

Summit 1-18-2018 Notes

1pm Breakout Discussions -

Trends/Drivers/Forces - Summary for all groups

Group 1

University

	Now	Future
Curriculum	tests	multi med. & V.R.
Branding	Friends/classes	networks
problem solving	know/skills	know, learns to learn creativity
credentials	degrees	spectrum of certs
social int	groups	networks
fac-stu		
experimental learning	small scale	large scale

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
 - Different price point per degree
 - 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 education0 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