President’s Council

Meeting Summary for Wednesday, September 18, 2013, at 9:00 a.m.
Location: Activity Center Conference Room

Attendees:
Tony Fernández, President tfernandez@lcsc.edu
Janis VanHook, President’s Management Assistant jvanhook@lcsc.edu
Lori Stinson, Interim Provost and Vice President for Academic Affairs lstinson@lcsc.edu
Mary Flores, Dean for Academic Programs mflores@lcsc.edu
Rob Lohrmeyer, Dean for Professional-Technical Programs rlohrmey@lcsc.edu
Kathy Martin, Dean for Community Programs and Governmental Relations kmartin@lcsc.edu
Chet Herbst, Vice President for Finance and Administration cgherbst@lcsc.edu
Trudy Alva, Budget Director talva@lcsc.edu
Andrew Hanson, Vice President for Student Affairs ahanson@lcsc.edu
Allen Schmoock, Chief Technology Officer atschmoock@lcsc.edu
Howard, Erdman, Director of Institutional Planning, Research & Assessment hrerdman@lcsc.edu
Mary Hasenoehrl, Director of College Advancement mhasenoehrl@lcsc.edu
Greg Meyer, Director of College Communications gameyer@lcsc.edu
Gary Picone, Director of Athletics gapicone@lcsc.edu
Ed Miller, Faculty Senate Chair edmiller@lcsc.edu
Traci Birdsell, Professional Staff Organization Chair tbirdsel@lcsc.edu
Theresa Chrisman, Classified Staff Organization Chair tchrisman@lcsc.edu

1. Guests introduction and welcome
2. Updates
   a. Emergency System Test Feedback (submitted by Chet Herbst)
      The exercise of LCSC’s emergency notification systems last week (Thurs 12 Sep) was successful—the practice alert was spread rapidly over multiple communication modes. The test included use of the Fisher notification system (strobe lights and public address systems located in most of the major buildings on the main campus grounds), several modes within the Regroup system (phone messages, voice mail, and text messages), and LCSC web sites (internet and intranet), as well as other notification means. The exercise enabled us to pinpoint areas for further process tweaking (e.g., better approaches for leaving follow up contact numbers and ideas for purging staff/students who are no longer in the system). Building Evacuation Coordinators assisted in verifying operation of the Fisher system at all equipped facilities, and the possibility of adding additional facilities/areas to the Fisher system is being explored.
   b. Program Prioritization (submitted by Lori Stinson)
      Provost Stinson submitted to the SBOE our five (5) criteria: Impact/Essentiality, Quality, External Demand, Internal Demand, Net Revenue. These will apply to both instructional and non-instructional programs though the indicators/ data points will be different for each. The Program Prioritization process continues to focus on clarifying the indicators and questions to be asked in
determining if a criterion has been met. Budget Liaison Committee of Faculty Senate will review and make suggestions to build on those received at President’s Council last week. Still looking for opportunities to talk with CSO and PSO. A timeline for the program prioritization process was also submitted to the SBOE and will be distributed once approved by the Board. The next steps are to update our list of programs and update the Unit Assessment Document’s and UAP processes to reflect the program prioritization initiative.

VP Finance/ Admin: There is information circulating that the purpose of prioritization is to address planned budget cuts. VP has had conversations with OSBE staff about mitigating this misinformation.

c. **Idaho General Education Core Reform Update** (Submitted by Mary Flores)

*All of the below is draft: no decisions or changes have been adopted nor will they be without substantive input from faculty and college leadership.*

**Background:**
Students no longer just transfer from a Community College to a 4-year college/university; instead, a university student may transfer multiple times between community colleges and colleges/universities, as well as to and from online institutions. Each transfer may result in credits that are lost due to different requirements at each institution and increase the time to degree completion.

Student transfer/mobility has increased, and at the same time, faculty at each institution have been in the process of updating and revising their General Education cores. BSU began revising its core and organized its initial revisions along a LEAP (Liberal Education & America’s Promise) framework and instituted University Foundations courses, Communication-in-the-Discipline courses, and Disciplinary Lens courses. UI revised its core and included an Integrated Seminar, International and Diversity courses, a Great Issues Seminar, and more. The net result to students has been an increase in the difficulty of making seamless transfers between institutions. The revisions to cores have also put pressure on the community colleges who are charged with delivering a “transfer core” (which core?) and on high schools delivering dual credit.

With increased restrictions on federal financial aid, and in an effort to increase the number of Idaho citizens who complete some kind of degree or certificate, the SBOE asked all higher education institutions in Idaho to engage in General Education Core reform initiatives with the following goals:

- Improve transfer process, especially for the General Education Core
- Increase transferability of courses in the General Education Core
- Organize the General Education Core by student learning outcomes, rather than by content areas.
- Strengthen student learning outcomes by incorporating high-impact practices into the curriculum and pedagogy.
- Preserve, as much as possible in the context of the above, the unique components of the General Education Cores at each institution.

**Work in Progress:**
A General Education Core Reform leadership team has been meeting for almost two years to accomplish the above. We have provisionally adopted the following components of a statewide General Education Core:
Integrative Knowledge
- Oral Communication
- Written Communication

Ways of Knowing
- Mathematical Ways of Knowing
- Scientific Ways of Knowing
- Social and Behavioral Ways of Knowing
- Humanistic and Artistic Ways of Knowing
- Possible 7th area to encompass the unique components in the core at each institution.

The changes (from course prefix/discipline to learning outcome) are subtle but powerful. This language says less about the content of the course (i.e., Chemistry or Music) and more about the frameworks/lens through which we approach certain content (the way of knowing).

