Lifelong Learning 2020
Creating a campus-wide strategic plan at UW-Madison for lifelong learning between now and 2020

Monday, September 15, 2014, 9:30 – 11:00 am, 159 Education Building (Wisconsin Idea Room)

Welcome and introduction to the campus-wide lifelong learning strategic planning process
(Vice Provost for Lifelong Learning Jeffrey Russell)

- In a response to a question posed by Chancellor Blank, we are here today to begin the planning process to create a campus-wide strategic plan for lifelong learning at UW-Madison
- The educational landscape is changing and we need to be thinking about audience, content, and delivery in a more intentional way:
  - The audience that we should serve as a land-grant state institution is much broader than the traditional degree-seeking student; we have a broader obligation, mission, and opportunity
  - We have large pockets of excellence and content expertise and we need to think about how we can make our content more accessible to others
  - In terms of educational delivery, technology has enabled us to reach learners in nontraditional ways; learning doesn’t always have to be a face-to-face interaction
- This strategic planning process is giving us the opportunity to think about lifelong learning at UW-Madison in the broadest sense and think carefully about:
  - Who our lifelong learners are
  - Creating and providing content based on market research and learner demand
  - Providing flexibility to allow lifelong learners to more easily access our institution for personal and professional development
  - Modifying our systems, structures, and processes (e.g., financial aid, marketing, student services, transcripting, hiring instructors, procurement practices, etc.) to better serve lifelong learners
- Can we imagine millions having access to and experiences/relationships with UW-Madison? That is the opportunity in front of us!

Why is lifelong learning strategically important and what is your unit doing about it?
(Dean François Ortalo-Magné – Albert O. Nicholas Dean, Wisconsin School of Business)

- How can the Wisconsin School of Business stay true to sifting and winnowing? How can it continue to fund its research mission? We have moved the conversation away from who is paying now – the state versus the student – to who is paying when. Which students now (through tuition) and which students later (through philanthropy)?
- In order for this business model (who is paying when) to work, the Wisconsin School of Business needs to find a way to make sure that its graduates are both successful and grateful. (26% of the School’s budget currently comes from philanthropy; at Stanford it is 50%).
- How are you going to make sure that your graduates are both successful and grateful? It starts with who you recruit as students (students with the potential to be more successful and grateful) and ends with what you do once they graduate (premium alumni relations with valuable continuing education to make the lifelong learning partnership real).
- But what about everything in the middle - what do you do while the students are here? How do you instill a thirst for lifelong learning? Thought leader Dr. Ken Bain advocates for asking big questions of our students; these big questions become deep learning experiences that set our students on a path to becoming adaptive experts. Our researchers can help students frame questions, design experiments, and learn from empirical evidence. We want our students to be successful and grateful for the time they spent here with our researchers.
• It is important to engage employers in a conversation about learning outcomes; what learning outcomes do employers seek in our alumni (their employees)? We have developed and embrace the ‘KDBIN’ framework (knowing, doing, being, inspiring, and networking) to articulate what a “Business Badger” means. We are using this ‘KDBIN’ framework to help identify learning outcomes across courses, programs, degrees, and majors.

Why is lifelong learning strategically important and what is your unit doing about it?
(Professor Philip O’Leary – Chair, Engineering Professional Development)

• The mission of Engineering Professional Development (EPD) is to provide lifelong learning opportunities for professionals to advance their careers, advance their organizations, and become more successful. EPD’s entire mission is student-centered!
• EPD works hard to find out what learners want and design learning experiences around student needs instead of simply pushing out content we want to teach. We also push learners ahead by looking at research and industry trends and incorporating those trends into our curriculum.
• Through short courses, customized training, and online distance degrees, EPD provides skills training to employees who want to be able to do a better job, keep their jobs, and advance their careers.
• The Master of Engineering in Engine Systems degree is an example of a program that ties student/industry need to UW-Madison’s research excellence. This degree program provides a direct two-way pipeline between the Engine Research Center (the strongest engine research center in the world) and people working in the industry on a daily basis. The work of the Wisconsin Electric Machines and Power Electronics Consortium (WEMPEC) is another example of a direct two-way pipeline between UW-Madison’s research excellence and engineers in the field.
• Despite the fact that companies are providing fewer continuing education opportunities for their employees, employees themselves are taking a more active role in their lifelong learning. Employees are interested in additional education and additional credentials so that they will have and will continue to have value in the work place, to advance their careers, and to protect their careers.
• Similar to the Wisconsin School of Business, the College of Engineering wants to instill the value of lifelong learning into its current traditional undergraduate students. For engineers to remain successful in their careers they are going to have to engage in lifelong learning; if they don’t, they are simply going to be left behind in their jobs.
• As a land-grant institution who strives to live by the Wisconsin Idea, UW-Madison has an obligation to the state and beyond. We have an obligation to help people advance their careers, to lead them, and to respond to them.
• Developing the ability to really listen, developing the appropriate infrastructure, and ensuring that our student services are able to support lifelong learners are some of the challenges that UW-Madison needs to tackle as part of this lifelong learning strategic planning process.
• Our ultimate measure of success isn’t when we think we’ve done a good job, it’s when our students tell others about the transformative lifelong learning experiences they’ve had in an EPD program.

Begin the planning process
(Vice Provost for Lifelong Learning Jeffrey Russell)

• After reviewing Continuing Studies’ previous strategic framework and benchmarking against other institutions who are leaders in terms of lifelong learning, three campus-wide goals have been set for lifelong learning at UW-Madison between now and 2020:
  o Create opportunities for transformative experiences and meaningful learning with every lifelong learner across campus
  o Reach more lifelong learners annually
  o Generate additional lifelong learning revenue
Exercise
(Consultants George Watson and Lori Scroggs – Office of Quality Improvement)

- What are things that you personally could start doing to advance the lifelong learning 2020 goals?
- What are things that your unit could start doing to advance the lifelong learning 2020 goals?
- What are things that campus as a whole could start doing to advance the lifelong learning 2020 goals?
  - Continue campus-wide discussions with stakeholders (meetings like this town hall)
  - Goals are on track, must remember that lifelong learning 2020 is a significant culture shift
  - There needs to be an ongoing commitment to keep lifelong learning 2020 moving forward
  - Will require coordination at a campus-wide level
  - Messaging to learners is a constant; you cannot invest up front and then stop. Need the time and financial investment to be continuous.
  - Find ways to build emotional connection for lifelong learning with students while they are still in school and as recent grads (campus defines recent grads as those who have graduated within the last 5 years)
  - Some topics are currently “owned” by a school/college (like Law School), but could be shared
  - Find and promote incentives for faculty/staff
  - Build partnerships that build/leverage expertise
  - Streamline processes associated with lifelong learning
  - Promote Francois’ practice – student success leads to student gratitude
  - Cultivate appreciation of lifelong learning by students and faculty
  - Leverage “Badger Fans”
  - Find ways to create a comprehensive campus-wide lifelong learning budget
  - Build the lifelong learning infrastructure
  - Campus communication plan
  - Integrate traditional and lifelong learning so it becomes seamless
  - Increase transparency of “learning centric” and reward collaboration and working together
  - Keep the focus on collective goals
  - Expand messaging to students and to recent grads
  - Think of lifelong learning as building alumni
  - Emphasize the creation of “Adaptive Experts”
  - Emphasize the UW-Madison Brand (with things like Badges)
  - Expand the “shared services” model
  - Look for new partnerships – (like the Starbucks/Arizona State partnership)

Review next steps
(Vice Provost for Lifelong Learning Jeffrey Russell)

- The Office of the Vice Provost for Lifelong Learning will strategically identify opportunities for further interactions to maximize engagement and set up meetings with units both providing and supporting lifelong learning to talk specifically about lifelong learning 2020 in the context of that particular unit
- By January 1, 2015, the Office of the Vice Provost for Lifelong Learning will have a draft of the plan, but the plan will be adaptive
- Some of the issues identified today are very broad issues for campus to consider; if we can get them framed right, they will be instrumental in helping UW-Madison move forward
- Keeping in mind that UW-Madison is in Wisconsin and of Wisconsin, how we connect and interact with the state (and beyond) is really important. We have a tremendous opportunity to think about, reposition, reinvigorate, and recalibrate what we’re doing in a way to help us reach additional audiences with transformative lifelong learning experiences.