THE DONALD P. & KATHERINE B. LOKER UNIVERSITY STUDENT UNION, INC.

Position Title: **Student-at-Large**
Position Authority: Voting Member
Position Appointment: Typically Two-Year Term, Occasionally One-Year Term

SUMMARY

By law, the Board of Directors has authority over the policy and governance affairs of Loker Student Union (LSU) and thus, a Student-at-Large (SAL) is a part of the highest voting power of the student union. Each SAL is to act in a position of trust for the student body, and in the best interest of the LSU mission. This position provides students with an excellent educational opportunity for leadership identity development, career preparation, and ensures that the voice of students will be heard within LSU.

Term: The Loker Student Union is seeking to fill three positions. Position 1 will be a 1-year term beginning July 1, 2024 through June 30, 2025. Position 2 and 3 will be a 2-year term beginning July 1, 2024 through June 30, 2026.

RESPONSIBILITIES include the following. Other responsibilities may be assigned.

- Attend all meetings of the Board, committee meetings, assigned meetings, and engagements.
- Use a camera and official background at all public meetings. *(LSU can provide needed equipment.)*
- Represent the CSUDH student body, meet with constituents to learn any concerns and/or needs they may have and discuss them with the appropriate committee and/or Board of Directors.
- Serve as officer of the corporation (Chair, Vice Chair, or Secretary) and preside over the Board and/or advisory committee meetings (Facility Use, Finance, or Personnel Committees).
- Inform agendas and make recommendations.
- Make decisions from the frame of best interest for the LSU organization over other organizations you may represent.
- Submit a brief individual written report to the Board for each meeting of the Board.
- Submit written and/or video statements for publication via LSU communications channels.
- Complete SAL Fellowship assignments.
- Support and participate in BOD outreach and recruitment events.
- Cooperate with other Board members and LSU management to conduct business in a timely manner.
- Observe high standards of conduct that preserve the integrity, dignity, and core values of LSU.
- Support an environment conducive to the professional growth of all members, including volunteers and staff.
- Encourage other students to get involved at the committee level or during public comment.
- Complete an experiential assignment that will be on going throughout their term.

A position description cannot detail everything expected of Board members. SAL may occasionally be required to take on additional tasks as assigned by the Board or SAL Fellowship Coordinator from time-to-time.

QUALIFICATIONS

To meet award requirements, an individual must be able to perform each responsibility satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities or special needs to perform the essential duties and responsibilities.

SAL Eligibility:

Undergraduate candidates:	Must have earned no fewer than twelve (12) semester units at CSUDH and no more than 150 academic credits.

Must earn a GPA of 2.5 or better during the twelve (12) months preceding application and must maintain a minimum GPA of 2.5 while in office.

Must maintain a minimum of six (6) academic credits per term in office.

Post-baccalaureate Candidates: Must have earned no fewer than six (6) semester units of post-baccalaureate work at CSUDH and no more than 50 academic credits.

Must have a GPA of 3.0 or better during twelve (12) months preceding application and must maintain a minimum GPA of 3.0 while in office.

Must maintain a minimum of three (3) academic credits per term in office

Individuals placed on academic probation are not eligible.

BENEFITS

There are many perks for serving as a SAL. The experience you will gain is invaluable and far outweighs the necessary time commitment. Some of the many benefits include:

- Each SAL is entitled to one (1) vote on the LSU Board of Directors and any subcommittees in which they sit.
- Enrollment in the LSU Employee Assistance Program (EAP).
- One-time registration and all-expenses-paid travel to attend ACUI I-LEAD.
- Professional and personality headshots.
- Business cards.
- Liaison support to access career center services and Cal Fresh enrollment.
- Opportunity to interact with various other student leaders.
- Opportunity for personal and professional growth, including but not limited to the development of skills and abilities that are transferable to any career.

