

Strategic Planning Task Force Meeting held May 13, 2013

Participants: D. Allred, K. Arnoldsen, C. Avery, L. Barnhurst, M. Brown, J. Cox, M. Dodge, S. Golding, B. Hermansen, S. Hill, M. Jenkins, D. Larsen, C. Mathie, M. Medley, S. Meredith, L. Smith, B. Taggart, N. Visger and G. Wright.

Marvin congratulated the members of the committee on their willingness to participate in recent division meetings and their on-going commitment to the strategic planning process.

President Wyatt attended the meeting and led a discussion on the search for a new Vice President for Academic Affairs as Gary Smith will be leaving Snow College at the end of the year. A discussion was held regarding the composition of the search committee, job description as well as timing of hiring a person to fill this position. After considerable discussion it was decided that the strategic planning process should continue as scheduled and that the search for a new VP of Academic Affairs should begin as soon as possible. The search committee will include representation from the strategic planning task force as well as other faculty members and administrators as appropriate.

Members of the Strategic Planning Task Force then met to discuss assigned readings and to review the summary of information gathered at the recent division meetings. Members were divided into four (4) groups and assigned the following readings:

Group 1: Gregory Wright, David Allred, Kari Arnoldson, Danni Larsen, Michelle Brown
"Big Questions, Urgent Challenges: Liberal Education and Americans' Global Future" by AAC&U
www.aacu.org/about/documents/strategicplan2013_17.pdf

Group 2: Beckie Hermansen, LaFaun Barnhurst, Michael Medley, Jon Cox. Steve Meredith
"Reclaiming the American Dream: Community Colleges and the Nation's Future" by the American Association of Community Colleges
<http://www.aacc.nche.edu/aboutcc/21stcenturyreport/index.html>

Group 3: Natalie Visger, Ben Gridley, Spencer Hill, Sara Golding, Cindy Avery, Terry Lund
"Seeking High-Quality, High-Impact Learning: The Imperative of Faculty Development and Curricular Intentionality" by Tia Brown McNair and Susan Albertine
http://www.aacu.org/peerreview/pr-SU12/McNair_Albertine.cfm

Group 4: Melanie Jenkins, Marvin Dodge, Larry Smith, Craig Mathie, Brad Taggart
"Are You A 'Vigilant Leader'?" by George S. Day and Paul J.H. Schoemaker
<http://sloanreview.mit.edu/article/are-you-a-vigilant-leader/>

After meeting as a group to discuss their assigned reading, members were re-grouped with others who read different articles to determine three to five points from all articles that they feel are the most relevant/important for Snow College. The following topics were discussed:

- Blending STEM, CTE and liberal education successfully but creativity required.
- Build education around big questions in all three areas

- Implement high impact practices (HIPs) in a quality focused purpose – best way to promote a meaningful student experience
 - Engaging
 - Writing intensive program
 - Internships
 - Service learning
- Reinvent to put focus on incredible student learning based on a culture of evidence not whimsical or anecdotal
- Develop culture of peripheral discovery to encourage vigilance throughout the organization
- Vigilant leadership which connects with a vibrant, responsive, integrated GE program
- High impact liberal education
 - Integrative-shared responsibility for student learning; evidence-based assessment
 - Global competency
 - Pathways
 - Faculty development
 - Expansion of liberal arts, STEM
- Summary – focus of higher education needs to be rethought to ask how we enable students to become educated citizens with the help of all stakeholders
- Collaboration – student success
- Integration of courses
- Stay true to open enrollment mission
- Pathways toward degree – “GE & stackable”
- Advocacy – proactive leadership
- Action – support creativity
- Alliances –next generation
- Authentic assessment – portfolio/capstone projects
- High impact practices
 - Intensive writing / communication
 - Capstone experience / labs vs. class needed
 - Faculty buy-in / consensus
- Look to horizon for new ideas and opportunities
- Cultivate culture of change and innovation
- Allow people to be creative – don’t always rely on past
- Active engagement
 - Integrated courses
 - More hands-on material
- Culture collaboration
 - Partnerships
 - Diverse learning/global
- High quality learning
 - Research, capstone, writing
 - Intensive, service learning
- Faculty support and dedication
- Administrative support – foster creativity, provide resources, listen, take risks, active participation
- Evidence-based learning

After reviewing the lists generated from each group, individuals met with the person next to them to discuss the “how” of implementing some of the ideas generated from the earlier discussion. The following list was developed.

- Blend STEM, CTE, GE
 - Communicate with stakeholders
 - Decide on outcomes
 - No split GE/CTE outcomes
 - Faculty buy-in/development
 - Well-defined pathways; one pathway with various exit points
 - Communicate need to student – “problem solving”
 - Tailor GE – topics linked to disciplines, e.g., human anatomy for artists
 - Balanced
- High Impact
 - Start with course that provides lots of high impact
 - Practical engagement with careers
 - Pair with GE courses then join pathways – more informed students
 - Schedule lab first followed by the Lab first
 - Internship opportunities
 - Re-arrange class order
 - Determine what is a lab?
 - Pick 1 or 2; have buy-in from students
 - External stakeholders
 - Solve problem – central question
 - Faculty development – increase high school involvement
 - Faculty buy-in, support
 - Hire strategically
 - Honors mode
 - Cohort-like GE learning communities
- Evidence-based learning
 - E-portfolios
 - Capstone
 - Show integrated gains!

Following lunch a discussion was held on the ideas generated from the individual division meetings held previously. Representatives of each division currently serving on the strategic planning task force highlighted the most significant points from their division. The following list of ideas was generated.

- Economic development / outreach
 - Open communication
 - Ties to stakeholders / skills
 - Retraining
 - Problem: Semester model vs. short-term training
- Concern GE taught by EdNet; equality between campuses
- Public/community perception an issue. Is Snow College closing? Public relations campaign
- Identify crisis
- Small, specialized niche-based 2-year college with 4-year programs/degrees

- 1 year vs. 4-year college. Is a 2-year only model sustainable into the future and/or into the new reality? How many students will return? (Change in dynamic/model)
- Partnerships with other schools; 2 + 2, 3 + 1 model
- Need increased employment opportunities for students – particularly for students in 4 yr programs.
- Spouse 4-year program opportunities
- More summer programs
- Define what we want to be and figure out how to get there
- High touch student/teacher relationships; faculty connection
- Varying degrees of innovation in division
- Clear shared governance
- Workload vs. time with students
 - Shared governance with no responsibility
 - Policy vs. practice
 - Support staff and professional deans
- Interdisciplinary classes/pathways
- Diversity – faculty, students, course offerings (required division courses)
- Parental safety issue
- “Welcome” diversity on campus and in the community; retention issue for Snow
 - Keeping in mind we will continue to draw a significant portion of our students from the southern end of Salt Lake County and Utah County.
 - Tolerance – common ground
 - Outreach to underserved population
- Turf issues
- Salary
 - Recruiting
 - Compression
 - Retention
 - Quality of instruction
 - Benefits
- Need for increased remediation resources

The next meeting of the Strategic Planning Task Force was scheduled for Monday, May 20, 2013 from 1:00 pm to 3:00 pm in the Heritage Room.