

The background features a series of concentric circles, some solid and some dashed, in a light gray color. A large red callout box with a downward-pointing arrow at the bottom center is overlaid on the image. Inside the box, the main title is written in large, bold, black font, and the date and location are written in a smaller, bold, white font.

# **A Special Presentation for the Graduate Studies and Schools**

**February 2022**

**Raleigh, North Carolina**

**THE** (*The Higher Education*)

**A****B****C** Archetype for  
**A**ndragogically **B**ridging  
Graduate **C**ommunities

{CLERISY}  
Joseph Martin Stevenson

**Founding and Emeritus Provost, Global Digital Academy**

**Our Biggest  
Challenge**

**How Can **ALL HBCU** Graduate  
Schools and Divisions  
Building From  
**ONE VOICE**  
and Generating  
**ONE CLERISY****

**Seize the  
Moment, Seize  
the Day, Seize  
the Semester**

(depositphotos)

cherish happy laugh live love soar be happy  
eliminate relax love share play seize the day  
give thanks enjoy unplug  
**CARPE DIEM**  
simplify love seize the day cherish  
reduce stress happiness slow down  
enjoy live meditate laugh soar  
have fun smile unplug  
prioritize simplify love smile unplug  
give thanks

# Purpose of Today's Presentation



## TELOS

*(Ultimate Object & Aim)*

Generate Thoughts About Pragmatic Feasibility to Launch **An Enrollment Management-Driven and An Advancing Knowledge-Based** 30-Day Monthly Semester With Graduate Students On Campus Two Out of Five Months and Three Months Online “**2 3 5**”

**CAU IS AMONG AMERICA'S  
"TREASURED" HBCUs**

- **Strength Inward**
- **Spirit Upward**
- **Strategy Onward**
- **Sustainability Forward**

# The 5 and The 6

**Future Graduate Students Want On Campus (clerisy) and Online (virtual) The Following Five**

Historical **Reputation**

Academically **Rigorous**

Personally **Relatable**

Socially **Relevant**

Market **Responsive**

*Depending On Their Six "S":*

**Stage** in Life (development and growth)

**Station** in Life (live and work)

**Situation** in Life (finance and budget)

**Space** in Life (personal and social)

**Status** in Life (career progress and path)

**Stratification** in Life (demographic and preference)

**Targeted Niche  
Audiences for  
ABC  
Archetype?**

**If 3 to 4 entry graduate level classes could be coupled together to become a “minor” for students who have successfully matriculated with “A” GPAs at the junior upper division level, this could be:**

- {a} the beginning of the graduate school pipeline**
- {b} an introduction to research with numbers and words**
- {c} the early development of graduate study preparation**

**This may lengthen undergraduate study, but shorten graduate study**

# Q and Q

- Both Qualitative and Quantitative Research Methodologies Would Be Applied To Gain Insight From All Graduate Students as Campus Stakeholders

First, a **quantitative** instrument (*See sample questions in Appendix*) would be administered to large groups of students, faculty, and staff relative to interest, reasonableness, ability, readiness, feasibility, value, capacity, and capability

Second, after these **quantitative** data are collected and analyzed, a **qualitative** protocol would be applied to interview small focus groups of students, faculty, and staff to refine, fine-tune, clarify, and further vet the **quantitative** findings.

**The Right Fit  
and  
Configuration  
for the Our  
Times?**

**Is the HBCU graduate  
academy arranged, aligned,  
associated affiliated, and  
amalgamated together in  
ways and within a  
wherewithal for optimal  
graduate student success?**

**The Right Fit  
for the Future  
Times**

- *Is the Campus*
- **Consistent?**
- **Constant?**
- **Continuous?**
- **Caring?**
- **Calm?**
- **Concrete?**

**If We All Agree That  
Advancing,  
Propelling,  
Elevating, and  
Ascending  
“Knowledge”**

Is the true essence, centrality, and nature of our HBCU **clerisy** across the arts, the sciences, and the professions, what is the **optimal** instructional delivery system in this era of COVID 19 **conditions, circumstances, and consequences**, given the CAU “academy” (not just economy) of scale?

**Four  
Knowledge  
Bases Over  
Four Years**

## **Arts, Sciences, Professions**

- **Factual: 1<sup>st</sup> Semester?**
- **Conceptual: 2<sup>nd</sup> Semester?**
- **Procedural: 3<sup>rd</sup> Semester?**
- **Meta Cognitive: 4<sup>th</sup> Semester?**

Freshman–Facts  
Sophomores–Concepts  
Juniors–Procedures  
Senior–Meta

## ***Definition of Graduate Knowledge Domains:***

### **1<sup>st</sup> and 2<sup>nd</sup> Semesters**

- **FACTUAL:** The basic elements students must know to be acquainted with a discipline or solve problems in it (Example: Freshman Experience courses)
- **CONCEPTUAL:** The interrelationships among the basic elements within a larger structure (Example: general education or liberal arts courses) that enable them to function together