  <u>SAL Core Competencies:</u>

  - **Communication**: Actively listens to and clearly communicates messages to all constituencies. Able to communicate effectively with a diverse range of people.
  - **Community Building**: Cultivates an environment that empowers all to contribute experiences and ideas to achieve the Board's goals. Values and makes decisions by incorporating diverse perspectives, experiences, and ideas.
  - **Decision-Making**: Makes organizational decisions for the greater good of students in a timely and informed manner that take into account the facts, goals, restraints, and risks.
  - **Dedication & Commitment**: Dedicated and committed to the Board of Directors by fulfilling responsibilities that will help achieve the Board's goals and objectives. Dependable in preparation for and in attending scheduled engagements.
  - **Development & Continual Learning**: Displays ongoing commitment to learning and self-improvement; desiring and making an effort to acquire new knowledge or skills. Completes an experiential assignment to demonstrate skills learned and development.
  - **Mission Driven**: Shows understanding and commitment to the LSU mission. Creates ambitious plans that align with the organization's mission and goals.
  - **Teamwork**: Provides cooperation and commitment within a team to achieve goals and deliverables. Facilitates reaching consensus on complex issues by ensuring all perspectives are considered.
  - **Leadership**: Serves on the Board to make the best organizational decisions based on students' interests, needs, experiences, and ideas. Models authenticity and poise in a very public role.

Award

- Fellowship $400*/monthly during fiscal year
- Grant-in-Aid
    - $200 bookstore voucher each fall and spring semester
    - $250 dining voucher each fall and spring semester

*SAL positions at the LSU in recognition of work completed will earn a fellowship. Each individual fellowship earned is with the following distribution:

50% - Preparing and attending business meetings
20% - Completing written assignments and reports
15% - Stakeholder engagement and communications
15% - Conduct and leadership

TIME COMMITMENT

The time commitment required of the SAL is significant. Duties of the office may require the SAL to routinely make schedule adjustments to attend LSU meetings. The time required to effectively serve as a SAL will vary from week to week. Time is required to prepare for meetings, participate in meetings, meet with constituents and recruit committee members, network with stakeholders and administrators, and various other activities.

Commitment	Dates(s)	Location	
I-LEAD	July 2024	Out of State	All paid for leadership development experience at ACUI I-LEAD.
Camp LSU	August 6-7, 2024	LSU	
BOD Retreat	August 12, 2024	Offisite	
BOD Meetings	Monthly	Zoom	9/06/24; 10/04/24; 11/01/24; 12/06/24; 2/07/25; 3/07/25; 4/11/25; 5/02/25; 6/06/25
Fellowship Meetings	Monthly	Hybrid	
Committee Meetings	Monthly	Zoom	
Executive Committee Meetings	Monthly	Zoom	
Open House	Fall, Spring	LSU	
BOD Recruitment Event	Spring	LSU	

Below is a sample meeting schedule during a typical month in office.
Except Board Meetings, all other meetings are scheduled around academic class schedules.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	*2* Board Meeting 10am—12pm	*3*
4	*5* Coordinator Meeting 3pm—4pm	*6*	*7* Project Hours 11am—1pm	*8*	*9* Group Coaching 10am—11am	*10*
11	*12*	*13* Committee Advisor 10am—11am	*14* Stakeholder Event 12n—1:30pm	*15*	*16* Coordinator Meeting 11am—12pm	*17*
18	*19*	*20* Committee Meeting 3pm—4:30pm	*21*	*22* Project Hours 11am—1pm	*23* Group Coaching 10am—11am	*24*
25	*26*	*27* Stakeholder Event 12n—1:30pm	*28*	*29* Executive Committee 2pm—3pm	*30* Coordinator Meeting 11am—12pm	

EXPERIENTIAL ASSIGNMENT

At the beginning of the SAL's term they will explore subjects on campus such as Leadership Models & Identity, Strengths & Values, Ethics, Conflict & Negotiation, and Emotional Intelligence. Once a subject is selected, the SAL will spend the first half (first year) of their term exploring the issues related to the subject, defining the problem, and researching.

The second half (second year) of the term, the SAL will form a solution to the problem they have identified. This means they will apply the research they have conducted to implement a strategy to fix the problem on campus. The SAL will also reflect on the process to implement the strategy and how stakeholders have reacted to it.

The experiential assignment can be written, typed or video taped. All work done for this assignment must be recorded in some form as specified. Monthly check-ins will be scheduled with the LSU Fellowship Coordinator. At the end of the term, the SAL will present all their research and findings to the Board of Directors.

Please see the attached handout for the "Problem Based Learning: Lead to Learn, Learn to Lead" for more details on the assignment.

