



Goal II:
Provide Transformative Learning
Experiences

THE NEXT **150**

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Success from the last Plan

Previous strategic plan led to some **major** educational initiatives:

- Campus-wide learning outcomes
- Increase student financial support
- Launch CITL
- Invest in iFLEX classrooms
- DiversityEDU training for all freshmen
- US Minority studies requirement
- Grand Challenge Learning Initiative
- Design Center
- Online education: Winter Session, iMBA
- Center for Wounded Veterans in Higher Ed

Students are different

Today's undergrads (and grad students) mostly born after 1990 and are known as “digital natives,” they grew up with

Graphical web browsers
data on demand (e.g., Google)

New undergrads (15-18 yrs old) different. Generation Z grew up with

Social media
Everything on YouTube
The War on Terror
A globally connected world

Today's students have an expectation that they will work in many different jobs over their career

What's coming: Gen Z

#1 fear: “Not getting a job that matches my personality.”

Aware of global events.

Want to have a voice.

Want to have an impact, do things that will help mankind (e.g., wellness, environment, energy, climate)

Their preferred path to making a difference is through entrepreneurship. (43%)

Source: Universum Survey
15-18 year olds, 50k responses

Differences from 2012

- Students/ student experience.
 - Gen-Z is different! Smart phones, social media, Reddit
 - Globally connected, socially aware
- We are doing much more with technology in the classroom
- We are doing much more online education
- Emphasis on cost, access, affordability → student success
- Broadening needs for computing/data training
- Continue to broaden discussions around the value of diversity, climate, inclusion
- Even more need for critical consumption and synthesis of information. (fake news!)

Rethinking education

Our education system established during the era of information scarcity. We now live in an age of information abundance.

If you were starting from scratch, would you design our education system to be based primarily on the 50 (or 75) minute lecture?

What would it be instead? Can we think big?

Broad areas to consider

- 1. Content**
- 2. Delivery**
- 3. Student experience**
- 4. Improving instruction**

1. Content

- **Why is the residential experience so important for our undergraduate programs?**
- **What do students need to know?**
 - **Facts? Skills?**
 - **Within discipline/major**
 - **Across disciplines**
 - **Examples:**
 - **Students today are identified as lacking resilience. How can we incorporate resilience training into our curriculum?**
 - **Connections across disciplines.**
- **What do students need to experience?**
- **What are the new opportunities for graduate/professional programs?**

2. Delivery

- **Can we take advantage of technology to personalize the experience?**
 - **Blended learning**
 - **IFlex classrooms**
- **How do we better incorporate best practices, like active learning, project-based learning, peer learning, etc.?**
 - **Example: cohort-based programs (e.g., cancer scholars)**
- **Can we rethink and scale our efforts in**
 - **Undergraduate research**
 - **Service learning**
 - **Study abroad?**
- **We are leaders in online education, where do we go from here?**

3. Student experience

- **Affordability**
- **Academic support efforts**
- **Student mental health and wellness**
- **Credentials**
- **Accessibility**
- **Blending curricular/extracurricular learning experiences**
- **Experiences**
 - **Service learning**
 - **International experiences**
 - **Undergraduate research**
 - **First year experience**
- **Design initiative**

4. Improving instruction

- **How do we make sure that our faculty are the best instructors possible?**
 - **Incentives?**
 - **Promotion?**
 - **Awards?**
- **How do we assess teaching?**
 - **ICES has limitations**
- **Campus-wide peer observation effort?**

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