GOALS FOR THIS SESSION

As a result of the session participants will be able to:

(1) gain new perspectives on the complexity of critical and urgent issues in higher education today;

(2) relate the efforts of their home institutions to more comprehensive ideas for effective practices to meet the hard challenges of today; and

(3) create and construct a dialogue on how their institutions can “own” the future.
PLANNED AGENDA

• Overview of Larger Questions
• Examples from institutions
• Interactive Collaboration
• Discussion/Planning
• Recap
NECESSITY OF HIGHER EDUCATION TODAY?

• Gen Z questions its value and relevance to entrepreneurial initiative and job markets
• A polarizing rather than equalizing force (prohibitive cost and problematic access make colleges for elites only)
• Location, location - urban-serving institutions serve perceived critical needs in higher education
• Decreasing enrollment, institutional mergers, campus closings
TOOLKIT FOR CITIZENSHIP?

• A functional society – educating for economic and social well-being
• America’s role in the world – educating for globalization
• America within – educating for civic engagement and responsibility
• Citizen-leaders – educating for the public good in cultural, aesthetic, moral, and community values
RELEVANCE OF DISCIPLINES?

• Current compelling issues, e.g., health care and the environment

• Integrative, project-based curricula; downplay disciplines, departments; ways to organize knowledge

• Passions and interests of students – topical, timely, thought-touch, e.g., game studio, digital literacy and media arts, mind-body development, innovation, entrepreneurial initiative, and inclusive, essential dialogue.
RELEVANCE OF DISCIPLINES?

• Curricular background for the future requires multidisciplinary competence and knowledge - drone engineer; robot tender; comprehensive health care manager; data visualizer; innovation designer; video game critic; encryption tech; Web-enabled device programmer.

• Disappearing majors/emerging, creative minors
ORGANIZED TO MEET TRANSFORMATION FOR THE FUTURE?

• Strategic change – institutional identity, student base, paths to sustainability

• Organizational change – governance; the “endowed system,” e.g., tenure, qualifications of faculty; degrees and credit hours; “old habits in new bottles

• Structural change – diversify of teaching/learning spaces; classroom architecture; modes of delivery crucial

• Obstacles to change - resilience v. adaptation; new v. established faculty/administration
CULTIVATING 21\textsuperscript{ST} CENTURY RELEVANCE AT GVSU

Answer: The Design Thinking Initiative

• Human-centered design
• Solves complex “real-world” problems
• Uses multidisciplinary teams
• Iterate – empathize, define, ideate, prototype, test
DESIRED LEARNING OUTCOMES

• Intercultural Communication
• Data collection and systems analysis
• Innovative and collaborative problem-solving
• Critical and integrative thinking
• Presentation and story-telling skills using multi-media
IMPLEMENTATION

• Retain a DT practitioner to train faculty
• Establish faculty learning communities across colleges
• Create a for-credit DT certificate open to students in any program
• With community partners establish a not-for-credit DT Academy for students
CRITIQUE OF THE DT INITIATIVE

• Labor intensive teaching - difficult to scale up
• Faculty preparation – does it meet accreditation qualification standards?
• Is the action-oriented DT framework an effective framework for deep learning?
• Community business leaders are enthusiastic!
CULTIVATING 21ST CENTURY RELEVANCE AT SIMPSON

Answer 1: Simpson Promise

• Focus on Access to Education and Affordability
• Driven by Mission
• Experiential and Integrative Learning as key educational components
• Additional Leadership Development for Students
CULTIVATING 21\textsuperscript{ST} CENTURY RELEVANCE AT SIMPSON

Answer 2: Curriculum and Experiential Learning

(1) Creation of Interdisciplinary Programs:
   • Social Justice, Arts Management, Interactive Media, Rural Studies Institute, Honor’s Program focused on integrative curriculum etc.

(2) Increase participation in experiential learning:
   • Currently 85% participation with a goal of 95% by 2019.
CULTIVATING 21\textsuperscript{st} CENTURY RELEVANCE AT SIMPSON

Answer 3: Flexibility in modality

- Offering increased number of hybrid and web courses
- Offering exclusively online programs and low residency programs
- Expands audience for our education and acknowledges changing realities of our students
GOALS OF THESE PROGRAMS

• Visible commitment to access:
  • Increase number of high need students
  • Increase diversity of campus population
  • Increase number of first-generation students

• Offer curricula focused on integrative learning, helping students understand and live in the intersections of disciplines

• Expand experiential and integrative learning opportunities
INTERACTIVE COLLABORATION
HIGHER EDUCATION IN RETROSPECT

- Derek Bok, *Our Underachieving Colleges*
- Derek Bok, *Universities in the Marketplace: the Commercialization of Higher Education*
- Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*
- Jonathan Cole, Elinor Barber, Stephen Graubard, eds., *The Research University in a Time of Discontent*
- Bartlett Giamatti, *A Free and Ordered Space: the Real World of the University*
- Annette Kolodny, *Failing the Future: A Dean Looks at Higher Education*
- Page Smith, *Killing the Spirit: Higher Education in America*
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