaction could that be lowering standards? (13)
• If the personal experience is what brings students to BROCKPORT, then how do we preserve it? (13)
• Campus has not provided much direction. Campus needs some guidelines...courses with experiential labs online? (13)
• Do I own this content once it is online? Will campus use my stuff and lay me off? (13)
• Large lecture hall classroom might go away - doesn't provide that face to face engagement. (13)
• Move to hybrid with lecture online and lab face to face. (13)
• Will online classes become cookie cutter? How make it improvisational? (13)
• Online teaching support system may be needed if one out of 5 classes go online. (13)
• How do we transition student support services to online bodies? (13)
• Wholly online degrees now Best practices for online education? (13)
• Need to improve our delivery of online learning opportunities. (14)
• Appropriately use online and hybrid learning, maintain a healthy balance for Brockport. (17)
• Online teaching may be the only way to grow graduate education. (17)
• Many tools available that allow online learning to be similar to in-classroom attendance. (17)
• Current stipend to develop online course is not an incentive. (17)
• Online courses are very time consuming and faculty should have a course release to develop them. (17)
• Online learning can be high risk for unprepared students. (17)
• There is a need for more instructional designers as the use of this pedagogy grows. (17)
• We should consider synchronous online education. (17)
• Fear that online students wouldn’t connect to campus life. (17)
• Considering if there is a push for on-line, how does it affect faculty presence, morale, roles and responsibilities in the department. (18)
• Certain content like labs do not lend itself to on-line classes. (18)
• In addition we (departments) need to know if science courses are on-line before accepting them as equivalent to our courses especially regarding those with labs. (18)
• 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. (19)
• 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. (19)
• 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.

- Students see online as the **EASIEST** way to get a degree. The liberal arts degree is nationally devalued by online “packages.”
- What we provide is time and modeling—a certain way of thinking and being—that can’t be done online. We **shouldn’t** though we probably will have to compromise and do some online work. Good for extremely motivated people who want to learn. It’s not the right pedagogy for everyone. We need to defend that education takes time and experience, even when we have to meet them on their own terms of short time and no-face-to-face experience (online, twitter, etc.). Interaction with each other and the educator. Hybrid courses would be better than fully online for these reasons.
- Some but not all online learning; access but not totally open access; student services but also academic excellence.
- Concerns about online education and what it would mean for us to go in this direction more fervently; this came out immediately.
- ARE universities going to be obsolete? There is lots of gloom and doom about f2f education in light of online learning.
- The college has to adapt to change... e.g. the emphasis on online learning. Facebook is a very useful tool to connect with students, and staff members can better serve the students through these sorts of media.
- If students go more online what do you do with buildings? You need to find a "value added" way of encouraging students to come to campus... the interactions that students have with faculty, the organizations we offer students, the opportunities to make connections.
- Some say that just because kids are hooked on cell phones this doesn't mean you have to cater to them. We want to be careful about cultivating narcissists. Harvard and MIT put their courses online for free to create a two tier educational system. We don't want to throw out the baby with the bath water. You have to decide how to negotiate MOOCS.
- Perhaps some sort of compromise can be struck whereby we allow some coursework to be taken via MOOCS and/or online courses whereas others will need to be f2f.
- Perhaps we can compare online learning with cliff notes. If you use cliff notes you deprive yourself of learning. If you use cliff notes IN COMBINATION with other tools, including original course content. An illustration of this is ITUNES University.
- Online learning should be reviewed based on pedagogy.
- What programs best lend themselves to online learning.
- Important for students to self-select into online learning for greater success.
- On-Line Education.
- Need for more flexible – course schedules
- Not just recorded lectures
- Greater interaction between programs
- Return to adult education & on-line
- Is the on-line approach convenient or pedagogically helpful?
- On-line across SUNY to combine to make a degree is not a bad idea?
- Build our sense of community/branding
- Increase in online learning
  - Defining a niche
  - Include engagement
  - Foreign students
- Hybrid courses
- Online for grad school
Do we still want to be a graduate school? (26)

Concerns about on-line degrees: How do you assure quality? Concerns about the quality of people who teach the on-line courses. How do you authenticate the student? How do you know the student who is taking the on-line exam is authentic? In some cases, education online can be OK, but the degree or certificate is given only after the person takes an in-person exam (like the CPA exam). There are some experiences, such as teamwork that can be gained by being on campus – on-line education makes the student isolated. It is protecting our brand name – (so we have to be careful how we award online degrees). Using software like Skype – may be an alternative. (27)

But to avoid on-line courses completely would be a bad idea (Kodak was doing a fantastic job in film photography; but did not adapt to digital early enough; see what happened! We cannot bury our head in the sand.) We have to adapt. When big changes are coming, we have to take a leadership role. People were willing to adapt to digital photography even though its quality was poor in the beginning. Similarly, people will be willing to adapt to distance education, if they can get a job after that. (27)

Is it going to be cost-effective to teach courses on line? You can have large classes. But it is going to be very difficult for the instructor to monitor all students, have one-to-one communication with each student. Even the internet can change – like cable TV there can be different bundles of internet access. (27)

Many of us had serious reservations about online classroom experiences. We don’t have a problem with streaming in students with something like Skype but the idea of a fully on-line classroom and/or degree program was of great concern. Part of a true liberal arts experience must include the interaction of ideas amongst faculty and students. This push for online courses is wrongly directed. Nothing can replace the face to face interaction in the classroom. The College must avoid falling into the traps of doing ALL THINGS NEW. We are allowing those who have yet to come here to push a pedagogical agenda that is not in the best interest of true learning. (28)

On-line courses, especially in the summer, with some professor connectedness, could be lucrative. There should be a limit to the total number of on-line courses allowed in any individual student’s academic curriculum. (29)

Online – TeleMed isn’t the same as face-to-face (30)

Online is a compliment (30)

Do we want to follow trends and swing like a pendulum (which always seems to suffer from a lag effect) (30)

Online Learning (33)
  o I know that some people embracing on line learning – I think online campuses and traditional campuses are going to weed each other out – some trying to be both (33)
  o Possibly place for online courses at graduate level and place for campus based (33)
  o Only certain course can be taught real well online, not the entire degree. How do you teach public speaking on line? (33)
  o Don’t think only one or other – I think blend – I don’t think all online will work, look at Phoenix. (33)
  o Skype could be good as an outreach function – It could be used for a unique course that does not have high enrollment and take people from other campuses (33)
  o College should be more than the sum of its parts (33)

Will online opportunities elsewhere hurt commuter enrollment at Brockport? (34)

How will we interface with MOOCs? (34)
  o Will we have on-campus “labs” that will play off MOOCs offered elsewhere? (34)
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. (34)

- Certainly no community (others agreed). (34)
- Some are so independent, they can succeed. (34)

Regarding MOOCs, are they going to get the kind of guidance they need to develop the kind of skills we’re talking about now? (34)

- University of Phoenix is now requiring some in person participation. (34)
- I think they are recognizing the need for some hybrid based on what we are talking about here. (34)

These online courses are technological versions of the correspondence course which has always worked for motivated returning students... (34)

- Or very focused motivated, traditional aged students. (34)

If more online – maybe need less infra-structure (35)

- Need more online than we have but don’t lose the personal (35)
Participants agreed that technology can be helpful as long as it is used properly. It can be a distraction in the classroom, especially when students are on their phones using social media. Group members emphasized that the interpersonal connection is still important and technology should help strengthen, not hinder, that connection. Participants questioned their ability to teach the technology if they are not experts and skilled in the technology. Brockport will need to keep up to date with the advances to offer technology based courses.

