Re-envisioning Lifelong Education and Credentialing Meeting Minutes – March 24, 2020, 10:30 am - noon

In attendance:

Mark Bernhard; Frank Buckless; Kyle Wallace; Len Stefanski; Dan McGurrin; Ruben Carbonell; Vanessa Doriott Anderson; Barbara Mulkey; Paola Sztajin; Kelly Wick; David Woodbury; Fashaad Crawford; George Rouskas; Janice Sitzes.

The responses to the questionnaire are available on the Strategic Plan Drive (and linked here) in an Excel spreadsheet and capture more detail than the below which summarizes themes from discussion: Committee Feedback to Questions

Questions and response summary from meeting:

1. **What do we mean by credentialing? Who will validate if a course has any valid content? Will it be the university's role, an external role, should the accreditation do it?**

   ● Mandated internally or externally by the University or by business partners

   ● Credit bearing and building towards a degree or instruction to build skills for job development

   ● Do we use today's model or something geared towards 20 years from now?

   ● Should the University establish student's initial credentials, while they are students and then maintain those credentials after they've graduated through ongoing studies, usually annual or biannual?

2. **What will the university look like in 20 years in terms of lifelong education and credentialing?**

   ● More personalized
   ● Host of other learning opportunities
   ● Everything will be online
   ● Different age group of learners

3. **What should we aim to provide the public throughout their lifetime in order to acquire new skills throughout their careers?**

   - Need to find ways that are going to differentiate offerings
   - Have a component where they're actually getting some experience to help them with the career search
   - Hands-on experience
   - Train our students while they're undergraduates, then it would be a very smooth transition for them.

4. **What do we want to be known for in terms of lifelong education? What is our or should be our comparative distinctive advantage? What critical skills gaps can we utilize lifelong education and credentialing opportunities to address?**

   - Engagement with industry – partnerships
   - Offering training and soft skills
   - Applied research and development of industries
   - Provide lifelong learning to all North Carolinians vs. global focus
   - Collaborate with other UNC System schools

Next Steps include:

1. Goals and Outcomes
2. Benchmarking
3. Inventory of What's Going On at NC State Relevant to Lifelong Education
4. Agreeing on Some Common Definitions of Key Terms