Also in Progress:

Improving transferability of courses: Provide an alternative to the Core Complete or Bust model currently in force. Right now, students face an “all or nothing” system when they transfer. If they are certified core complete, then they do not have to meet specific core requirements at the receiving institution. If they are not core complete, however, then each of their courses is subject to review and they may have to take additional credits to meet the new institution’s core requirements.

Solution: Gem-Stamped (certified) courses and Discrete Core Component Transferability. We will preserve the Core Complete designation, but our plan is to also subdivide the core into the components described above. An institution will determine which courses count towards Integrative Knowledge or a particular Way of Knowing. They will do so by assessing the course by the rubrics the Gen Ed discipline work groups are designing. If a course meets a Way of Knowing, then it will be “gem-stamped” and will count towards that category at any public Idaho institution.

Improve transfer process: the SBOE has contracted with IDLA to create a transfer portal that will enable students to look up a course, determine if it is gem-stamped for transferability as a particular component of the Core across the state, or, if not, how it will transfer to another institution.

Organize the state core around student learning outcomes: Faculty discipline work groups are working to develop rubrics that outline what students need to know, understand, and be able to do as a result of completing a course. These rubrics will guide decisions about which courses belong in the core and should be gem-stamped.

Timeline: Rubrics are due to the leadership team by Thanksgiving. The team will meet in early December to draft a new General Education policy, built on the work of the discipline groups and the concepts drafted above. That policy will go to Provosts and to campuses for thorough review and vetting before submission to the SBOE in Spring, 2014.

The disciplinary work groups will present rubrics by Thanksgiving. The leadership committee will meet in early December to draft a General Education Core policy. That policy will go to CAAP for vetting and then to the campuses for faculty review and input. The goal is to get it before SBOE in the Spring.
3. Strategic Plan Goal 3: Strengthen and expand collaborative relationships and partnerships.

Summary of Small Group discussion re 3A and 3B. (Submitted by Mary Flores)

Goal 3A: Increase volunteer, internship, and career placement opportunities
Initial inventory of what we’re doing:

- Service Learning & Volunteer Opportunities
- Upcoming Internship Showcase on 10/16
- Career Placement Opportunities (links to internships: students more likely to be employed at places where they had internships)
- Students in business classes sometimes take on projects for SBDC clients
- Research fellowships (such as with Fish & Game, INBRE) provide appropriate experience for students in science majors planning to go to graduate school or work in research settings.

Opportunities:
- Internship-like experiences becoming an important tool for student recruitment.
- Need access to sites elsewhere in the state.
- May fit with the Teaching & Learning Center concept
- Need to clarify goals: professional preparation (internship) or civic engagement (service learning, volunteerism)?

Resources Needed:
- Coordinators for internships as well as Service Learning. Coordinators might be needed in CDA or Boise.
- Infrastructure and framework: identification of sites, goals and expectations, documentation of learning, transcripting, helping students “market” the experience.
- Clarification of language to describe internships that are vastly different in nature, and ongoing confusion about co-ops, practica, and internships.

Goal 3B: Collaborate with relevant businesses, industries, practitioners, and organizations for the beneficial exchange of knowledge and resources:

- Advisory Boards (Business, Education, Social Work, Nursing, all PTE programs)
- Partnerships with other institutions: Native American studies MOU, participation with BSU and ISU to deliver master’s degrees in Social Work and Nursing; 2+2 programs with NIC, INBRE, collaboration with Schweizer, etc.
- Partnerships with K-12: TESLA grant, MIRC/MTI, Professional Learning Communities, Teacher Inservice, dual credit and tech prep
- Internship, Clinical, Practicum Sites (Health, Social Services, Schools . . . )

Opportunities:
- Become more connected, in an organic way, with K-12 (not just through the Division of Education, but all divisions, faculty). Professional Learning Communities, proposed by Education, is one approach (K-12 and LC faculty gathered to explore particular topics, such as
Common Core, technology, etc.). Could also engage more faculty in high school senior research projects; seek social connections with K-12 teachers.

- Teacher Inservice opportunities related to new Common Core standards.

Resources Needed: Did not specifically address this yet.

**Summary of Small Group discussion re 3C and 3D. (Submitted by Mary Hasenoehrl)**

**Goal 3C:** Increase cooperation and engagement of alumni for the advancement of the college.

Incorporating our alumni in the advancement of the College is a key element to moving LCSC forward. Their input for the future of the College and their active participation in promoting the College is critical to our advancement. LCSC Alumni are involved and engaged in the College, but it is a continual process.

Below are key ideas that were brought out in our discussion of the objective.

- Involve alumni with current ASLSCC
- Promote reunions that center around key faculty members, living groups or service clubs
- Identify key alumni around the state that can be helpful in advancing LCSC with state legislators and recruiting new students.

**Goal 3D:** Advance the college with community members, business leaders, political leaders, and current and future donors.

LCSC’s success depends on our community leaders and our donors, both current and future. We not only count on them for financial support but also support with state legislators. We need to actively include the members and leaders of our community in involvement with LCSC.

Below are the key ideas that were brought out in our discussion of the objective.

- We need to keep LCSC’s story fresh and alive
- There is a need for a clearing house for current information and bragging points.
- Tailor the media to different segments of the population.
- Make sure everyone is telling the same story

4. Other

5. Next meeting: Wednesday, **October 2**, at 9:00 a.m. in the Activity Center Conference Room.

6. Adjournment