Education-Technology Unedited Comments

- More flexible to make changes. Technology changes will force us to be flexible. (1)
- How can we use technology to assist in experimentation? Assist in activities outside the classroom/laboratory? (3)
- How to address concern (from students and perhaps other faculty?) that labs are too vague when the goal is to be open to experimentation? (3)
- Is technology a distraction or the way they learn? (3)
- How do we teach them to assess information? (3)
- How can technology assist in increased participation (i.e. Skype between MetroCenter and Brockport) in outside classroom activities? Faculty fear experimentation. (3)
- I feel that Brockport already does a lot of what is mentioned in this article (by Chronicle Research Services) in terms of providing instruction from hand-held devices. But individuals embrace technology at different rates. (4)
- A pen and a chalkboard is technology. Yet the most inspiring teachers were not so because of technology. I think all people yearn for a real connection with each other. You can’t replicate that online. (4)
- Classrooms? (6)
  - Smart-classrooms? (6)
  - Kids are learning at an early age? (6)
- Technology will continue to play a huge role and social skills themselves may adapt, but will still need to be taught. (7)
• Texting, digital media, smart phones...students will increasingly want more convenient and more economical ways to learn. Students will want a more economical and nontraditional way to learn and digital media may be seen as the economical alternative. (8)
• The group agreed that 2025 students will be immersed in technology. (9)
  o Shouldn’t let technology drive how learning happens. It’s just a tool. (9)
• Is technology a skill or a tool? (11)
  o Valuing old skills. What new skills do they need or do they have that we as faculty haven’t noticed? Do we need to master those new skills as well? Or can we mentor without expertise? (These questions came up around technology issues in particular.) (11)
• Use technology correctly to preserve smaller class sizes. (12)
• Use of technology? (12)
  o Should be used to get students engaged in classroom. (12)
  o Should be a ‘tool’ but not a driver of education. (12)
  o Students need face time with faculty in classroom. (12)
• Motivating students with the technology. (13)
• Using technology appropriately in the classroom...the technology is present in the classroom but too many faculty do not know how to use. (14)
• How do we integrate the various tech portals...email, angel, my Brockport. (14)
• The resources are wonderful and overwhelming. How will we let students use them well and incorporate faculty as well. (15)
• Big publishers push on-line sources and that is a balancing act - but what happens if we are “unplugged” for any length of time – we are becoming dependent. (15)
• What about textbooks on-line? Out of control costs are driving this – customizing text books on-line may be the answer – why not if as effective?? (15)
• We have been slow to adopt technology over classrooms – faculty is resistant and the class discussion is absolutely essential and cannot happen on line. BUT there are many students who will not participate because their lives will not accommodate. (15)
• Angel is a great asset and used often in some courses – how is they being used in courses across disciplines? Is there resistance to using the technology already? How can we progress if the faculty is not using what we have? How many are fully using Angel? (15)
• There are groups who are not and will not use the technology and so we have a mix that can work if we can create hybrid and gel faculty to do some on-line education – textbook manufactures know this and are doing it. (15)
• Technology will play a BIG role in the future College. (16)
• Technology should be used to get students engaged in classroom. Should be a ‘tool’ but not a driver of education. (17)
• Website: is a showcase for those who know us. Need better navigation, etc. (17)
• Digital media seems to be taking over. (18)
• We don’t know how advanced the technology will be in the future. (18)
  o It could be even more advanced then skyping. (18)
• Sometimes meetings have to happen over speakerphones, and people be taught over the telephone. (21)
• Teaching through technology relates to the class of 2025. Students already don’t know boundaries of space or time. (21)
• Even with technologically enhanced teaching, we will still need a campus space, a community is people. (21)
• 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. (21)

- We need to be committed to distance education. (21)
- When we talk about technology... for our grandparents things were the same for many years. It feels like things will need to change and we need to move along. Focus groups with kids about what they want would be useful. A focus group of Ellsworth scholars with "rank and file" students would provide a cross section. (22)
- Students will be technologically savvy (24)
  - Will we have appropriate technology? (24)
  - How do we finance things? (24)
- Look at making cuts in duplication of technology (24)
- Digital literacy (25)
  - Helping students find and organize info (25)
  - Digital library (25)
- Technology will be more important. (26)
- We are not living in 2013 technology wise. (26)
- College needs an app. (26)
- Students already don’t read email. (26)
- Students don’t even know where to find the information. (26)
- How does technology affect you? Some people felt that it was a threat. Face to face education is better than on-line. Push towards on-line education is coming because of economic considerations. (27)
- What kind of students are we going to have in 2025: Technology savvy? Too much multi-tasking? Able to use internet, Facebook, Twitter, texting with ease; have short attention spans? Lack ability to focus on one thing? We should have quiet places (in the library) where there are no distractions – just focus on one activity. (27)
- Keep the campus up to date as much as possible with the latest classroom technology, and assist professors with training in this technology. (29)
- Enable students to be employable with appropriate programs in technology, business, health/medical, and other “hot” fields. Eliminate underutilized programs. (29)
- Does technology lead to lazy students? (30)
- How do we teach them to be responsible with technology? (31)
- See more online classes. How can technology be used to enhance their learning? How can we prepare our students to be better teachers with technology already in the classroom? (31)
- Can we accept that our students will just be better at technology than we are? How do we work within that? (31)
- Technology and information/digital is the future, we need more courses that focus on technology; courses/work in the future will be mostly interdisciplinary; technology playing a big part; our students are not ready for this – need to think more along these lines and include technology from the start and in many Gen Ed courses. (32)
- Technology is a tool; it is not a panacea; it has not transformed our world (33)
- Technology – the life span of any new technology is shrinking, a couple of years ago you tube, and then everything Facebook and it will be replaced by something else. We can’t ignore. If we put all our eggs in the tech basket, it is a horrible way of becoming obsolete (33)
- People still need to write to use a computer, need know basic accounting skills to use excel, still need know about a good presentation use power point effectively (33)
- There is fundamental knowledge on anything (33)
- Will PhD programs produce tech-savvy pedagogues? (34)
• The world is smaller as a result of technology – information comes to them (34)
• Technology – it outpaces our capacity to adjust and consume. We can’t envision it necessarily but we know it will be very different. (34)
Enrollment
Recruiting efforts at Brockport is a major concern for the future. Aiming for the quantity of students over the quality of students will lower student preparedness and require more remediation and services. Another concern was that Brockport by trying to do too many things the quality of the education offered is reduced. Some suggested that Brockport needs more scholarships for high-achievers so they do not go to other colleges. Another question was whether the number of transfers will increase or decrease as this may influence the culture of the college. Overall, enrollment concerns and comments were scattered across different subjects, but all agreed that the quality of the student matters more than the quantity of students.