### **3<sup>rd</sup> and 4<sup>th</sup> Semesters**

- **PROCEDURAL:** How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods (Example: in subject matter discipline or major)
- **META COGNITIVE:** Knowledge of cognition in general as well as awareness and knowledge of one's own's cognition (Example: upon graduation and preparation for direct transition to career or graduate/professional school)

## Four to Five Months Over A Semester

- January, Month One, On Campus : Factual Knowledge (Example: Vetting Social Media, **“WHY”**)
- February, Month Two, Online: Conceptual Knowledge (Example: Conceptualizing A Research Question, **“WHAT”**)
- March, Month Three, Online: Procedural Knowledge (Example: An Entrepreneurial, Creative or Innovative Pursuit, **“HOW”**)
- April, Month Four, Online: Meta Cognitive Knowledge (Example: Student Self-Planning To Become Subject Matter Expert In Selected Major, **“WHEN”**)
- May, Month Five, On Campus: Capstone Culmination of All Four Knowledge Bases: (Example: Student Self-Portfolio for Career Employment or Graduate/ Professional School, **“WHERE”**)



# CARPE DIEM

## EDUCATION

*Stop, Go, Yield*

**A Garrett Morgan archetype?**

Brand By the Niche  
Numbers

**2 3 5**

- **2 On Campus**

- 3 Off Campus**

- 5 Combined**

**What We  
Need Now  
More Than  
Ever**

## **Generative Learning (and Teaching)**

### **DEFINITION:**

**Value-added learning (and teaching)  
that seeks what is alive,  
compelling, and energizing and  
that expresses a willingness to see  
radical possibilities beyond the  
boundaries of current thinking (See  
*Allee*)**

**A.  
Long Term Remedy  
vs.  
Short Term  
Reaction**

- Fit for the future clerisy at HBCU graduate schools by following the confluences and underpinnings of andragogy (adult learning) and not **episodically and sporadically** reacting to the unfortunate conditions of the pandemic. That is, use the right andragogy, the right way, and for the right reasons to **strategically and systemically** manage the conditions, circumstances, and consequences of COVID-19.

**A.**  
**The Semester  
with Sequence  
and Threaded  
Themes**

- **ABC** semesters consists of four-to-five months over the course of fall, spring and summer, driven by a **knowledge**- based sequence, new **accelerated** and **compressed** set of **blended** structures, and a scope for higher learning off campus and on campus with short stay lodging arrangements (for first and last months) framed with **interdisciplinary threaded themes with global emphasis**. The lodging arrangements are not conventional dorms or traditional residential life facilities, and are thematically based (classification, gender, discipline, international, Greek affiliation, etc.

# The Communities of Practice

[https://www.thediscoverer.com/blog/the-coolest-college-towns-in-america/XvHyVpKgiwAG5ai3?utm\\_source=blog&utm\\_medium=email&utm\\_campaign=1418897967](https://www.thediscoverer.com/blog/the-coolest-college-towns-in-america/XvHyVpKgiwAG5ai3?utm_source=blog&utm_medium=email&utm_campaign=1418897967)

**Could be named after graduate or professional schools with post-undergraduate, pre-arranged articulation and transfer agreements with HBCUs for instance, grad school college towns like:**

**Boulder**

**Athens**

**Wellesley**

**Austin**

**Berkeley**

**A.  
The Semester  
with Sequence  
and Threaded  
Themes**

- Rather, they are temporary lodging hotel-type “short stay” structures to enhance the graduate study ***environmental and ethos experience*** by grouping students as members of a **community of practice {clerisy}** pursuant to their ***interdisciplinary majors with global emphasis.***

# Student and Faculty Communities of Practice

## DEFINITION

*“Community of Practice for Telos”*

A group or network of individuals who share a concern, a set of problems, “**Telos**” or a passion about a topic, and who deepen their *knowledge* and expertise in this area by interacting with each other (online and on campus) on an ongoing basis (*Wenger, McDermott, and Snyder in **The Future of Knowledge** by Allee, pg. 260*

**A.  
The Semester  
with Sequence  
and Threaded  
Themes**

- The themes of the modern structures would be named based on the interests of potential donors and other possible philanthropic funders. In this **ABC** archetype, students and faculty would be required to confirm COVID compliant vaccination before and after the first and last month of the semesters, including summers. Enhanced social and incentivized student life activities on campus would be limited to the first and last month of the semester, and other virtual-friendly activities, programs, and services would be sponsored online.



