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## 2025 Kickoff Breakfast Conversation 12/10/2012

The College at Brockport

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**Conversation about the College of 2025**  
**Notes from Mon., Dec. 10<sup>th</sup> from 8:30-10am**

**In conversation:** Jose Maliekel (School of Sciences and Math); Karen Riotto (Finance & Management); Cindy Kratwurst (Provost's Office); Karen Podisiadly (Community Development); Roger Kurtz (Anthropology/African American Studies/English); Pilapa Esara (Anthroology)

**Notetaker:** Pilapa Esara

*What are the things we want to talk about?*

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 will it affect us, since we'll still be in higher education then. As we prepare for the future, let's remember that here 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.

*In response to the statement about higher education institutions becoming more consumer-based:*

- If we don't take this model, how will we survive?
- 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 educational experience.

*New Topic – Resonating or not:*

- We have three parents here, each with a high school senior. I don't see this article resonating with what I see with my kids. What about you?
- We need to detach. I think of the utilitarian angle of why do kids go to college: to get a job or for just knowledge. 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.
- I see this with my 12 year-old god-child and his play-station interacting with someone in another country. 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.
- Back to that earlier point, like the book, Feed, knowledge can't be stuck in people's heads, they need to be taught to put it in practice
  - 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.
  - In 2025, how should we think of ourselves. What would Brockport give students? Liberal Arts is core to who we are. What do employers and students value?

*New Topics – It's more than about getting a job:*

- I want my son to go to RIT, because it's what he wants and what I think he needs. I don't want to pay that tuition
- The factors involved are fuzzy and we don't talk about it.
- U.S. News evaluates us on h.s. gpa and things that are not even mentioned in this article.
- I'm looking for a place that will be nurturing to my child, where they can grow, find a life partner
- I am where I am today because of the social interactions I had in college outside of the classroom
- Is this what Brockport should be or what all colleges should be?
- 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.
- The self-made millionaires in this country went to solid 2<sup>nd</sup> tier institutions, not ivy league, so name isn't all that matters.
- Really, the reputation just gives bragging rights to parents.
- The academic competition in Brighton is fierce, yet the majority of their graduates go to MCC, go figure.
- Parents drive this bus. Higher education occurs in a bubble. As prices go up, there will be more scrutiny placed on the product.

*New Topics - What kind of student is being profiled here:*

- 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.

- The middle class has a way of shaping the culture of the other classes and even those who come from other nations.
- We are a part of this cultural system, we too can create who these future students will be.
- I feel that Brockport already does a lot of what is mentioned in this article in terms of providing instruction from hand-held devices. But individuals embrace technology at different rates.

*New Topic – What will teaching and learning look like in 2025:*

- 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.
- 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.
- 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.
- It could mean coming together to meet 50% of the time.
- Can faculty provide a real connection? I don't see it.
- They can – in classes of 20 or less, not 50+.
- What about skyping? Giving info in class and then going outside the classroom to discuss it.
- I'd say it should be the opposite. Once we're inside, together, then I can do something with that information
- 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.
- That's why skyping won't work. Meeting someone in person makes a difference.
- 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.
- We need to see students as whole persons.
- The government will influence how we as a culture shape younger individuals.