Enrollment Unedited Comments
- Why would they come here as opposed to a less expensive community college? (1)
- For the next 13 years we will continue to draw regionally. Should we reach out to high schools? (1)
• Increased # of traditional students in their area (Psychology). Less prepared for college. What motivates students to learn? (3)
• Homeschooled students are increasing. (5)
  o What do we need to do to attract them? (5)
  o How do we fit their needs? (5)
• Promote, differentiate, describe ourselves in our marketing. (5)
• Better at marketing outside of this area. (5)
• Retention rates? (6)
  o Tier 2? Retention is down.... (6)
  o Structured experiences...EOP is example (6)
• We need to start recruiting to the entire family - start working with community leaders, families, not just to the student. It will put us in a better position to compete. We need to be prepared for the conversation that when we bring people in, we need to support them. We need to make sure that if we bring over international students, for example, we are truly providing them access to the same programs that other students have. The same is said for other populations - students with disabilities, non-English speakers, etc. (7)
• There is also an educational gap - hearing stories that there are not enough technical skilled employees. We need to provide more opportunities to have technical expertise. There will still be a desire to be in a campus community, but maybe they will be using iPads instead of books. Positions may go unfilled because we don't have a trained labor force. (7)
• Admissions standards will change as the DNA of students change. (8)
• We need to do a better job of selling our great programs. We were all amazed to learn about great things we were all doing in the community, but that others of us never heard about. We have many hidden gems, which should be highlighted. (10)
• Find the best students to come to Brockport and not play a numbers game which enrolls poor achievers that leave. (12)
• Constant theme of helping high achieving students who for financial reasons have to leave. (12)
• College requires minimum student enrollment every year to maintain its current size, do we need to be this size, and quality suffers due to need for quantity. (12)
• New audience of students. (13)
• Maybe our image needs to be tailored to the adult student. We did a great job in the 80's! Then Dr. Yu got rid of many spaces on campus. (13)
• Target audience for open SUNY are the people who did not finish school the first time. (13)
• Maybe we are trying to educate too many people – maybe we need more trade schools and need to stop squeezing people into one mold – we are trying to train thinkers who need to fit into the world of work and career – are we training people to also find work – loan debt is astounding. (15)
• Recruit the most qualified students to come to Brockport and don’t focus on numbers which tends to mean less prepared students who are less likely to be successful will be accepted. (17)
• Support scholarships for students already at the College. (17)
  o No high performing students should have to leave because of finances- (17)
• Numbers of traditional aged incoming freshman currently declining; trend will continue. Brockport has been slow to respond to this. (17)
• Numbers of graduate students declining, particularly in Education. Again, we have been slow to respond. (17)
• Less high school kids graduating, how we maintain our enrollment, there are correlations with higher GPA’s and student behavior. (18)
• Enrollment issues – enrollment management – not just quantity versus quality
• Ethical issues with nursing and athletic training for example – take in a lot of students but many will not make it. (18)
• We want to be recognized as a branded college but if we do not have the support it is very difficult to do so. (18)
• See the number of HS graduates as a huge issue – faculty will need to take on that role more. (18)
• Marketing – very excited that we were able to run a commercial. (18)
• Need to help people and departments learn how to market on their own as well. (18)
• Social media can really help get the word out about our college and departments. (18)
• Get faculty more involved with admissions to help recruit students, we use to take trips to the community colleges and that has not happened in a while in some departments. (18)
• A group went up to Fort Drum to do some recruiting - it was an employment fair but they went to it. (18)
• We should keep our current size. Not able to have interdisciplinary exchanges in a bigger institutions. (20)
• Identify markets (25)
• Nursing, med tech (will these careers be saturated) (25)
• Enrollment will stay the same because of campus size. We are in the workhorse category of SUNY schools. (26)
• When students come here students don't want to leave, even if we don't have their program. (26)
• We are in the business of turning out teachers. (26)
• We have traditionally been more physical Ed than primary education. (26)
• We need better marketing of the College. We have some billboards (on Route 104, etc.) but they are obscured and not easily visible. (27)
• We do a bad job of supporting semi-local (i.e. students who are from nearby places, but not local, not international) students. They do not have convenient transportation to the airport. (Some transportation is available – frequency is not sufficient.) They may need a place to store their stuff when they go away from campus, but there are none. (Something about a Western-NY-Cliff – I didn’t understand!) Previously the college used to own shuttle buses – but now that is contracted to some other organization. (27)
• What will the first year experience will be like in 2025? There was not a clear answer. (27)
• First weekend, students are lost. We should have many ‘nets’ to catch them. We should reach out to commuter students. They need places to meet. (27)
• Heard some comments about the Open House on Saturday. Admissions heard positive comments. Breaking them into smaller groups was not a good idea. Earlier, there used to be tables for each department – students and parents used to stop by at as many tables as they want and have a one-on-one chat with department reps. but now, they follow the rep as a group. Some people are very talkative – they monopolize the conversation. Others just keep quiet. If someone wants to double major or a minor in another subject, there is no chance to see two or more reps. (27)
• Transfer students: Will their numbers increase or decrease? It depends on the economy. (27)
• Two years ago we had huge number of transfers. Now, not so many. “Seamless transfer” is being addressed at the SUNY level. (27)
• Students are attracted to Brockport initially by our academic programs. It typically takes a successful visit to “hook” the students. An attractive campus, with state of the art SERC facility, comfortable residence halls, and enticing programs at the student union, will invite and keep our students. (29)
• Actively pursue “legacy” students, sons/daughters of alums. (29)
• Growing our graduate programs could increase the economic well-being of the College, graduate tuition tends to be more expensive than undergrad. (29)
• Traditional students should be the focus of admissions (30)
• There is more than one segment of students: traditional, professional, non-traditional (30)
• The students who have gotten the most in the years I’ve been here are the Presidential Scholarship Awards – they came from across the state, they did well, and they got a free ride. I think those folks got the most and gave most back to the college. (33)
• The campus trying to be all things to all people is an issue that will ultimately end up with not being enough for anyone (33)
• I see campus trying to be all things to all people – something to be said to reaching out to different populations (33)
• Like to focus on fewer – I understand that I am saying this as the population is Decreasing (33)
• The high number of transfer students is an issue. (33)
  o There are days I think we are just a community college for juniors and seniors (33)
  o There is a difference between native students that come as freshman and transfer students who come from a community college. Transfer students are not bringing themselves in – They just want to fly through. They don’t ever feel like Brockport students; many stand out as lazier students to us. (33)
  o Our department (KSSPE) has so many transfers (33)
  o 2/3 of students are transfers in the business department (33)
  o Some wonderful and typically (33)
• 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. (34)
• Two year drop in education enrollments. But then transferable skills in education and liberal arts, research, critical thinking, communication. (34)
Identity
Participants in the 2025 Conversations did not have a good grasp of the current identity, or DNA of Brockport. As a result, participants wanted to focus on the current identity before they tried to predict what the future identity will be. They were not sure Brockport should try to be an Ivy League school or achieve a national reputation. They questioned whether Brockport was offering too many or too few program. There was some debate about how Brockport should sell itself to the community and others interested students. Some suggestions were to emphasize Brockport’s quality, affordability, small size, and individual attention to students. One comment sums the concerns perfectly: “Aspire, Engage, Excel at what? What are we selling?”

Identity Unedited Comments
- Trapped by a sense of history (how it’s always been done at Brockport) (3)
- In 2025, how should we think of ourselves? What would Brockport give students? (4)
- Liberal Arts are core to who we are. What do employers and students value? (4)
- Universities have to break down disciplinary silos and create opportunities for collaboration. New majors can be created at the intersections between disciplines that will attract students. Where we are headed, we’ll still need brick and mortar schools to give people skills. (4)
- Brockport should emphasize our quality and affordability, since we’ll never claim the name of elite schools. We don’t need to be unique-by offering quality at a cheaper price, that’s the distinction. (4)
- What will SUNY look like? (6)
Community colleges role? (6)

- What will our students look like? (6)
- What will the work force look like? (6)
- A few people voiced concerns that our institution is not staying current, adapting our degree offerings to the needs of our society. (9)
- Our DNA can be recognized by our investment in students as individuals. In other programs (large universities or online programs), students can be lost in the shuffle. Our group really believed that small class sizes, a focus on the development of the individual, and a deep commitment to developing a caring community of learning would set us apart from the "competition". We believed that our current reputation is that we provide students with a solid, affordable education. We thought it would be important to build upon that reputation, while also really selling the sense that Brockport is a place where the student is nurtured to develop him- or her-self. (10)

- Are we moving to a SUNY Degree versus campus specific degrees? (13)
- Need more Brockport pride...students (14)
- Where have we been – where are we? (15)
  - 1988 - College has come far, as far as where we want to be – Successful, Middle States, scholarships, activities, engagement, formal business school, grad school – we are growing well! (15)
  - Lacking in how we treat QAR – tenure track faculty are endangered and not replaced. (15)
  - Mission statement highlights the distinguished faculty but what have we lost? Some very pleased that reliance on adjuncts is down significantly. (15)
  - The requirement to have PhD even for QAR will increase quality – but it needs to be expected that these will turn into tenure track. (15)
  - Commitment of faculty as the place they want to be rather than a place on their way up. (15)
  - Brockport makes it possible to be here for the students and do our research. (15)