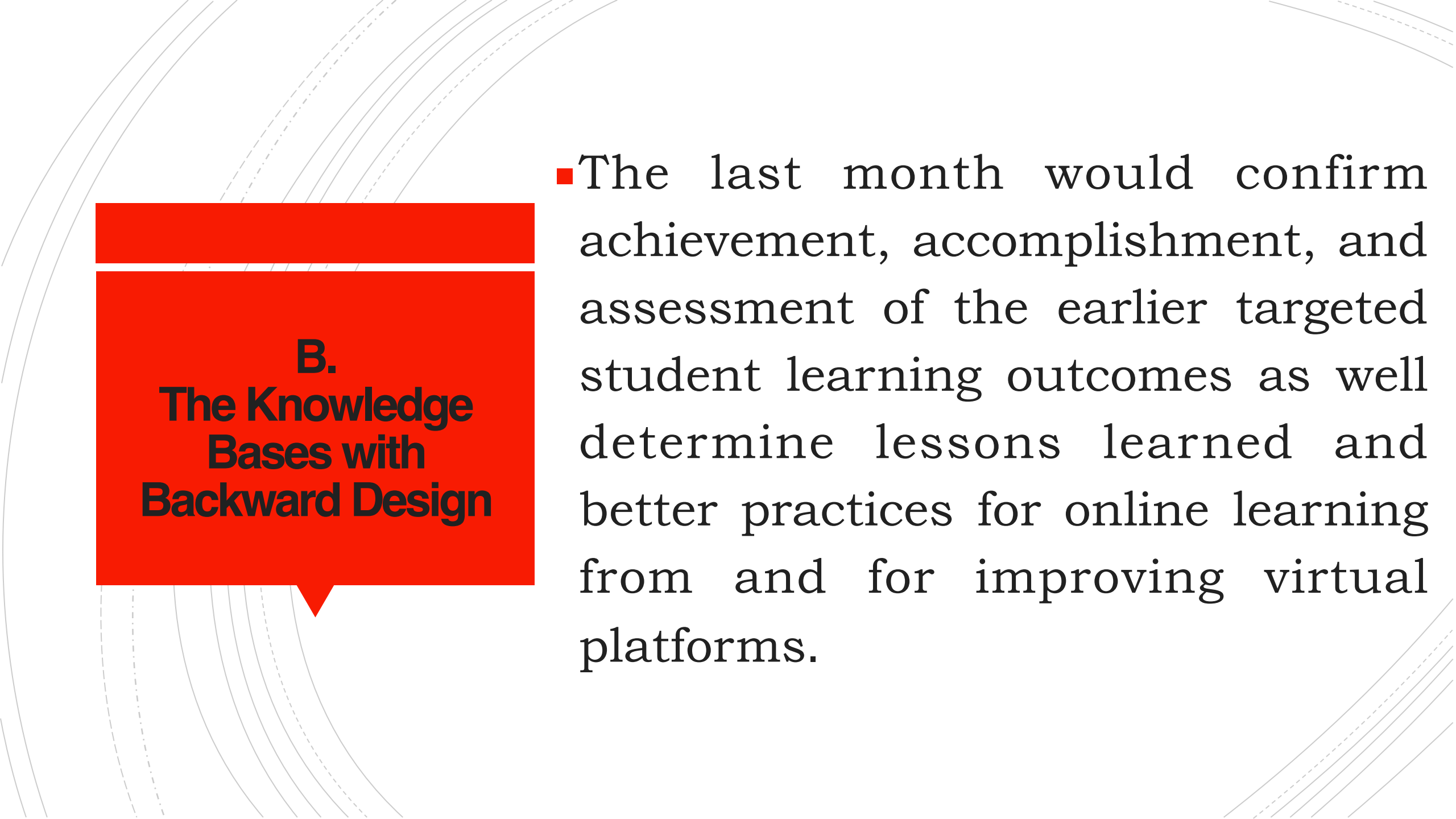
**Seize the  
Semester**  
depositphotos.com

## B. The Knowledge Bases with Backward Design Theory

- The first knowledge base, "***factual knowledge***" would be in the first month across all disciplines in the arts, sciences, and professions. ***Learning contracts per syllabus, virtual platform competency, and targeted student learning outcome*** confirmation would be covered in this first residential month. Faculty would be trained in ***andragogy*** and in all knowledge bases on how to introduce, infuse, and integrate the four knowledge bases in classroom instruction and delivery -- online and on campus.

## B. The Knowledge Bases with Backward Design

- "**Conceptual**" knowledge would be covered in the second month online; "**procedural**" knowledge would be covered in the third month online; and "**meta cognitive**" would be studied in the final fourth or fifth month. **Experiential learning** and community service learning would be framed for the second and third months so that students can transition their online and on campus learning experiences from the **classroom to the workplace**



**B.  
The Knowledge  
Bases with  
Backward Design**

- The last month would confirm achievement, accomplishment, and assessment of the earlier targeted student learning outcomes as well determine lessons learned and better practices for online learning from and for improving virtual platforms.

