



**ETSU 125**

*Progressing toward ETSU's 125<sup>th</sup> Anniversary*

## **Academics: Programs and Opportunities**

### **Task Force Meeting**

**Date:** October 3, 2012

**Time:** 10:00AM – 12:00 PM

**Location:** Quillen Conference Room, Sherrod Library

## **MINUTES**

### **I. Welcome and Brief Self Introductions**

Dr. Kirkwood welcomed everyone and thanked them for their willingness to participate. An agenda was distributed. Members then introduced themselves.

### **II. Overview of Process**

Dr. Kirkwood reviewed the process that would be used today. Consultants from NAPA then identified the expectations. Mr. R. J. Valentino provided background of the consulting firm. He then introduced his colleague, Ms. Janis Johnson.

Mr. Valentino noted that the arrival of a new President creates a unique opportunity for the university. He also observed that ETSU is in better fiscal shape than many higher education institutions his firm works with, thanks to having an effective business model.

The ETSU 125 process invites use to think about the future—25 years out. Mr. Valentino encouraged the team to detach themselves from the day-to-day and think about possibilities and potential. This task force will address the core mission of the university. The work of this task force should be broken out at five-year increments—with proposals including those for the next five years and those for the next ten years. All ideas are to be considered. The reporting deadline is November 28. Dr. Kirkwood noted that there is a template to be completed along with a narrative for reporting. Mr. Valentino then noted that all presentations will be merged for a December deadline to the full committee. Various constituencies will then consider some of the ideas presented. During April-May 2013, the process will be finalized and move into the strategic planning process. At Dr. Kirkwood's request Mr. Valentino defined the difference between visioning versus planning. Visioning is for the long-term—25 years out. It will drive the next cycle of strategic planning, which will come later in five-year increments as the outcomes are incorporated into that process.

Each member received a packet which included information to be used in their own visioning process. An organizational chart was produced to pinpoint linkages. A matrix was developed to identify task forces that would be needed, along with their scope, chair, and membership. All information was included to provide the task force with a framework for reporting to the full Committee 125. A worksheet was also developed to guide the process.



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Data will be provided to task forces, and Ms. Johnson provided an overview. A website is being developed that will house information and serve as a repository for data and resources. A networked drive will be established for sharing documents. Specific data requests should be sent to Jeremy Ross as the President's liaison. Dr. Bach asked about peers and whether they would be at the institutional or program levels. Ms. Johnson noted that in defining priorities, there may be peer or competitive data needed. Mr. Valentine encouraged members to think outside the box in terms of comparisons, noting that the team should look at who is doing what no matter whether they may or may not fit into a true peer scenario. Dr. Kirkwood indicated that he would send information and data to members as part of their review prior to the next meeting in two weeks.

### **III. Our Goals and Ground Rules for Discussion**

Dr. Kirkwood noted that our goals are to make four to six recommendations for priorities that the university will pursue over the next five years (starting 2014-15); and four to six recommendations for priorities that the university will pursue over the next ten years. The team will complete a template and will also write a one-page narrative for each recommendation submitted. The narrative will include what research went into the recommendation.

He noted that the team will pick ideas members believe greater research should be done. There will be a need for subcommittees and specifically noted the need for a subcommittee on graduate programs. Another subcommittee on the arts may need to be established. Because time together as a group is limited, this will allow work to be accomplished off-line. He asked that members let him know if they had a recommendation for additional subcommittees.

Final ground rules included respecting each other and any comments. He asked that remarks be kept brief; that no idea be criticized, and that members be candid.

### **IV. Meeting Time and Calendar**

Dr. Kirkwood noted that the team has two community members—Dr. Roy Ikenberry, former Director of Institutional Research, Belmont University, and Mr. Steve Barnett, Town Acres Principal and ELPA student. Dr. Kirkwood distributed a list of meeting dates. All meetings will be held in the President's Conference Room 3:30 – 5:30 p.m. Identified meeting dates were:

October 16  
October 30  
November 6  
November 13  
November 20  
November 27 - tentative

Dr. Paul Simms noted that Tuesday meeting times will conflict with his teaching schedule. Dr. Kirkwood noted that because all other members could make the times, he will need to seek a replacement.



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### V. **Discussion: What do you think will be the most important trends or influences in higher education over the next 10 years?**

Dr. Kirkwood noted that nationally, this is a time of fundamental change for higher education. Thus it is also a perfect time for a visioning process. He asked task force members to identify major issues, challenges and trends that will affect higher education over the next 25 years. The following themes emerged:

- How do we go forward with digital and online education—how do faculty keep up?
- Online open-source courses: What will ETSU's involvement be?
- How will we respond to requests for credit for knowledge, e.g., from open source courses?
- How do we provide access to scholarship in the digital age?
- How do we make our unique scholarly and creative resources available digitally?
- How do we teach to students' "new brains" and their interaction with technology, which are considerably different from those of previous generations of learners.
- There is a trend toward student-centered instruction.
- Online learning is self-directed learning.
- We should remember that mature learners aren't necessarily tech-savvy.
- We anticipate further declines in state funding for higher education.
- There will be increased government expectations for higher education—outcomes, assessment, etc.
- We will increasingly have to provide academic and other support for students with diverse preparation and backgrounds.
- We will serve increasing numbers of international students.
- What will the community and region need regarding jobs and workforce?
- Graduate education will be workforce driven.
- Graduate education challenges: Be innovative, be nimble, be interdisciplinary.
- How can we streamline education? Do students need all of the courses they are required to take now? What more are needed?
- We should create more career-driven programs, in light of the needs of the region.
- Students need more technical preparation than they can get through two-year programs.
- There are opportunities to integrate creative skills in design of technology.
- Character education should be part of higher education.
- How will badges and certificates impact ETSU?
- Assessment of student learning will become increasingly sophisticated and criterion-based.
- Students see higher education as means to a job; faculty see higher education as having broader and higher goals.
- Students still need to learn how to think.
- We must deal with the cost of academic programs and how we fund them.
- We must market programs as actively as private institutions do.
- Community and regional service is increasingly important.



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- Sustainability will be important.
- How will we prepare faculty to teach to the diverse characteristics of their students?
- We will need to examine staffing patterns for instruction.
- Balancing faculty roles and responsibilities—teaching and scholarship—will be increasingly important.
- How do we help underprepared students succeed?
- How do we adjust course schedules to working students' needs, e.g., weekends?
- How do we provide experiential learning opportunities?
- We will be challenged to justify the value of the liberal arts and their connection to the life worth living.
- Should we seek an enrollment growth limit? Quality versus quantity.
- How do we increase academic rigor?
- We will need to provide increasing levels of support for students with special needs, including documented disabilities.
- We should have a strong commitment to diversity.

### **VI. Homework for Next Meeting**

The next meeting has been scheduled for October 16. Dr. Kirkwood will send members a link to the ETSU 125 website along with materials and data to study for that meeting. The focus will be on discussing ideas or priorities that the group wishes to investigate. It will be a “dream big,” “think big” meeting. He encouraged members to talk with colleagues prior to the meeting.

Members were asked to not discuss team deliberations with the media, if approached. The Office of University Relations will address any of those questions. Mr. Jeremy Ross, who is staffing the process for the President's Office, spoke to members about the process and outcomes.

Meeting adjourned at 12:00 p.m.

Respectfully submitted,

Kim S. Blevins  
Office Manager  
Office of the Provost and Vice President for Academic Affairs