- What will be the purpose/function of Liberal Arts Colleges? (16)
  - There might be a work-study – working in a community and study in college. May be this would be the new model. (16)
- Are we going to change our very nature driven by costs of education? Residential Liberal Arts Colleges? (16)
  - What will the Harvards and Yales do? (16)
- How will we define an “educated” person? Will this be defined again by the demands of society? (16)
- There will always be the IVY Leagues – who will come to Brockport if we are a residential Liberal Arts College? (16)
- If schools in the SUNY system are required to “merge” somehow, how will that look in 15 years? (16)
- Also generally not certain of the College’s goals. (17)
- What can we do to make our college unique? (18)
- Education should continue to be looked upon as a strong point, it is what we have our roots in. (18)
- Need to develop a culture of philanthropy – we have (18)
  - How is the money is going to be used? (18)
- 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.) (19)
• 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). (19)
• Small nature, close community. Individual attention. Allows us to personalize advice. (19)
• We are fairly good at general education. 66 of 120 hours outside of major are good. But they should explore broadly, instead of double majoring and still coming out somewhat narrow, despite the “outside of major” requirement. (Question: Do we have a higher number of double majors than other SUNY institutions?) (20)
• Glad we are affordable for students who seem to appreciate their educations—less sense of entitlement than many college students nationally, though we discovered this differed at the College by discipline. We do want to keep our sense of “open access,” but feel there’s a move towards elitism. Don’t feel we can sustain that. (20)
• It seems wrong to some that we’re pushing to be something other than our regional self—to become a national institution. On the other hand, we would have to shrink, have a much smaller population of students, if we don’t stretch outside our region. We need to be more realistic about what we can offer and marketing ourselves in that way. (20)
• What will our society of 2025 need that Colleges can do? (21)
• 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. (21)
• 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. (21)
• There is a great deal of concern that we have an identity crisis and members of campus have a hard time identifying our current identity. (23)
• The cultural history of our campus is important to our identity. (23)
• What academic programs are really at the center of our focus? (23)
• What academic programs should be receiving more or less funding? (23)
• What academic program balance should we have in 2025? (23)
• Should some academic programs be evaluated or reduced to provide greater support to those that are growing or are in demand? (23)
• What administrative overhead could be reduced to provide more support to academic programs? (23)
• The College needs a clearer academic identity for 2025. (23)
• The product that we sell is unique... tradition, and personal connection. (23)
• Hour long classes made Brockport unique (24)
  ○ What is our “different” component? (24)
• Aspire, Engage, Excel at what? What are we selling? (24)
• Value for money and focus on undergraduate education? (24)
• Balance between tradition and flexibility/change (24)
• Are we the “Academy” or are we a “Business”? (24)
• “Idealism” vs. “Realism” (24)
• Need to cut down majors? Prioritize what will align with employment and attract students (24)
• “Education” and “Marketing” should be cooperative not opposed (24)
• Decide what we want to be nationally recognized for? (24)
• We have a humility hangover that we need to overcome (24)
• Change our culture/perceptions re: public funding? (24)
• Sell ourselves as a “great value” not “affordable” or “bargain” (24)
• We are a traditional liberal arts college. Online degrees from MIT Academic core vs. job market 2025. (26)
• If our three cores are physical Ed, dance and teaching we should do more to reach those students. (26)
• Do we become an upperclassman school? (26)
• What is Brockport? (26)
  o It was a teachers college until 60s. (26)
  o Physical Ed a big part of who we are. (26)
• How can we tie in to being flexible in delivery? (26)
• College has done a good job in the area of “wellness”. Smoking ban on the campus is a good policy that promotes wellness. SERC is a wonderful facility. It has encouraged a lot of people to join – and there by improve their health. (27)
• Finally, some confusion about the focus of the administration. Should we work to improve community engagement or does this work against us being “nationally recognized?” Many commented once again that they did not know what “nationally recognized” meant. Some argued that it is nothing more than getting our students’ entry scores (SAT’s, ACT’s etc.,) up to a nationally, competitive level. Yes? No? (28)
• Much of our conversation went back to the state of the College now and our present concerns. How can we discuss the nature of 2025 when 2013 is loaded with problems? First, we need to recruit better students. All agreed that our students are largely poor readers and writers. We need to seek out those students who come better prepared for a true college classroom experience. We’d rather put money into scholarships and a SERIOUS push to get these excellent students in the classroom, than spending it on administrative positions or initiatives. All agreed that the College has become too top heavy with administrators and professional consultants. (28)
• The way in which our schools are divided is counterproductive to the best interests of each discipline. Many believed that there should be a School of Humanities and Social Sciences and then a separate School for the Arts and Performances. Rarely, do you see all of these combined in one school. Not a good idea. (28)
• We also agreed that we need a better understanding of what our College wants itself to be. Are we a true liberal arts college or a school of professions, who trains administrators and professionals? Is there a difference between training and educating? We all agreed that we still largely hire colleagues on the “old criterion” of best schools, publications, broad and rigorous scholarly pursuits, etc. We use these traditional models to hire new faculty and yet, we are asked to think about the classroom in an entirely new way with students who do not read extensively; who are largely a-historic and a-political. Are we not widening the gap between pedagogical expectations and actual competency, on the part of the students? (28)
• In 2025 will the College at Brockport be a nationally recognized master’s college, or will it continue to be a great undergrad college? (29)
• Can we be agile and responsive as a State institution? (30)
• The legislature and SUNY Central want to retain control but get in the way (30)
• Brockport is affordable. How do we continue to be that? (31)
• We have more to sell than we are selling – we need more people to sell across the region. People will hire graduates that have collegiate level skills who want to work, regardless of the major (33)
• The future Brockport will more like the current Brockport than different from the current Brockport (34)
  o A face-to-face experience will still be important (34)
• Should Brockport consider moving to more career/technical programs/or better integrate technical with liberal arts (34)
• A place of opportunity (34)
• 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? (35)
  o Customer service – we respond to what a student needs – (35)
  o Faculty are accessible – care about the individual student – we should retain that aspect (35)
  o Open access to faculty – what the online universities cannot do (35)
  o Small enough to be a neighborhood. (35)
  o Not too big to become unfriendly (35)
  o Feels small as large as it is (35)
  o Close to a big city but retaining the rural character. (35)
Pedagogy

When discussing pedagogy the groups agreed that one learning style does not fit all and students and faculty need to adjust to various learning and teaching styles. There should be more engagement as teaching is not just a lecturing. All emphasized that the student-teacher connection is very important and small class size separates Brockport from other colleges. As a result of changes in society, general education and liberal arts requirements may need to change. Lastly, Brockport should emphasize learning first and degree completion second.

Pedagogy Unedited Comments

- Grounded philosophically/pedagogically, flexible in teaching modality. (1)
- What to learn? Ceding control of fixed content in the interests of innovation how to inspire faculty to do more/experimentation vs. not a lot of experimentation, simply meeting basic demands of the job. (3)
- Older faculty need to learn from newer faculty. How do we get the students to own their own learning? Do standard course objectives limit freedom of teaching? Faculty resistance to standardization – rather than valuing teaching to one’s strengths. One size doesn’t fit all – for faculty or students. (3)
- We need to think of alternate delivery methods of information, like modules through video and then bringing them in physically to facilitate, because kids still need guidance and the development of skills (like social skills, collaboration). The traditional lecture model will decrease. It will remain valid but it will morph into something new. (4)
- Like the book, Feed, knowledge can’t be stuck in people’s heads, they need to be taught to put it in practice. (4)
- It’s more than about getting a job. (4)
- We need to be open to different ways of being. All my student employees have my cell phone number. They connect with me on Facebook. I can find ways to teach them the appropriate use of technology. We still need people in a brick and mortar location. (4)
- Can faculty provide a real connection? I don’t see it. (4)
  - They can-in classes of 20 or less, not 50+ (4)
- I’d say it should be the opposite (about online teaching). Once we’re inside, together, then I can do something with that information. (4)
- Brick and Mortar doesn’t mean physically at Brockport. The Memphis service-learning trip is an example. To stand next to that person and be where he stood was an experience. (4)
- We need to continue to teach students how to focus (they can’t focus with just oral lecturing and PowerPoint visuals). They are kidding themselves to think that adding two extra gadgets won’t affect their focus. And face-to-face skills will remain key in the workplace. (4)
- Pedagogy needs to match the style of the students. (5)
- How do we get them the development they need? (6)
  - Transferable skills (6)
- Learn how to work through conflicts? (6)
  - Residential experience? (6)
- Faculty need more professional development around assisting students in their skill deficit areas. An example raised was the poor writing ability of students. Many of our participants were never taught how to teach good writing. So instead of teaching students how to write better, we simply correct them. (10)
- We need to consider how we can strategically and purposefully support students who are not academically prepared to succeed in college. One idea was to model the International ELA
program (that supports the learning of English for an intensive period, with hopes that some of those students would choose Brockport) and create intensives for college-readiness and hope that some of those really successful students would then choose Brockport. (10)

