Summit 1-18-2018 Notes

1pm Breakout Discussions –

Trends/Drivers/Forces - Summary for all groups

Group 1

<table>
<thead>
<tr>
<th>University</th>
<th>Now</th>
<th>Future</th>
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<tbody>
<tr>
<td>Curriculum</td>
<td>tests</td>
<td>multi med. &amp; V.R.</td>
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<td>Branding</td>
<td>Friends/classes</td>
<td>networks</td>
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<td>problem solving</td>
<td>know/skills</td>
<td>know, learns to learn creativity</td>
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<td>credentials</td>
<td>degrees</td>
<td>spectrum of certs</td>
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<td>groups</td>
<td>networks</td>
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<td>experimental learning</td>
<td>small scale</td>
<td>large scale</td>
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Group 2

Drivers:
- Gender/demographics
- sociological / indebtedness economic disparity
- climate change
- learning everywhere
- societal needs
- lack of different work organizations
- need for social justice
- political polarization
- built environment societal circumstances

Group 3

- No Encyclopedias
- Carmen San Diego
- Programming
- Save the Whales
- No more cars
- No more genocide
Group 4

- Universal Access to academics and subject matter experts
- Global, MOOCs, Kahn Academy
- And/But students don’t know how to process it, but may improve
- Can Google anything - more info available
- Revise business model annually
- Imperative to maintain discussion amongst faculty & students / students & students
- Inter-University collaboration
- Can no longer protect discipline fiefdoms
- Demographics are changing - age, race, ethnicity
- Need to be nimble

Group 5

Themes: Flexibility
1. Systems instead of programs --> colleges, degrees, etc.
2. Change to learning environment
3. Workload, appointments sharing faculty between institutions, exchange program
4. Types of students -- lifelong learning
5. Funding sources and business processes, enabling innovation - anti silo to enhance interdisciplinary
6. Variety of lecturer contracts

Driver - enable faculty to innovate and solve problems in class. Don’t emulate Ivy League - pursue our own

Group 6

- Human interaction
- Student loss of long-term memory
- Supplemental education
- Access to expensive and dangerous tech
- Mobility - partnerships
- Funding/Business Model - "0" Gout Funding
- Different delivery systems - Virtual, hybrid, block 7 week,
- Competitor delivery models - best practice of other schools
- Non-Traditional Students - Interdisciplinary, Adult
- Human Interaction - personal tech, personal proprietary - dangerous techs
- Steward of Truthful info - greater level of "fake news"
- System structure
• Virtual classroom - effect on learning-by-doing
• Block courses
• More risk averse students
• Limited choices pedagogy
• Student-faculty interface

**Group 7**

• Demographic:
  • Aging
  • SEC - bifurcation
  • Changing life expectancy
  • Social context

**Group 8**

Trends/Forces
• Human factor - social / emotional comp
• Social inequality / economic /ethical moral value driven
• Widening Income equality // less money families
• Access to technology
• Selecting social settings - internally focused
• Lack of interaction with others - isolation
• Multi generational student debt
• Internationalization of higher ed
• Network: tech
• Deficient based modes - reactive vs proactive
• Conceptionilization of truth, fact vs empirics
• Adaptability
• Demography: losing students
• Shifting class composition / changing student profiles
• Relationships with state - less than 10% funding
• Political relation b/t univ. admin and state admin
• Demographics - more fine grained
• Climate change
• Technology back lash
• Globalization / Internationalization
• Trans disciplinary, evolution of knowledge - define, create value
• Market/Delivery (disconnect with external expectations_) (customer)
URI Potential Responses to Future Drivers

**Group 1**
Learning and Research
- Flexible curriculum
- shrink time to "degrees"
- different model - degrees/other?
- increase faculty engagement with students
- interdisciplinary --> credentials degrees
- Agile / Adaptable - Change oriented
- on demand learning
- social justice - world knowledge
  - context history
  - social responsibility
  - ethics
- Civic Engagement
  - world application / experimental
- Problem Solving
- Communicating/Expression
- Environmental Consciousness

Higher Ed Organizing Model
- Affordability
- Flexible financial model or widespread public funding
- Integrated Embedded education
  - pre-K-16+ --> lifelong model
- Flexible education model AND infrastructure & responsive
- research leading the world - but new model
- "campus" experiences - decentralized, multi-campus

**Group 2**
*Series of Mini-Summits:*
To address need for a URI that evolves to *Incubate a community designed* to help students manage *complexity* pursued through collegial methodology that *values realities* of economic, global, social, and political challenges facing students and URI. Create a strong commitment to *socially attractive and vibrant* campus in Kingston.

