

Re-envisioning Life-Long Education and Credentialing Task Force Minutes

Wednesday March 4, 2020

8:30 am to 10 am

Nelson 3220

Members in Attendance: Dean Buckless, Dairen Dixon, Margery Overton, Dan McGurrin, Shy Crawford, Kelly Wick, Janice Sitzes, Amber Holland, Leonard Stefanski, David Woodbury, Fashaad Crawford, Vanessa Doriott, Hans Kellner, Barbara Mulkey, George Rouskas, Paola Sztajn, Mark Bernhard

Guest: Kimberly Whitfield

Charge was given by Provost Warwick Arden

Summary

The strategic plan process was kicked off during a university leadership retreat due to the trends in education due to things evolving rapidly. The traditional Masters, Bachelors and Doctor's degrees are still going to be important in the future, however, we will be doing other things as we prepare to move people to other careers. Data suggests that individuals tend to move between careers 8 to 9 times over their careers. Some type of credentialing is needed to show their additional expertise to allow for them to move up within their current environment or change their environment overall. The demand has become significant as are the certificate programs particularly Computer Science and Computer Engineering, for example, as people are seeking those out on campus and online. We really need to think what our business is going to look like in 20 or 30 years? Credentialing will be beyond the traditional Masters, Bachelors and Doctor's credentials. You actually see the demand for additional certificates outside of majors starting in undergrad.

Things to think about

What are the "for credit" and "not for credit" credentialing lines going to look like in the future? What are people going to be coming to NCSU for (credit or non-credit credentialing)? What are we going to provide individual's throughout their lifetime to enable them to gain new skill sets? What is the customer going to need? How portable are "for credit" and "not for credit" courses? How portable are they? Who's going to pay for it? Currently there is a significant movement with companies like Apple and Google who are providing their own credentialing and Amazon is looking into doing the same. Most

individuals prefer a third party credentialing because it's portable. How do we validate those credentials? Do we develop relationships with other institutions? Working on a partnerships with SAS now in areas of Data Science.



Things to think about

- How do we become practical leaders in this area and do something innovative?
- Where are we at in the moment?
- Where have we come from over the last ten years?
- Where are the gaps (from where we are now and where we could be)?
- What do we think the future holds?

Committee Task

- A task force report (5-25 pages) by June 1st. The executive committee will work on them over the summer to consolidate them, with the other task force reports, into one report.
- Define 3-5 major themes that you would love to see emerge under this initiative?
- Think about some strategies that could be implemented to move us towards obtaining under those themes. (*Note: Avoid getting too far down into implementation plans*)
- Don't concentrate too much on cost as it will get in the way of "bold thinking"

Magery Overton speaks-

- Kelly is working on scheduling meetings with the co-chairs to allow for task for co-chair communications
- The steering committee will be launched with the Chancellors Cabinet members to reflect on the process. They may or may not show up.

Kelly Wick speaks-

- A Google drive has been created for each task force to allow for the uploading of meeting minutes and recordings.
- A feedback submission form has been completed as well to allow for everyone's review.

Provosot Arden speaks-

- Virtual meetings are allowable as well due to the Coronavirus concerns

Frank Buckless speaks-

- The next meeting will be March 24th from 10:30 am to 12 noon. Calendar invites will be sent.

Exercise: Indicate what you're doing now in lifelong learning and credentialing within their units.

Existing themes that are already being done.

- Professional Education
- Current UG and GR student
- Some have the customer listed as the "individual" and others labeled the customer as an "outside business"
- There is a need to define lifelong education and what that looks like. Are we looking at it from a professional development perspective or a recreational perspective? (BOTH)
- How to we position NC State to present the most value? What is the highest priority?
- Are we defining learning?
- Concerns or issues we should address as a taskforce
- Do students have resource access?
- Develop an understanding of the different dimensions of lifelong learning

Next meeting discussions/action items:

- What task we need to do?
- Identify external "signature" partners and/or employers
- Brainstorm potential outcomes we want to see and goals
- Review EAB study and other resources
- Discuss what the future will look like in the next meeting.