- The college should continue to support inter-departmental collaborations as they help students to see how their learning in each discipline is inter-connected and can support the transferable skills that will be necessary for the workforce beyond 2025. (10)

- Value of liberal studies/breadth/interdisciplinary. (11)
  - Multiple faculty viewpoints (11)
  - Concept-based approach with multiple perspectives on the same topic mandatory
  - Minor? No block sections, closes exploration. (value of block for first semester for building community was acknowledged) (11)

- Keep learning emphasis on reading text and not succumb to visual aids as the primary learning source. (12)

- Retain the critical thinking component in pedagogy. (12)

- Retain collegiality among faculty so that faculty can work together to benefit the student. (12)

- How might pedagogy change to adapt to new ways of learning? What role will technology play in learning? The flipped classroom? (12)
  - The current semester model may be outdated. (12)
  - 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. (12)
  - Use of the mind is the key rather than memorized facts in courses. (12)
  - A liberal arts education transforms students who then transform the world around them. (12)
  - 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. (12)

- The MIND is the key and this must be the selling point to students coupled with skills rather than just learning specific kills to complete a job (which could change over time). (12)

- Pedagogy has changed for the better over the years; professors were not as interested in student engagement or student feedback as they are now. (12)

- Informal interaction needed between faculty. (13)
  - Weekly/lunches free for faculty. (13)
  - Might fuel collaboration, interdisciplinary stuff. (13)

- Need more of a modern adaptation of teaching methods...need to get away from straight lecture...should be more active, varied, uses technology, short segments, student interaction and involvement. (14)

- Faculty will have to commit more time to these distance learning requirements – it will require you to be available 24/7. These types of learning also require high commitment of the students as well. (15)

- Maybe we should be pushing the pendulum back because of the self-esteem movement – education has fallen into the trap of homogenizing education because we want everyone to feel good about them. (15)

- Can we continue to offer what we offer in the way we currently deliver courses? (17)
  - Consensus is no. (17)
  - Continue to focus on the critical thinking component in pedagogy (17)

- 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 (17)
• Pedagogy has changed for the better over the years, professors were not as interested in student engagement or student feedback as they are now. (17)
• A new trend is that students may choose to mix and match to get their degree. (18)
• Some school are doing things like – “try our course”. (18)
• There is still a group of students who want the more traditional path. (18)
• Learning styles, lend itself to the traditional format for learning. (18)
• Maintaining student-teacher ratios – maintaining contact with students. (18)
• Maintaining the quality of programs in that should be done in the classroom. (18)
• Our strength is our faculty – we tend to be available – we teach our classes. (18)
• Strengthen advisement by having counselors for at least the gen eds. (18)
  o May consider department wise advisors. (18)
• Formation of a program that can be agile – something like Delta College – where things can be more streamlined. (18)
• Office hours need to be wider. Evenings, weekends, maybe not the middle of the night, but close. Better consumer service. (19)
• How might pedagogy change to adapt to new ways of learning? What role will technology play in learning? The flipped classroom? (19)
• 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? (19)
• 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. (19)
• There are many different ways of learning, and we’ll continue to experiment with those. (21)
• For teachers the current requirement for specific majors (as opposed to an education major) really serves the students. (21)
• We must be heterogeneous – we must be all things to all people. (21)
• More flexibility needed in the curriculum and policies, so students can get what they need. And in state and federal regulations. (21)
• We must have high expectations of students. (21)
• Scholarship should continue to be an important part of faculty life at Brockport – engaged with discipline(s). (21)
• Faculty from the field, who “have done it,” and know what they’re talking about, and that attracts students. (21)
• For 2025, more relationships between faculty and students outside the classroom, either one-on-one or in small groups. (21)
• The belief that we need to achieve a good balance in our teaching approaches in order that we may retain our natural DNA-like advantages and uphold our traditions. There was recognition that we may need to do things differently in terms of the offering of summer programs and other non-traditional offerings. (22)
• We need to adapt to teaching ways, methodologies, and ways of contacting students.
• Modular possibilities are real possibilities...faculty who teach in clusters and not in departments. (22)
• This would help students too. The UK has lots of these sorts of programs... (22)
• Different approaches to teaching (24)
  o On-line – flexibility (24)
  o How can we be unique? (24)
• Face-time with professors (24)
• What’s missing from Brockport is a culture of learning at an undergraduate level (24)
• Small class sizes dedicated faculty who are engaged in Research (24)
  o Important to keep small class sizes (24)
• There are two different types of education: Training and Education. You can do training on the computer. But education – you have to do it face to face. (In 2025) we will probably have a combination of both on-line and on-campus education. (27)
• How is gen-ed going to be different? First we should ensure that the resolutions (about gen-ed) passed by the Senate are strictly followed. Gen-ed teaches students about many subjects. It is essential for a liberal arts education. (27)
• Would we assign teaching responsibilities to graduate students? Faculty may teach and GA’s do recitation. (27)
• Currently 60% of the Gen Ed classes are taught by non-tenure-track faculty. (27)
• We are over taxing the faculty and staff. Faculty are rewarded for research, but we want them to be involved in student activities. (31)
• How do we set it up so the people who want to teach can, but those who want to research can? We need to change the culture and reward both sets. (31)
• It would be huge impact stuff to have faculty talk about their experience. But how do we find them the time? (31)
• Some of the best faculty do both. They research and do great work with students. That change in culture is greater than just Brockport. (31)
• We can see the readiness in the tier structure. We could use different resources to assist those populations. We need more in advising. Less registration and more assisting. (31)
• Is it important to teach students how to read volumes of literature or just where to find the information? (31)
• Don’t like the idea of a liberal arts education going away. Agree with the value of it. We have to communicate that with parents and students. (31)
  o Alumni can help spread the message. (31)
• Good student focus – not all professors, but many (33)
• Most people teaching what we really know, good division of teaching and scholarship – and certainly things that could improve – not enough support for meeting the scholarship requirements (33)
• What is the impact of the liberal arts on the big five? (33)
  o We rely on them for general writing critical thinking well rounded individual understanding the world around them and their place in the world; without it we are a tech school we could be RIT (33)
  o With liberal arts you understand your place in the world, its humbling. Unfortunately so much of our general education courses are taught by adjuncts. They are trying to patch courses together to make a job from multiple schools (33)
  o We are trying to put part-time student in a full-time role – we have students that have children at home. They are not going to an evening lecture, football game, etc. – And they add value to the class. Student affairs get a lot of resources that are not core to what the campus is about – sometimes I think we’ve lost our focus (33)
• Faculty issues (34)
  o Not sure if tenure will continue (34)
• Can some faculty positions focus on service and community outreach instead of scholarship – depts. would have to decide what balance would be best (34)
• Future of teaching will be mentoring, coaching, facilitating – rather than lecturing as content expert (34)
• Part time vs. full time (34)
• Should we share faculty across institutions? (34)
• Should our curriculum be based on organization of concepts instead of distinct depts. – i.e. significant parts of health/wellness content could be team taught to students in a variety of health fields (34)
• Expect students will still need assistance in developing critical thinking skills and communication skills (34)
• This shift in teaching practices will require continuous professional development opportunities for faculty (34)
• Would a summer orientation program for new faculty be helpful? (34)
• Who will we teach in 2025? (34)
  o What will that learner “look like?” (34)
• What does faculty work look like? Are we organized by department? Will the “stool” have three legs? (35)
  o We might be organized in clusters of disciplines using a holistic approach. (35)
• How might pedagogy change to adapt to new ways of learning? What role will technology play in learning? The flipped classroom? (35)
• If students are willing to do so our method of delivery will evolve (35)
• How will high school have changed that is at the crux of the pedagogy discussion (35)
  o Hopefully we will adapt to the students we have not those that we used to have (35)
• Will writing be that important? It may not be in 2025. Consider the current software with algorithm to write newspaper articles. (35)
• What is the value added part? (35)
• Writing and reading must stay central. (35)
  o We must supplement what was missing in their high school education (35)
• 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? (35)
• How far will graduate education go? It is vital to us now, probably should be in 2025 (35)
• The “so what factor” – critical thinking is vitally important (35)
• More interdisciplinary to give students options (35)
• Accreditation plays a part in the success of the college – most likely will in 2025. (35)
• We might add for new professions – what industry and business demands (35)
• Certificates are secondary to our liberal arts core (35)
• Value added not stand alone (35)
  o Demographic changes will shape the curriculum of 2025 (35)
Challenges
The Brockport faculty is challenged by obligations that stretch their time too thin decreasing the quality of their work was mentioned repeatedly in the conversations. Another challenge what how to promote and teach critical thinking skills and engaged learning. Those in the 2025 Conversations emphasized that there needs to be more collaboration across departments. The increasing cost of college influences raises issues with students about the quality of the education they receive and prevents them from participating in beneficial out-of-classroom activities. Lastly, faculty members expressed a concern that more tenure-track-faculty to reduce the reliance on adjunct faculty.