**Group 3**
"*Action expresses priorities"* - Gandhi
- Interdisciplinary thinking/ Practice
- Problem-Oriented learning
  - Varied markets
  - Financial challenges
- Globalization / Diversity inclusion
• Equity / social responsibility
• Technology
  - Sustainability
  - Ethics
  - Pace of change
• Critical thinking
  - Social responsibility

Group 4
• Self-organized, purposeful network
• Need fluid education
• Recognize pre-existing knowledge
• Multi-disciplinary, tap into think tanks, state gov.
• What should curriculum look like - 1000 combinations or students to personalized
• Just in time, stackable credentials
• Purpose of higher ed- solve problems, expand, enhance, understanding, improving
• Fluid interaction with industry, non-profits
• Change agents for interdisciplinary process
• Still gather, but how? Virtual, etc.
• How do we change? Lack of flexibility in all areas
• Concept time will be different
• Virtual reality - touch, etc.
• Innovation Flexibility - time, course approval, hiring, purchasing, how do we refund this so can approve in 10 days
• Do it - assess- revise / but fast
• Evaluating folks to be a change agents
• How do we get to this?
• Self-Decision major
• Professor + 2-3 faculty to work with them - look at existing data - double m etc.
• Need for multi-disciplinary flexibility
• Experience of older students
• Learn from best - global networks

Group 5
• Health Care
• Academic Health Collaboration
• Interdisciplinary
• Systems thinking
• Student driven research - hands on
• Funding - how do we transform the U - private sector collaboration
• Communicate to environment what we have to offer - environmental change - space and tech
• Virtual reality - classroom sharing
• Question leap - thinking big - support
• Entrepreneur / teaching = curating new model
• Procurement procedures - 2035
• Public vs private
• How to help under proposal students influence K-12 research
• Student population changes
  o Different price point per degree
  o Student debt
• State vs URI issues
• Social development - traditional vs non traditional
• Critical thinking
• Student class scheduling
  Online
  Night (Prov)
• STEAM
• How to better motivate students
• International Students
• Storytelling Pride at URI
• Technology social hours
• Business processes - tech and F2F
• Distance learning - better used physical space
• Harness technology - e.g., Google suites
• Types of student learners - training

Group 6
• Role of research funding
• ? 4 year residential --? Augmenting it
• Personalized learning
• Bigger Ideas with technology - not just substituting it into current model
• Expertise
• Mental health - whole person - self care
• Bureaucracy is going to kill - merging with schools - states tech

How to use tech to synthesize info, address world problems
• 4 year model --> evidence of continuation
• Variable tuition rates?
• Faculty retraining w/ new tools
• Employers =/= 4 year degree

Academia comes full circle /? Provide wholistic envision
• Increase classroom sizes, class experience, communication skills learned
• "Bigger idea: re use of new technology
• Issues of strand, exams, SES - need for stability
• Competition for higher ed, alternatives to HE (including self education) other delivery systems
• How different is next gen? Do we know who they are?
• Focus on human centered design in education and work?
• How to make it engaging and enjoyable?
• Interdisciplinary - strategies to allow that lifelong education / learning through lens of aging
• Older adults are mid career different context, different types of earning
• What do students enjoy? How use that to greater engage them in education?
• Video is accepted as evidence of academic knowledge?
• Don’t want to be treated as guinea pigs/ hate feeling manipulated
• Students have different levels of prep - adaptive aids in learning - robots role in that
• Should we adapt to students or move students to desired mode of learning?
• Budget - fed, state, univ
• Dispersion of trust and authority
• aging of society / lifelong learning (life enrichment, portfolio life)
• More fluid, all ages
• Alternate teaching models, certificate programs
• SES, including global economics
• Globalization and networks
• Environment for growth
• Class status of institution
• Different institutional models - reify class
• Speech recognition? Where offer classes?
• Who funds research?

