

President's Advisory Council
Thursday, October 3, 2024
4 p.m.-6 p.m.
Room 1514

Present: Ling Becker, Anika Bowie, Brenda Burnside, Dana Krueger, Matt Lindgren, Karin McCabe, Gozel Rahymjanova, Khalique Rogers, Mindy Travers, Nanette Virnig, Dee Dee Peaslee, Austin Calhoun, Sarah Carrico, Raji Geneti, Paula Kinney, Jennie Lewis, Greg Rathert, Wendy Roberson, Scott Wilson, Sonya Zuker

Absent: Yusef Carrillo, Andrew Collins, Ryan Caulfield, Sarah Crippen, Adam Evenstad, Tamara Mattison, Tom McCarthy, Erica Valliant, Kay Francis Garland

Welcome and Land Acknowledgement

Dr. Peaslee commenced the meeting at 4:34 p.m.

Hot Topic Conversation—Generative AI

Dr. Kinney said the “Hot Topic” discussion provides an opportunity for council members to engage in conversation and address challenges the college may be encountering. She introduced the meeting’s topic by having council members share in small groups their perspectives on the ways to prepare students for the workforce in the age of AI. After the small group discussions were complete, each group provided a debrief of their conversation.

Discussion

Mr. Lindgren said some of the technology utilized by his organization has been in existence prior to the surge in AI, however, the introduction of large language models has enhanced that technology. He added there will be a human need for critical thinking and evaluation of the information provided by AI.

Mr. Rogers also noted the importance of critical thinking skills in the age of AI. He added when thinking about the workforce of the future, it is important to consider which jobs may be affected by AI, and how a lack of access to technology may impact traditionally underserved populations.

Ms. Bowie said her organization has utilized ChatGPT and other language models to reframe communications, as well as to develop frameworks for long-term planning and as a research tool.

Ms. Burnside noted the impact engaging virtually rather than face-to-face may have on emotional intelligence and human connections.

Strategic Planning Process and Vision 2028

Dr. Kinney reviewed Saint Paul College’s strategic plan, and noted the previous strategic planning process included an opportunity to reimagine and revise the college’s mission, vision, and values. She added Dr. Peaslee participated in the Aspen Fellows program. As part of that programs, Dr. Peaslee

developed the Presidential Vision that by 2028 Saint Paul College will graduate 1500 more students of color from high demand academic programs leading to jobs providing a family-sustaining wage. The strategic plan is in its third year, and this upcoming year the college will undergo the next iteration of the strategic plan. To help further accelerate this work, the college will partner with Education Design Lab, a non-profit organization, to develop a five-year plan. Part of that work will include identifying non-credit to credit pathways, as well as micro-credentials. Guiding the process will be five questions to shape the future of learning, including addressing how to meet students where they are and providing academic holistic support. The strategic planning process will begin later this fall, and cumulate with a strategic plan in May 2025.

Dr. Kinney said in addition to the partnership with Education Design Lab, Saint Paul College will be partnering with EAB's Moonshot for Equity initiative. This initiative is a change management strategy aimed at eliminating equity gaps in higher education. Both the Moonshot for Equity initiative and Education Design Lab's strategic planning framework will help the college aim to address inequities in higher education.

Discussion

Mr. Lindgren asked for clarification on the outcome of graduating "1500 more students of color," and Ms. Burnside asked what the baseline is. Mr. Rathert said graduating 1500 more students of color from high-demand academic programs by 2028 will enable the college to achieve parity. Dr. Peaslee added the baseline is approximately 563 students of color.

Mr. Rogers asked what guidance on pathways is provided to students planning to obtain an Associate of Arts degree beyond transferring to a four-year degree program. Dr. Kinney said the College is developing a guided learning pathways model that helps students explore, choose, and plan a pathway that aligns with their career goals and helps them understand what is possible after graduation.

Ms. Bowie noted that highlighting a pathway to achieving a middle-class salary can serve as a motivator for students to enroll in programs, and asked whether there was disaggregated data available on family-sustaining wages. Dr. Kinney said she could provide data on entry-level wages.

Higher Learning Commission (HLC) Site Visit

Ms. Carrico said the Higher Learning Commission is Saint Paul College's accrediting agency. The Higher Learning Commission reviews institutions on a 10-year cycle, with a mid-cycle comprehensive review completed in year four. The upcoming site visit will be a mid-cycle review that includes submitting an assurance argument, written by the college, demonstrating how Saint Paul College is meeting the Higher Learning Commission's five criteria for accreditation. The assurance argument will be reviewed by a small team of peer reviewers prior to their campus visit. As part of the campus visit, the peer review team will hold sessions on the specific criteria, as well as open sessions for faculty, staff, and community members. During these sessions, the peer reviewers anticipate hearing examples demonstrating how the college is implementing the points made in the assurance argument. After the visit, the peer review team writes a report with an evaluation of whether the college has met, met with concerns, or not met the core components of accreditation. During the previous Higher Learning Commission site visit, one area regarding program review of the college's academic programs was met with concerns. At the upcoming visit, the peer review team will be looking for examples and how Saint Paul College has instituted change in the area of program review. Ms. Carrico introduced the activity and had council

members break into small groups to discuss potential questions the peer review team may ask during the community partner session. After the small group discussions were complete, each group provided a debrief of their conversations.

Discussion

Ms. Bowie said her group discussed the institution's mission and community alignment. She said the group discussed the variety of student and affinity groups the college offers. She added the group discussed some academic programs have 100% job placement, as well as graduates returning back to the college to serve as faculty.

Ms. McCabe said her group discussed collaboration and partnerships between Saint Paul College and community organizations. She said industry partners are able to participate in Program Advisory Committees and provide feedback to instructors on what skillsets and workforce needs they are experiencing. She added Saint Paul College graduates are meeting the needs of local employers.

Mr. Rathert said his group discussed the college's responsiveness and ability to adapt. He said Saint Paul College's work to become an anti-racist, trauma-informed institution has positioned the college as an agent of change for upward mobility.

Mr. Rogers said his group discussed opportunities to advance the mission. He said Saint Paul College can be a pillar in the community, and noted the importance of utilizing its network and relationship with alumni to help students achieve their goals.

Meeting adjourned at 6 p.m.

**Minutes submitted by Jennie Lewis
October 28, 2024**