Challenges Unedited Comments
- How do we foster intellectual curiosity? (1)
- The Brockport experience needs to be defined. (1)
- Decrease in state funding…will there be funding? (1)
- This predicates on a faculty that’s fluid and fluent…there must be an investment in the faculty to be prepared to address and generate change. (1)
- This is the point of the discussion. (1)
- Are certificate programs where we need to be looking? (1)
- How can we be flexible? (1)
- It takes too long to make changes in curriculum and policy …. flexibility to react to student quality/challenges, etc. will have an impact (2)
• The changing ‘job description’ of our faculty (2)
  o Cross-discipline teaching is going to be the wave of the future (2)
  o Critical thinking and communication skills need to be integrated into every single course curriculum (2)
  o The traditional teaching methods will longer exist….faculty have to teach in ways that students learn and will have to adjust ‘on the fly’ which will be a great challenge. (2)
  o There will need to be more cross-divisional cooperation especially if there is less faculty student contact. This will make it increasingly difficult to identify student needs/wants/issues. The faculty role as counselor or advisor may increase/change. (2)

• Divide between newer faculty and more experienced faculty (resistance to innovation) (3)
• How do we inspire intellectual curiosity? (3)
• How do we teach critical thinking? How do we get students to higher level thought? (3)
• Students with full time jobs – can they devote themselves to the kind of engagement that takes more time? (3)
• What are, and how can we highlight, real world consequences of academic endeavors? (3)
• The academic competition in Brighton is fierce, yet the majority of their graduates go to MCC, go figure. (4)
• Parents drive this bus. Higher education occurs in a bubble. As prices go up, there will be more scrutiny placed on the product. (4)
• Students not tied down geographically. (5)
• Not a degree from one institution anymore. (5)
  o Students will take classes when/where they need them. (5)
• Usual pattern or more lifetime learning. (5)
• We will need to be adaptable, make decisions quickly, more nimble and able to respond to changes. (5)
• Fewer colleges, but more students. (5)
  o For profit sector (5)
• Communication pieces and writing need to support our students. (5)
• What do we want Brockport to look like in 12 years? (6)
• We spend the most per pupil per state? Wave of immigration....leads to assimilation? 2-3 generations before process is complete. (6)
  o NYS - college readiness gap? (6)
• Value of an education? (6)
• Tighter restrictions from federal and state government? How do we get through these times and still enhance the educational experience? (6)
• Skill vs. service? (6)
• Economic struggles...how do we meet this issue head on? (6)
• Res life staff? (6)
  o Will the change help? (6)
• Will our systemic (i.e., SUNY, etc.) restrictions allow us to adapt to the future quickly enough (e.g., We’re not adjusting to the needs of hospitals for certain types of nurses in Rochester but other nursing schools are adapting) (9)
• Some members of the group were interested in what our 2025 students will be equipped to do after they graduate from Brockport. (9)
• How can we prepare our students not just for jobs but with the ability to serve the common good? (9)
• We can’t really chase jobs but rather prepare students with the key fundamentals to adapt to unique circumstances. (9)
• How can we preserve and enhance these fundamentals and use them in 2025? Can they write? Read? Solve problems? Work with others well to do so? (9)
• How do we provide them with a platform to consider the question, ”How do you think?” And make them realize there are multiples answers to the question. (11)
• What is the role of SUNY central in relation to Brockport? (11)
• What are the elements of a Brockport experience that make it unique and highly valued? What should we preserve for the College of 2025? (12)
• Student programs are an excellent resource but college has too many that overlap. (12)
• What does faculty work look like? (12)
  o Pedagogy and curricular revisions are consuming more and more time to prepare students after Brockport, balancing scholarship and service increasing difficult due to this. (12)
  o 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. (12)
  o In order for faculty to retain commitment to student education - more flexibility in work load needs to occur. (12)
• Balancing trades with college education. (13)
• Don’t want to lose that BROCKPORT teacher-student interaction. (13)
• Certificate training, practical experience. (13)
• Accessibility? Work life balance. (13)
• We have a rigid staff business hour schedule...academic side is different....student schedule. (13)
• We need a structure with flexibility. Classes till 9 but offices close at 4:30 or 5. (13)
• Real richness is in the one on one. (13)
• What is a degree? Can we also offer an education which is the higher goal – Can we do both and how? Who are we trying to teach and how can we do it or do we want to? How can we be sure we are not catering to the haves or have-nots? (15)
• Are we falling back into liberal arts vs. Professional degrees dichotomy? We need to be open enough to do both. (15)
• Profession may become obsolete because information is out there. (16)
  o Processing information. (16)
  o More information will be accessible. (16)
• Act of being on a community to learn from each other. (16)
• Cost of access to information. (16)
• How does one compete with other Liberal Arts Colleges? (16)
• Should we need to be this size? Quality suffers due to the need to maintain our current FTE. We need to focus on what we do well even if it means cutting programs. (17)
• Too many adjuncts. We need to have more classes taught by full time tenured/tenure track faculty. (17)
• We do many things well but don’t seem to have a focus. (17)
• We need more flexibility to offer new programs; new courses. (17)
• Consider merging programs with other SUNYs. For example, should all schools offer education, etc. (17)
• Mental health concerns – really going up – more students with mental health issues are going to college, veterans are coming back to college, suicide going up, and substance abuse going up. (18)
• In the same vein we need to be cognizant of how do we do this – do we continue to reward those who go out and make a big name for themselves – who is picking up the daily work of the department – how are people being recognized = there are people who have to do the daily grind to keep the department running yet they get little recognition. (18)
• The search process is very limiting in allowing for smooth hires – the system really bough’s you down. (18)
• The increasing cost of education exerts a pressure toward vocational education. (21)
• Are we privileging certain intelligences or disciplines by leaning toward STEM? (21)
• Access – Technologies change – curriculum changes. (24)
  o Funding concerns/state vs. private. (24)
  o “Spread-out” scholarships. (24)
• Change – will we embrace or resist? (24)
  o Curriculum (24)
  o Personnel (24)
  o Web presence (24)
  o Technology (24)
• Too much emphasis on vocational training (24)
• Development of the “whole” person (24)
• Push for “national” recognition (24)
• Changes in general education (24)
• Time – increase in administrative activity takes away from faculty/staff time
  o Too many administrative layers, leads to silo’s (24)
• Scholarship competition (24)
• We will need respect for one another (25)
• Peer reviews may not support community (25)
• There is a balance. (26)
• The flipped classroom Sage on the stage is past classrooms made to the school (26)
• Regionally people are having to leave here. (26)
• More is being done with less people. (26)
• There are no good restaurants in Brockport. It is hard to find a good restaurant when we are interviewing candidates or some visitors are on campus. (27)
• ESL. institute: is it non-union? Increase in the use contract employees and taking pensions away. (30)
• Some faculty don't feel very tuned in, even though they have been here almost a decade. As a faculty it is difficult to be involved outside the classroom. Open House helped to faculty get plugged in. (31)
• How can they get more involved? (31)
• Are our expectations too much for people? How do we allow people work/life balance? (31)
• It would be interesting to ask people if they would prefer to teach over research. (31)
• We all need to be in tune to what everyone does. No lack of caring, but a lack of knowing how we can assist each other. (31)
• There is a huge divide. It is all important. We need to understand that. (31)
• Most faculty feel stressed, underrepresented with too many duties/expectations and too few resources. It is impossible and unrealistic to work in such an environment. (32)
• Career Services is very important and we are not doing that well. (33)
• Career placement is going to be very, very important. We are fortunate in business because we created our own. One reason we created is that the college’s is so bad. I don’t see people networking in Rochester with firms. (33)
• It’s not so much that we have to give students marketable skills – businesses will say I hire for attitude I can teach skills. (33)
• A history major is marketable if they are appreciated in the market – we are the underdog in the area for schools. (33)
• A lot of employers like Brockport student’s work ethic. It is seen as better; many are first generation college students. (33)
• Student Affairs (33)
  o Something is happening that what used to be volunteers are now professionals if they were part of little league, now people expect to get paid for things like that, now we have a lot of people who get paid, it has become rather expensive. (33)
  o Student affairs is taking more and more of the money and I’m not sure what they are doing is worth the investment. (33)
• Will faculty work and/or incentive programs change over time? (34)
• How will SUNY impact the nature of work at Brockport (rules, regulations, funding, etc.)? (34)
  o What will we be able to control vs. what we cannot? (34)
• A liberal arts education benefits society – how do we help society understand this? (34)
• 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…. (34)
• I’d like to change direction a little bit. Tuition and fees are going up 5% next year. (34)
  o And it was zero when you came here. (34)
  o 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. (34)
  o The career choices that students are making are driven by indebtedness. (34)
• 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? (34)
  o 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. (34)
• Do we still have a preponderance of people going into education? (34)
• About half of history majors begin planning to be secondary teachers, half change, and then half again change, graduating in history. (34)
• Is the change leading to delayed graduation with a major change, and therefore additional debt? (34)
• I have seen the blame for flaws in education being passed along. The whole thing needs to be looked at. (34)
  o There are a number of secondary schools that are successful and others are disasters. (34)
Suggestions

Suggestions emanating the 2025 Conversations were very scattered. One repeated concern was that it may become too expensive to operate all the SUNY schools and cost cutting measures may require closing some schools. Since Brockport is small we may be more vulnerable to SUNY closings. It was suggested made that the College advertise better and more frequently. With the changing demographic of students there is a greater need to be more flexible with the times that classes are offered. Lastly, there was a concern that Brockport is growing either too much or too little and suggested that growth should be strategic and manageable.

Suggestions Unedited Comments

- Faculty generate change. (1)
- Partnerships with other organizations in other states. (1)
- Very creative alliances with other institutions. (5)
- Need hybrid courses. (5)
- More accessible for people to get here. (5)
  - More buses, planes, etc. (5)
- If we expect students to come from distances outside of this area, we need the services to support them. (5)
- More health related programs School of the professions, teaching, and business. (5)
- More employee issues in health services. (5)
- Strong summer bridge program for students in need. (8)
- Potential Brockport College-run charter school. High school students will graduate with a significant amount of college credits. (8)
- Brockport has the courage to lead and is seen as a trail-blazer/trend-setter and not a follower/imitator of trends. (8)
- Some members expressed the need to promote our student success stories suggestions about renaming Gen Ed program to something that reflects its value (e.g., “The Core”) (9)
• Maintain the shared governance on academic matters since faculty have a better idea of student needs. (12)
  o Faculty create new knowledge base and must provide examples to the students, continued learning is important at any age. (12)
• Continue to hire the best teachers and communicators. (12)
• Are we organized by department? (12)
  o Organized as divisions/schools rather than departments. (12)
  o Will help promote co-curricular activities. (12)
• 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. (12)
• No Chairs, just Deans to get more people to do specific tasks, unify learning objectives. (12)
• Liberal arts education makes well-rounded students. (13)
• ROTC Spends time with recruits to get them to come. Personalization important. (13)
• Need a graduate degree to move ahead. Grad programs need to be expanded. (13)
• Delphi model...people will be going back to school for continuous learning...and organizational retooling...where organizations will come to us for education. We need to think about catering to their needs. (13)
• Saturday programs at Roberts Wesleyan taking business away from us. (13)
• Economy, Politics, Culture, and Technology will drive education new majors from the need and expectations of all the above demands. (16)
• Unique programs such as Delta should be preserved and expanded. (17)
• Continue to recruit and appoint the best faculty members and professional staff. (17)
• Even departments that have low enrollments offer valuable information. (18)
• Having SUNY’s have specific focuses – this is the science campus, this is the education Campus. (18)
• We should provide some of that stuff (IPADS) – to minimize their need to work. (18)
• Second year residency requirement – (18)
• In terms of fund raising – it is positive that the institution is acknowledging that there has been a problem – and are moving forward. (18)
• Trainings are really improving in terms of preparing faculty and staff emergency plans and reactions. (18)
• 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. (19)
• 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? (19)
• Some disagreement on this point—we can get good students by moving past the boundaries of our region. (20)
• We need to do the work to get there – systemic in policies and procedures. (21)
• You need to have benchmarks to get somewhere in 2025. (21)
• The point is that we should AUGMENT learning using a variety of tools. (23)
• Contractual undergraduate degrees would be an option, for example. (23)
• The college should make a connection with Alums so that we can offer 2nd, 3rd, 4th career paths for students throughout their life spans. We need stronger relationships with alums. We should permit students to keep their email addresses for life. (23)
• We really need to solicit input from STUDENTS on the matter of 2025. (23)
• What time frames will students learn in? Semesters? In the military there are many courses that are 1, 2, and 4 months in length. One member was very concerned about the dead time during the summer... we have to find a way to turn summer into a revenue generating venture. (23)
• So, the issue is flexibility. Weekend classes, a robust summer session. (23)
• We need more “stories” of student success (24)
• Faculty also have an inferiority complex to overcome (24)
• Do not let outside consultants define us ~ (24)
• Global (25)
  o We could interview people from all around the world, engage in scholarly pursuits, civic engagement (25)
• We must teach/ensure transferable skills (25)
• We need more satellite campuses. (26)
• Media should pay as much attention to us as to MCC etc. (26)
• More flexibility in times offered for professionals based on our graduates...do they want to leave? (26)
• Elder care and geriatrics and having a senior center on campus. (26)
• Many students want to plow through their degree...why not offer year round courses? Offer the classes when students need them. (26)
• Restructuring of Academic Affairs into six (or seven) different schools: We need to do an assessment. “I miss being in the School of Letters and Sciences”. “We become isolated” “Faculty learning communities bring faculty from many disciplined together.” “Change The reward structure to reward interdisciplinary research” (27)
• Include College at Brockport students in future dinner parties. (29)
• In the future, we will need to carefully control the placement and growth of summer camp programs. We will more carefully weigh the additional income compared to the wear and tear on the buildings, the lost opportunity to upgrade and repair, the extra cost of utilities. (29)
• The private schools offer a perception of quality and individualized attention that may be part mythology (30)
• Advertise the College better (30)
• We need to define what a student should look like (30)
• Parents are part of the process/18 yr. olds don’t know what they want. (30)
• Will children be dependents longer? (30)
• All were very enthusiastic right from the start and agreed this was an excellent idea to meet in small groups and talk about the future; good opportunity for people from different disciplines (including non-teaching) to exchange ideas and meet – why this is not done more often! (32)
• The college should think about positioning itself strategically within the SUNY system. Some schools will probably be closed down in coming years. (33)
• We’ve been getting squeezed and squeezed by the state. I think next level of squeeze will close campuses. (33)
• I think we are the second largest comprehensive college in the system. (33)
• We need to be too valuable to be considered as an option for closing (33)
• Would like to see a better distribution of students into the other schools (33)
• Our Campus could downsize a bit instead of 8000 maybe 6500. That would require huge cuts, but could possibly save. When you are trying to be all things to all people you spend a lot of money (33)
Miscellaneous