Problem Based Learning: Lead to Learn, Learn to Lead

Larry D. Spence

Problem Solving

Your first task is think about how you go about solving problems like buying a car, choosing a major, or getting your roommate to pick up clothes. Jot down some of the steps you took.

There are many ways to solve problems and lots of experts to tell you how. Nearly all of them agree that groups can solve problems better than individuals if they plan and take certain steps. This outline will introduce you to the basics.

Step 1: Explore the issues. What do I already know and believe about this topic and how can I share that with my teammates?

What is the best way to get that information at everyone's disposal? One time-honored method is tell each other stories about your experiences – what you have seen, what you have done, and what you have heard. Taking the time to do that will give you a good foundation to take the next step. Besides, telling stories is fun and it is a prime skill in an information-saturated world. Stories organize information and knowledge in forms that are easy to remember and easy to adapt and apply to new experiences.

Step 2: Define the problem. What do I think is the problem we have to solve and how can my team agree on a problem statement?

Defining the problem requires much discussion and inquiry. The goal is to understand the problem and create rich mental images of the situation that includes the conditions, constraints, and criteria of an acceptable solution. (Send your problem statement to the instructor to see if you are on the right track.)

Step 3: Investigate solutions. What do we have to know and do to solve this problem? This step requires much discussion. Play around with the problem statement and your knowledge and experience. Search for links, uncover assumptions, and identify what your team knows and what it needs to know. Make sure you agree on a solution.

- *You might need to review the research to find the latest and most comprehensive studies concerning the problem. You would need to discover what kinds of studies have been done, estimate their reliability (which might take you on a side-trip in statistics), and judge what you can infer from the cumulative evidence.*

Step 4: Research the knowledge and data that supports your solution. Your team needs to plan the work, assign tasks, and set deadlines.

- *Discuss possible resources.*

- *Schedule assigned tasks, setting deadlines that allow you time for each team member to teach others about their findings.*
- *If your solution seems well supported and you can create a compelling argument for it, proceed to the next step. If not, re-do steps 3 and 4.*

Step 5: Write your solution and submit. Use your best communication skills to state your solution clearly and support it with relevant arguments and evidence. Leave enough time for reviews of organization, lively writing and proofreading. Don't mess up good thinking and research with a sloppy presentation.

Step 6: Review your performance. This step is easy to overlook, but it is crucial to improving your problem-solving skills. When you get an evaluation of your solution go over it individually and as a team to see what you did well and what mistakes you made. Mistakes are opportunities for learning. Discuss them to plan improvements on the next problem.

Arguments – a fast introduction.

> *Doreen considered her classmate's answer, and then said, "I don't believe that."*
> *"Why don't you believe that?" Professor Sam Minion asked.*
> *"I just don't", she replied.*
> *"Look," the professor said patiently, "you can't just say that. You have to make an argument."*
> *"Ok," said Doreen. She turned to the classmate. Looked in to his eyes and declared, "You are stupid!"*
> *Professor Minion smacked himself on the head and began to weep. "No, no, no," he moaned that isn't what I meant.*

Like many, Doreen thought that an argument meant a fight, an exchange of insults or a shouting match. "My parents had another argument last night," meant that there was a verbal battle. One dictionary definition of "argument" is "disputation" or battle. As such arguments may be noisy and pointless.

In problem solving, the term "argument" has a technical meaning. To make an argument is to offer a set of reasons or evidence in support of a conclusion. An argument is not a statement of opinion, but an attempt to support opinions or assertions with reasons. Arguments in this sense are essential tools of intellectual inquiry. They are ways of seeking truth by comparing the quality of evidence that supports conclusions. If we can't support our conclusion with better and stronger arguments we must change them to remain reasonable. Arguments are the intellectual equivalent of a Darwinian struggle for survival. Weak arguments lead to dropped conclusions. Strong arguments enforce our acceptance of conclusions.

If an argument offers reasons and evidence that support a conclusion that allows others to make up their own minds. If you believe a conclusion such as, "Computers drastically improve learning," offer others the reasons, the data, and the information that convinced you. Such arguments open a discussion in which we can learn from each other and improve the quality of our knowledge. There is nothing wrong with reaching a conclusion and stating it in the boldest

terms if you supply the reasons that persuaded you. The mistake is to state conclusions only. That stops discussion, learning and improvement.

