EDUCATIONAL MASTER PLAN
GUIDING DIRECTION FOR THE FUTURE

Gathering Thoughts and Insights

Group: Executive Leadership Team

Who: College leaders representing student, staff, faculty, and administrator perspectives

When: August 5, 2019

Venue: ELT Retreat

Comments that Set the Stage for Dialogue

We can't predict the future but can prepare for it.

There are profound changes coming to higher education at a pace and scale that has not been seen before.

Engaging with questions and contending with what's possible is really important for the college. It gives a broader perspective for considering change and positioning the college to thrive while also building a foundation of knowledge. There is a strategic advantage to have that context and perspective to guide decisions and break us out of our assumptions because the future is going to be different.

The EMP project team is seeking input from the ELT at the start of the process of developing the Educational Master Plan which will eventually come back to ELT for consideration.

Video Reaction: Initial Response to a Glimpse of the Future of Work

The future of work can be both terrifying and exhilarating.

Speed at which it comes at us is accelerating.

Jobs are all in coding or programming or interfacing with AI, but there's still a human need to connect with others.

Other interesting part is looking at external forces and considering that there may be a lot of processes at the college that could be done with technology.

There is a question of ethics with what is happening (technological change); who uses it and for what purpose? We need to look at what it means for humanity.

Group Activity: What does it mean for ARC and the guiding direction of the EMP?
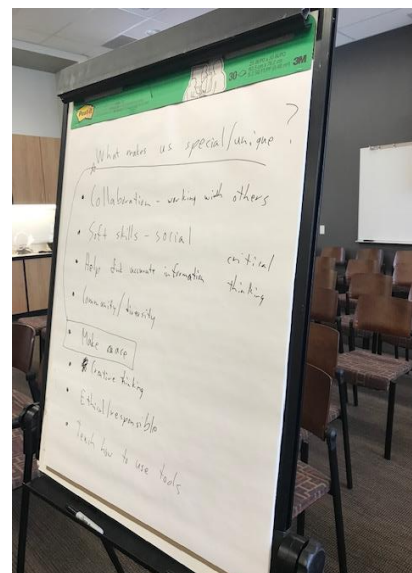
There will be new fields and irrelevant fields, but it's hard to say what those will be. Coders and designers will be in high demand.

The degree/certificate is a proxy for what is known and can be done. A digital footprint can convey that in a different way. It could be a compilation from many different learning experiences, methods, and other mechanisms. Badges can be used to convey skills – even soft skills.

May need to look now at finding different learning management systems and onboarding systems that are easier for modern learners, how they learn, and where the world is headed.

It may mean the end of the traditional semester.

Continued need for equity work so that the new world is designed for everyone.

What makes a community college unique and different that can be leveraged in the future?
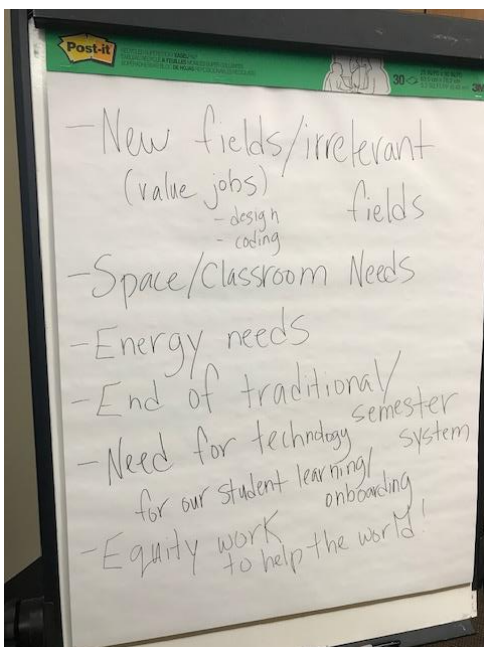
- Some of the essential skills mentioned are:
    o 80% of work involves collaboration – we teach collaboration and other soft skills in classroom
    o We are swimming in information, but how do we know it's accurate? Critical thinking is something all employers want.
    o Creative thinking is important with ability to think on the fly
    o Ethical aspects
- Diversity of the community college environment which is different from universities
- Need to connect better with employers; traditional model of degrees and certificates doesn't necessarily resonate with employers

We need to consider modular learning. The old assumption is that someone goes to school to learn what they need to work in a particular profession. Students need to learn conceptually how things work rather than version by version. May need to move away from linear programs of a certificate or degree leading to work.

Differing viewpoints on online education:

- Students are voting with their feet for DE.
- Many inquiries about fully online programs. Individuals calling the information desk lose interest once they find out a program isn't available 100% online.
- The physical classroom is important and more conducive to teaching soft skills.
- Why can't students just Zoom into the class? Why can't we blur the lines between online, hybrid, and face-to-face? There are challenges that would need to be resolved with the System Office.
- What does online mean to you? Not on a traditional semester? On their own time? For student convenience?
- Can community and spaces to gather be provided in this format or not? Are students asking for things that can't be provided in an online format?

What does a technology-dependent world mean for space and classroom needs? Maybe we won't need as much space or will use it differently.

What will the energy needs be for more technology use?

To what degree is the institution built around implicit assumptions of what students are? ARC has highest average student age of the district. Most are working learners. Are we designed for them or for more traditional learners?

Can we frame what disruptive innovation means in terminology that is easier to understand?

Challenge of this work is to take in so much information, synthesize it, and consider the signals of the future. What does this mean for education, higher education … and ARC? What does it mean for us now?

Purpose of considering disruption is not too make us scared, but to give us agency for the future.