Some comments and topics did not fit into any one theme. As a result, these conversations were categorized as miscellaneous. There are no central themes or comments in this section; the comments are scattered across topics and are random.
Miscellaneous Unedited Comments

• Experiential ed with El. Ed and MS students. (1)
• Are we (those of us in higher education) prepared? How do we get ourselves ready for this future? Some of us have kids and we wonder how this will affect them and some of us, wonder how it will affect us, since we’ll still be in higher education ten. As we prepare for the future, let’s remember that there in the present we can shape these variables, we can shape this future. Any enduring organization will be a learning one and so we need to be ready to meet this future (and ready to learn new things along the way). This article (by Chronicle Research Services) has an underlying paradigm of a consumerist model, where the institution treats students as consumers who should get what they want, and this model is problematic. (4)

• In response to the statement about higher education institutions becoming more consumer-based: (4)
  o If we don’t take this model, how will we survive? (4)
  o There are short-term and long-term variables here that shouldn’t be glossed over. As a student, I recall being critical of professors who didn’t teach me in the manner I thought they should, but in many cases, I was proven wrong. I didn’t always know that there are alternative ways of learning something. Sometimes we’re not proven wrong until our degree is put to the test after we graduate. The short-term risk is that students are paying tuition and want their expectations met then. The long-term benefits (of maintaining a quality education without the gimmicks) is that these students will become viable citizens, future workers, and parents of future legacy students as well as contributing alums, who will value their education experience. (4)

• The self-made millionaires in this country went to solid 2nd tier institutions, not Ivy League, so name isn’t all that matters. (4)
• Really, the reputation just gives bragging rights to parents. (4)
• The government will influence how we as a culture shape younger individuals. (4)
• Specifically stellar programs. (5)
  o Should we continue to offer this range of programs? (5)
• Usage of spaces in summer. (5)
• Safety – impact on current violence? (6)
  o Secure schools? (6)
• The role of student affairs professionals will adapt with changing campus culture, particularly in regard to building partnerships with faculty members. (7)
• Students grow in 4 years. (13)
• Expected to stay in our professions for 20 years. People today will have six or seven jobs in their lifetime. (13)
• The Yellow Ribbon learning community is being formed for veterans and their families. (18)
• Available population is declining; it’s supposed to reach its lowest point in 2015 then start inching back up for the long term. (21)
• In the future will we be... organized by the department? (22)
• How do we think curricula will evolve? (23)
  o Demand for STEM fields expected (23)
  o Lifelong learning will continue to grow (23)
  o Need to keep education cost-effective (23)
  o Need to find best ways to define success of curricula (23)
• Should we be transparent about the lack of state support? (24)
• A B.A. is a B.A.? (24)
• Programs (25)
  o Hospitality (25)
• Tourism (25)
  • Hotel and restaurant management (25)
• Will need public transportation (25)
• We must build social capital (25)
• If faculty and staff are to facilitate development of all students especially relative to diversity in teaching, activities and learning we must become comfortable with the subject and the resulting issues (25)
• MBA offerings. (26)
• Our advertising needs to be jacked up. (26)
• Our profile in the region is so low...something needs to be done there too. (26)
• Learning for learning sake. (26)
• Transfers may lose time if they don't know what they want prior to getting here. (26)
• Years ago you went to college for four years and done. Now is so different. (26)
• Should there be so many SUNY schools? (26)
• Telephyschiatry is up and coming. (26)
• Gas will be more expensive. (26)
• What is there a demand for? (26)
• Nursing (26)
• Teach teachers (26)
• Regional offices nationwide (26)
• Will need to accept more transfer credit as times change. (26)
• Can we outsource some things that we do? (26)
• Are we going to have these conversations with students? (26)
• Mihail organizes Cultural Nights at Mortimer. (27)
• Are students going to be involved in this conversation? We don’t know. It would be a good thing to hear from them. (27)
• Is this the world we want or the world that will be? (30)
• Merge with other colleges? (30)
• faster cycle time pressure (30)
• How does the Delta College model work w 90 credits? (30)
• Why do we track the HS students into majors? (30)
• Some Colleges don’t count freshman year’s grades (be fearless in freshman year) (30)
• Should we get rid of summer break? Pressure to do that. But summer break can also be an important time for engagement activities and travel (30)
• Could we go to a trimester schedule? "We need a more vibrant campus year round. Students are taking classes elsewhere during the summer because we don’t offer them and then transfer in the credits. We should be offering more summer classes." (30)
• We shouldn’t be advocating for transfer credits (30)
• Where is the money coming from in the future? (30)
• We will look like the Pennsylvania State System? (30)
• Will we do everything with the lowest bidder? (30)
• Creating a MBA will be a fight – other colleges will try to stop it (30)
• The Bachelor’s degree we offer could be more conceptual if had a MBA too (30)
• We need to sell our grad program better (30)
• It is the backbone of America. Our population is lower to middle class. We can make a difference. This is place where we can help the middle class not to disappear. (31)
• What makes Brockport different – right size as now (small enough for students to get face to face time and support from faculty and be part of the community and big enough to be interesting!); affordability; should try to maintain the current size and nature as opposed to talks/plans of making it a Masters Level Comprehensive College; we are not geared and it is not in our DNA to be a Masters Level College – should continue to do what we have done well and excel even further at it. (32)
• Economically I think we have the great lakes going for us 20% of the world’s fresh water is in our back yard. Countries will go to war for water in the next generation – we need to be good stewards of what we have: environmental science, business, recreation and leisure (33)
• Oswego on water – Buffalo is on water – I think we need more campuses studying and managing this very limited resource (33)
• We should continue to be liberal arts – I don’t want this campus to be known for 5 big departments criminal justice, health, business, . . . (33)
• Organization of the college – should it change? (33)
  o Less shared governance – we drive things forever – the amount of time spent in service and the number of meetings to get things done is too much (33)
  o We were department – now school – we have 2 deans more admin and more people asking for more things not related to the core of teaching. (33)
• Some general thoughts: (34)
  o Change is hard (34)
  o Leaders need to step up and sometimes do hard things – changes are needed to meet the challenges of 2025 (34)
• Makeup of the faculty – more part-time; future of tenure; aging faculty. (34)
• Does higher education need an advocacy campaign with policy makers (34)
• Need to provide services has grown exponentially (34)
• We see ourselves as educating young people with skills to enable them to be nimble. (34)
• I was a reading specialist. I remember when I was teaching, we had one 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 based 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. (34)
• Business don’t want to train you, they want to hire you trained. (34)
• 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. (34)
  o Will a student buy into that? (34)
  o If you tell them enough. Some unrelated majors become brilliant lawyers because of thinking skills (34)
• 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. (34)
• Who’s going to write the checks for the small classes? (34)
  o Good question (agreement, nodding heads around the table). Tuition increases are not sustainable. (34)
  o 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. (34)
• If I had my way, it would be like 1960, the best and brightest from lower and middle class families in NYS. (34)