Here are some basic forms of arguments to get you started:

1. **Categorical arguments** make the case that something, an X, is a member of a category, Y. You observe a small gray furry animal with a long hairless tail in the kitchen. That description, while accurate, does not help you do anything. But if that animal is a member of the category, mice, you can anticipate what it will eat, how it will act, and whether its presence in your kitchen requires some action.

The conclusion, "There is a mouse in the kitchen," requires an argument that runs:

> Premise 1: (The definition of the category) Mice are small furry animals that live in and about human dwellings, feeding on food stocks and wastage often gnawing through walls and damage bed clothes. They are 2 to 5 inches in length, of gray color, with pointed snouts, sharp teeth, furry bodies and long hairless tails of 1 to 3 inches.
> Premise 2: (The diagnosis) The animal in the kitchen is about 3 inches long, gray, furry and with a hairless tail 2 inches long.
> Therefore: There is a mouse in the kitchen.

2. **Predictive arguments** make a case for anticipating events based on the characteristics of a category. Once you have identified an animal as a mouse then you can anticipate what it will do based on the general knowledge of the classification, "mice."

The conclusion: "That mouse in the kitchen will damage the pantry, if we don't trap it," requires an argument of the form:

> Premise 1: Mice are small furry animals that live in and about human dwellings, feeding on food stocks and wastage often gnawing through walls and damage bed clothes.
> Premise 2: There is a mouse in the kitchen
> Therefore : That mouse in the kitchen will damage the pantry, if we don't trap it.

3. **Change arguments** make a case that something has happened based on the comparison of two or more observations made at different times. You must create two descriptions of the same thing at different times and note any differences.

The conclusion: "The cheese is gone," requires an argument of the form:

> Premise 1: There was a piece of sharp cheddar cheese on the table when I went to bed.
> Premise 2: There was no cheese on the table when I got up.
> Therefore: The cheese is gone.

While these examples are too simple to usually need expression, when it comes to talking about complex concepts like organizations, networks, interfaces, societies, nation states, etc. conclusions require justification by arguments of these types. If I want to make the case that this university is becoming obsolete, for example, I will need to make a change argument. If I want to make the case that businesses are actually for-profit universities, I need to make a categorical argument. If I want to predict that Penn State will continue to expand in enrollment through 2020 part of my case will be a predictive argument.

Tips on Organization

There is no one right answer when you have to frame a problem and solve it, because it is your problem and your solution. It follows that you have come up with a plan of organization that presents your work in an interesting and compelling way.

After you have brainstormed, read, researched and put together a pile of information and data, how do you turn that into a report that will have impact on your readers or audience? There are many ways to do it. The main thing is to pick a way and to stick to it. Here are some tips on organization to get you started.

Problem based presentations requires four basic parts: 1) a statement of the problem; 2) a statement of the proposed solution; 3) supporting arguments; and, usually, 4) a conclusion. The model is:

PROBLEM STATEMENT	SOLUTION STATEMENT	ARGUMENTS 1, 2, ...n	CONCLUSION

Introducing your presentation with a startling, whimsical or compelling statement of the problem (and maybe the solution) will get your reader's attention. For example:

> "In room 102 of Asbury High School 47 sit dusty Macintosh computers waiting for someone to think different and turn them on. The principle, Joe McCrea, talks about them, but students seldom use them, because their teachers don't encourage it."

You could follow that introduction with a statement of the problem:

> "Computers have little on no impact on most high school students' learning because teachers don't know how to use them properly."

Then state your solution. What follows is an argumentative essay in which you present arguments and evidence that supports your diagnosis of the problem and your proposed solution. Such an essay elaborates an argument or offers a series of arguments held together by a design. The design is up to you.

Some teams may start with an outline, others with a set of points they want to make, and still others with a story they want to build on. Make sure you stay within the design by testing every paragraph with the questions – what does it say and what does it do for the design of the essay? Drop or re-write the paragraphs that don't fit the design and further your argument.

Where's your evidence?