**Seize the  
Semester**

(nationaldayarchives.com)

*Carpe Diem*

SEIZE THE DAY

## C. The Ultimate Goal of Future Higher Learning

- To offer the best online and on campus college teaching and learning experience and ***improve persistence toward graduate degree completion relative to student recruitment, retention, matriculation, graduation, and career placement.*** If offered in accelerated and compressed modalities and modes, with summers treated like semesters, two-year degrees could be shortened to a year and a half, and four degrees could be shortened to three years (success European model).

**C.  
The Ultimate  
Goal of Future  
Higher Learning**

- This ABC acceleration and compression could curtail and mitigate against mounted student loan debt. As suggested in the books, “**Virtual Virtues**” and “**True Trajectory**”, the conventional and traditional fourth of five year of the undergraduate experience should be spent on students attaining master's degrees, as this degree level will have **higher premium and more prevalence**, compared to today's bachelor's degree, in the future marketplace and bold, new competitive global space

**C.  
The Ultimate  
Goal of Future  
Higher Learning**

- These master's degrees, ***preferably in the study of advanced leadership***, should be offered virtually in the evening so students can work on reducing student loan debt during the day. This master's degree must be academically ***rigorous***, socially and personally ***relevant***, and ***responsive*** to the competitive market.

## C. The Ultimate Goal of Future Higher Learning

- Among the **cost savings** could be less utilization of **facilities and plant operations** and other institutional **resources** at the institution as well as refined focus on **time, energy, and other capital**. In fact, this accelerated and compressed archetype could also make the management of COVID-19 more **efficient and effective**. The notion here is that, for optimizing and maximizing the tracking, following, tracing the spread of CV-19, better to do so before and after students are on campus and in the first and second months as opposed to the course over semester or a year. Less interaction on campus lessens vulnerability, endangerment, liability, and susceptibility of spread.

**Seize the  
moment, the  
day, and the  
semester**



**KEEP  
CALM  
AND  
CARPE  
DIEM**

**BUT**

CARPE  
THE HELL  
OUT OF  
THIS  
DIEM



**CARPE DIEM**



**RED:** Stop What  
You Are Doing

**Green:** Go  
Ahead  
Differently

**Yellow:** Yield  
Ahead But  
Assess As You  
Go

# Ultimate Impacts

**Mission**

**Budget**

**Quality**

**Curriculum**

**Resources, Investments, and Capital**

**Time, Scheduling, and Calendar**

**Faculty Teaching Outputs**

**Student Learning Outcomes**

**Plant and Facility Operations**

**Enrollment**

**Brand, Niche, Identity**

**PILOT  
or  
PIVOT**

Future possibility at HBCUs  
could be to

- (a) either **pilot** a new structure  
(“*College of Celer, Celox,  
Citrus*”) with the **2 3 5** archetype  
or
- (b) **pivot** the **2 3 5** archetype  
across present structures

# Next Steps?

- President's Cabinet Consensus
- Shortened PPT with Less Narrative and More Graphics
- Organized Focus Groups with Stakeholders
- Collection and Analysis of Qualitative Data
- Assessment of Findings
- Presentation Back to Cabinet

## APPENDIX: TYPES OF RESEARCH QUESTIONS *(with Likert scale)*

- What is your age, classification, major, gender, ethnicity, and home address?
- How would rate your in-person experience with instruction and learning on campus?
- How would you rate your online/virtual experience with instruction and learning off campus
- How would you rate your overall ability to achieve and accomplish student outcomes in class syllabi?
- How would you feel about coming to campus for in-person instruction in the first month, then learning online for three months, then coming back to the campus for the last month of the semester?
- What might you consider to gain acceptance of this possible new campus model called **2 3 5** ?
- How might this new campus model called **2 3 5** be pretested before consideration to launch? *(List sample groups from Slide #6)*

# Quantitative Instrument Questions Continued

- What might you consider to be enthusiastic about this campus model called **2 3 5** ?
- What would you suggest to insure efficiency and effectiveness?
- What would you suggest be the advantages and the disadvantages?
- What resources would you suggest to be necessary and required?
- What challenges might be considered relative to objections, difficulties, limitations, or obstacles?
- How could these challenges be overcome and addressed?
- What else might be helpful to have in place before considering the new campus model called **2 3 5** ?
- What could be possibly be an unexpected element with the new campus model called **2 3 5** ?

**No other organization or institution has this unique six-fold relationship**

- When graduate students are taught, they are **consumers** of knowledge from faculty.
- What graduate students are taught about research; they are **collaborators**.
- When graduate students express themselves on campus for free of speech, they are **constituents**
- When graduate students express themselves off campus with free of speech, they are **citizens**
- When graduate students need physical or mental health for their well being and success, they are **clients**
- When graduate students attend or participate in certain activities and services, or purchase at the bookstore or food court, they are **customers**