Group 7

Edu
• Portfolio learning
• Fluid vs 4 year residential model
• "class" status of U --> impt prestige of degree
• ? Role of accreditation
• Whole self --> self care, learning, maturity
• Quality markers
• Role - curation? Creativity, generating, inspiration
• Gen ed?
• Space for experimenting
• Training robots
• 1-1 training

Living to Learn
• Personalized learning, on demand w/ easy access
• Accreditation as barrier
• 17 yrs ago: problems still exist? There no YouTube, FB, transparency
• Employer needs
• Mental Health, mindfulness, self care, work-life balance, self advocacy
• Critical thinking; formalized cross disciplinary collaborators
• Inspire, dev conductivity, open doors
• Credits, student maturation - K-12 --> higher ed
• Education vs training (student debt)
• Technology vs class engagement
• Sustainability
• How social context changes way children are raised

**Group 8**
**Immediate Priorities:**
• Identify growth opportunities, flexibility, speed, adaptability, process
• Change academic programs (interdisciplinary)
• Need to think about human and ethical components of teaching / academia

**Long Term**
• To change structures
• To change faculty roles and non faculty roles / evaluation
• To increase access - programs, students, networks, learning inside and outside universities
• Value proposition agreement

**Impacts**
• 50% anxiety - PhD students healthier lifestyles, quality of life, wellness
• Graduation rates: under rep pops
• Restructuring around trends, flexible
• Structures
• Speedier processes
• Student prep/shift entrepreneurial
• Flexible structures to accommodate on multiple levels: evaluation, recruitment
• Help students build networks
• Changing academic programs
• Dual degrees (4+1) (3+x)
• Teaching students self-promotion
• Resources, augment, time
• Changing grad programs --> new faculty efficiency - student needs // faculty vs staff
• Workforce education for returning students / responsive restructuring
3 pm Discussion – Possible next steps

Group 1
An inclusive, solutions-focused planning events that help us accelerate toward 2035
One person suggests a 20,000 voices type of program
Alternate idea: Hack-a-thon

Possible topics for such events: interdisciplinary majors; social justice interaction; inclusion and diversity; cultural competence; curriculum delivery; civic engagement support; alternative tuitions; models for student-faculty interactions; instructional materials

Other ideas about these events:
• Should they be in-person? Or can there be an electronic/online component?
• Could we do a dedicated day for service and planning (like at Montclair)
• Is it possible to attach solutions-focused planning exercises to other, existing gatherings?
• There are pitfalls regarding inclusivity of these events: would a PharmD student "get" inclusion and diversity as a problem needing new solutions? (Should they?)

Thons and other ideas:
• Could we call the event a "Design-a-thon" or "Plan-a-thon"?
• "Thons" are good stuff, but couldn't pop-up solutions-focused events work well in addition?
• What about a full week of solutions-focused events? Different days could have different themes or problems associated
• Could solutions-focused planning events be added to (or connect with) Grand Challenge courses?
• Could these events incorporate PK-12 educators? Parents of URI students (or alumni)?
• It seems important to get unexpected groups’ ideas about solutions. (And problems?) Can we ask faculty/staff groups about ideas that are outside of their area of expertise? (For instance, what might CED staff propose by way of possible alternative tuitions?)
• Could facilitators bring "mystery problems" to gatherings and ask for solutions?
• Could we get buy-in from URI Foundation and/or connect solutions to the Capital Campaign?
• What about running an online "stock market"-type game to crowd-source solutions (and problems)?
Group 2

- Innovation Lab that would remove current barriers – safe space that would facilitate and allow for innovation
- Take action, versus talking; do something, stop talking
- Find a hero to lead it