"Look!" Charley told the English professor, "This is an information age. We should be learning how to judge the reliability of all these claims and not be spitting back to you what Hamlet said to what's-her-name."
"What's your evidence?" asked the professor.
"It's all around you," Charley cried. "Can't you see it?"
"I still want <u>your</u> evidence," the professor insisted.
"I'm not a scientist. I know what I believe. I'm not going to go get you a bunch of numbers and citations. If you won't listen to my opinions. How can we have a discussion?" Charley said and walked away.

What could Charley gain from offering evidence? He would make a discussion possible and he might learn something. For if we offer our opinions and claims without evidence, the only discussion we can have is about our character. Saying, "I believe, I declare, I claim, I know, It's my opinion," forces others to focus on you, your appearance, and your personality instead of your ideas.

When students work on solutions in a problem based course they have to discuss many conflicting opinions. They have to evaluate the claims and counter-claims of people working in IT. The point is to learn the details, terms, and principles used by practicing experts while gaining skills of communication, cooperation and critical judgment. In such discussion the focus should be on claims and evidence, not personalities. Give me your reasons and I can argue with you until we reach a solution. Give me your opinions only and we can only shout and fight.

How could Charley convince the professor? He could offer several kinds of evidence – examples (events, imaginary instances, analogies), authoritative testimony, and numbers (graphs, tables, or other statistics).

EXAMPLES: We use examples to point to observations that support our claim. Suppose we claim that Penn State will lose its football game to Michigan. We can cite real events – "Penn State lost to Pitt"; imaginary instances – "If this PSU team had the ball first and ten on their opponents five yard line, their best weapon would be to punt" or analogies – "Alabama began losing big games when another coaching legend, Bear Bryant, hung around too long."

Each type of example has its weakness and any example can be challenged. We have to show:

- that **real events** can be taken out of their context and applied – the defenses of Pitt and Michigan are alike
- that an **imaginary instance** illustrates the relevant details clearly – the specific weakness of the team is its offense. (note: illustrations aren't really evidence, but they are useful for clarifying and stressing the important issues in an argument.)

- that the different things in an **analogy** are similar in the point of the argument – legendary coaches grow more confident with successes even as they become less flexible and creative.

AUTHORITATIVE TESTIMONY: We cite or quote authorities to support our claim. Suppose we claim that binge drinking is declining at Penn State. We could supply a quote from President Spanier, cite the conclusion of a study completed by the office of residence life, or even refer to our own experience (sometimes we are an authority if we have been there and seen that).

Using authorities requires some caution. Be sure:

- the authority is an authority on the subject – Alan Greenspan is an authority, but not on the drinking habits of PSU students.
- the authority isn't biased – since President Spanier has declared his intentions of changing the public image of PSU as a party school maybe we can't trust his testimony.
- the authority has a name – anonymous experts, scientists, doctors, students, sports fans, are suspect.
- the authority is up to date – Joseph Heller (the author of the beloved *Catch 22*) can only testify on the PSU undergraduate life he saw in the 1950s.

NUMBERS: We use various kinds of quantitative data and statistics to illustrate the reliability of our claims. If we claim that Pennsylvania is a good place to live we could state the crimes rate for the last ten years and present that in a graphic form to show that the state is getting safer. We could state the average unemployment rate and compare that to other states in graphic form.

Numbers require the same caution as authorities and you can apply the same criteria listed above. Be sure your numbers are relevant to your claim and that their source is reliable.

Much of the evidence we use when talking about large populations of people and events require that we use statistical inferences. Our claims about the quality of life in Pennsylvania can't require us to interview every resident. We have to use surveys based on samples. Indeed all our knowledge claims are generalized patterns we assume will be true without regard to time and place. We can't compile every instance of falling objects, or observe every dog in the history of the universe. We have to cite strategic cases from a number of different circumstances.

Mark Twain supposedly said, "There are lies, damn lies, and statistics." His point was that statistical evidence could be misused, misunderstood and misleading. Proficiency in statistical reasoning is a practical necessity for working, thinking and choosing in modern life. It requires far too much detail and explanation for this handout and you should make it a major goal of your education

You can't back up every statement with evidence without producing something unreadable. Therefore, decide which of your claims are crucial to your argument and support them. In some cases, you will need to make other claims (sub-claims or supporting claims) to make a strong case. A diagram of an argumentative essay supporting a problem solution would look like this: