



## Committee Charge Letter

### Guiding Principle 4: Engage Learners Throughout Their Lifetimes

The vision for *One Penn State 2025* builds on our strong traditions of working as one university to provide world-class education and drives us to be a more integrated, flexible, and responsive institution. By 2025, seamless online access to curricula and processes will be embedded in every part of Penn State across the Commonwealth, enabling us to become a 24/7/365, diverse and inclusive institution. *One Penn State 2025* represents a fluid, personalized, and collaborative environment that enables students, faculty, and staff to achieve their goals regardless of their location in the world.

This vision is supported by five guiding principles. You are invited to serve on a University committee that will begin the work related to Guiding Principle 4: Engage Learners Throughout Their Lifetimes. Underlying this principle is the goal that, in 2025, Penn State will engage learners throughout their lifetimes with content that is timely, topical, and relevant to their personal and professional wellbeing.

Life-long engagement will be learner-centered and will span relevant and meaningful offerings from colleges, campuses, and continuing and executive education. Penn State will engage diverse participants in learning opportunities, leveraging both traditional and innovative methods of delivery. We expect that learners will want to engage with learning in a multiplicity of ways that meet individual educational needs. In order to engage learners throughout their lifetime it is necessary to have a University-level commitment that provides shared resources to support the efforts of campuses and colleges to develop and deliver timely content that benefits from shared quality standards, IT support, marketing, ADA compliance, and copyright adherence. By leveraging existing models, such as those in Penn State Extension and executive training programs and constructing a system of access for learners that supports the variety of needs that our students have, Penn State will create paths to engage learners throughout their lives. This model would support an approach to make Penn State a learner's university for life. As such there will be a single University portal with easy and seamless access to distributed content sources for learners and an equally seamless process for faculty, colleges, and campuses to make content available.

We are asking this leadership team to undertake this work by creating four parallel taskforces that will oversee and guide the development of the infrastructure, including identification of the requirements and subsequent implementation, the processes necessary to support the curriculum and content design, development and delivery, and the strategies and tactics to communicate and market to a variety of learners throughout their lifetimes. The taskforces should work in parallel with coordination and direction provided by your work on the leadership team.

- The **infrastructure development taskforce** should work in concert with the Guiding Principle 5 team to:
  - Recommend the platform(s) to support the business function needs, considering the friction-free registration and centralized record-keeping, payment approaches and systems to collect fees, and the platform to support access to the catalog of offerings,
  - Identify the method to create lifelong digital access for learners to Penn State services and resources (credit and non-credit) to ensure ease of access to all instructional content over time.
- The **curriculum and content development taskforce** should
  - Identify the array of content that is already available and develop approaches to expand content. Consideration should be given to pursue pilot projects that expand access to individual online credit and non-credit courses, and continuing education offerings.
  - Recommend how existing resources across the University in learning design can be used to develop processes to repackage content and to originally design content in ways that enable efficient, cost-effective creation that can have a dual purpose.
  - Review the alignment of existing administrative policies and consider the creation of new policies to support and enable the University's commitment to lifelong learning.
  - Explore and recommend processes for disciplinary communities to cultivate and receive input from industry and professional skills content for the lifelong learner—ensuring content development is agile, high quality and responsive to a variety of workplace communities (government, industry, research).
  - Make recommendations related to credentialing (badges, micro-credentials, stackable credits, etc.)
- The **marketing strategies** taskforce should
  - Identify the different audiences that will be served by the lifelong learning platform and recommend marketing, promotion, and communication strategies to reach them.
  - Conduct market research to inform the university of current strength and future opportunities. Consideration of learners who are near a campus as well as those across the nation and in different parts of the world, learners who are interested in advancing their careers or strengthening their workplace skills, learners who are community-minded and seek to develop knowledge and skills to help them contribute to their communities, or learners who love to learn as they age.
  - Develop the marketing strategy and align tactics with an executional plan.
- The **fee structure taskforce** should
  - Identify different fee models within Penn State and benchmark models at other universities to better understand existing practices and opportunities.
  - Propose a fee structure for life-long engagement initiatives that will incentivize collaboration across the University and be sustainable. The fee structure should foster creation of non-credit offerings and consider and incorporate subscription services or a la carte/pay-as-you-go options.

In addition to providing coordination across the parallel taskforces, the leadership team will develop a timeline and establish milestones so that by 2025 we will have processes and platforms that provide access to a robust set of offerings in each disciplinary field that supports and extends the learning of those seeking access to the most relevant content.

Finally, each guiding principle leadership team will incorporate as part of their work the identification of infrastructure requirements that are needed to support the achievement of the guiding principle. In this context, infrastructure refers to administrative policies and practices, facilities, budget models, and technology platforms to facilitate faculty and staff collaboration, student access to university resources, and student success. Coordination of infrastructure needs will occur through the joint assignment of leadership team members with the Guiding Principle 5 leadership team.