

Re-envisioning Life-Long Education and Credentialing Meeting Minutes

Wednesday, April 8, 2020

1:00 pm to 2:30 pm

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

Responses to the questionnaire are available on the Strategic Plan Drive (and linked here) in an [Excel spreadsheet](#).

Questions and response summary from meeting:

1. What do we mean by the term credentialing?

- Recognition from NC State of an individual's abilities, skills, knowledge or completion.
- How would you group out "traditional" credentialing (degree) and "alternative" credentialing (certificates/non-credit courses) courses?
 - Credentialing should be outside of the typical degree programs
 - How do you define "alternative credentialing" for NC State? How does it align with our branding?
- How would individuals value and use the credentialing?
 - What's the value to our audience?
 - Who is our audience?
 - How does/will the audience define credentialing?
- *Issues:* Standard/Transferability and completion versus mastery/proficiency. How does a credential from NC State compare with a credential with another institution? Will a body define what it is? Will credentials be given based off of completion or off of an individual's skills?
- What is more important- competency or completion?
 - Our corporate partners will find competency more important than completion.
- A principal that aligns more with the discipline would work better than limiting it to one definition.
- Should be used as a guiding principal so "we" don't constrain ourselves.
- Important component: Quality assurance (NC State Logo/Stamp)
 - Benefit: Courses can be used as a way to build towards a more formal degree

- *Recommendation:* Have an approval process after the offering of the course and not beforehand

2. What do we mean by the term life-long learning?

- Where can the colleges and universities grow to expand how we engage with life-long learners?
- Life-long learning can be used as a way to solidify relationships with the university
- The definition should be broad while covering the life span of the person.
 - Should be enriching in all aspects (i.e. social, professional, personal and intellectual)
 - Will have to address some administrative/structural issues to achieve “boldness”.

3. In the future, do you believe there will be a reduction or growth in synchronous or asynchronous courses?

- More blended courses
- The asynchronous will be added to make the synchronous more valuable.

4. In the future, do you believe there will be a reduction or growth in virtual or face to face courses?

- There will be more hybrid courses, however, there will still be a group of individuals who prefer “a physical presence” and/or college experience.

5. In the future, do you believe there will be a reduction or growth in for credit programs or not for credit programs?

- Will see more growth in non-credit than for credit programs

6. In the future, do you expect employers and individuals will value for credit programs or other assessment formats to identify talents and skills?

- Large organizations are looking for more certificates and certain skill sets over GPA's

Next Steps:

1. Brainstorm potential outcomes and goals
2. Brainstorm external “signature” partners (internal and external) and/or employers
3. Gather some information from MIT, ASU and GSU to review their model on life-long learning

