

LESI EDUCATION COMMUNICATION LEADERSHIP TASK FORCE

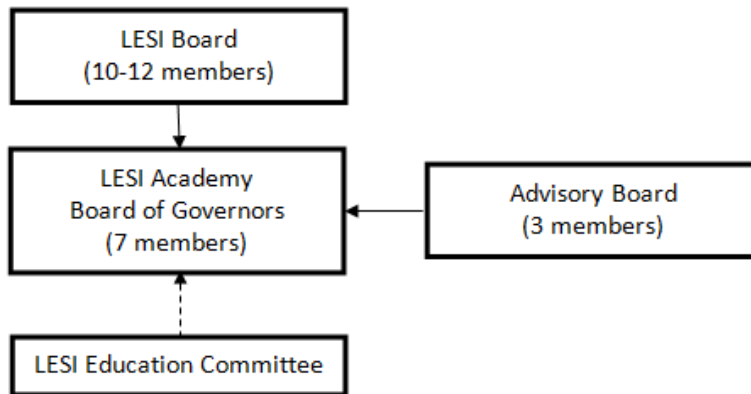
CHAIRS: Jeffrey S. Whittle (USA/CA) and Robert McInnes (ANZ)

VICE CHAIRS: Regula Altmann (CH), Ronald Courtney (DE), M. Rashid (Rush) Khan (USA/CA, MENA), Kei (Kay) Konishi (JP), Tatiana Lopes (BR), Michael Samardzija (USA/CA)

RECOMMENDATIONS FOR APPROVAL OF THE LESI BOARD AND INTERNATIONAL DELEGATES

1. Establish the LESI Academy, structured to report to the LESI Board
2. Approved Phased Leadership and Content/LMS Timeline
3. Budget for e-Content Development and LMS purchases and development
4. Plan and budget for Content Summit for LESI Academy leaders to work with providers to develop core curriculum (100, 200, 300 courses)
5. Development of Online Launch Plan Timeline

LESI Academy Proposed Structure



Background

Task Force Formation: Education has always been a Licensing Executives Society International (“LESI”) cornerstone. Various Member Societies offer their own education courses. This LESI Education Committee Task Force project was to organize a structure for curriculum that would enhance the Member Society offerings, be internationally relevant, while offering one-off courses and a pathway to certification or diplomas, if desired. Also addressed was how these programs would be publicized, developed, delivered and managed.

Phase I: The Task Force (Chairs and Vice Chairs listed above) followed up on and initially developed Green Paper dated April 15, 2012 (Attachment A) received from a prior education related task force and initiated by Kevin Nachtrab. The Task Force consulted with Dr. Kenneth

Yates of the University of Southern California, Rossier School of Education, a specialist in learning best practices, as well as his other staff and contact resources to review the content of current LESI course material for adherence to Educational Best Practices, and provide his recommendations. Based on feedback from Dr. Yates and his team, and follow up with member societies, the Committee developed a White Paper, which was posted on the LESI website/published on October 10, 2012 (Attachment B). Recommendations were that the Educational Committee would be rebranded as LESI Academy and included a seven-member Administrative Board reporting to the LESI Board and charged with oversight, management, recruitment of instructors, instructor training and development, curriculum development and maintenance. Additionally, the recommendation of the establishment of a three-member Advisory Board to the LESI Academy be a resource of professional advice and assistance, not for purposes of oversight. The Task Force presented the LESI Education White Paper Recommendations to the LESI Board and IMDM at the LESI Annual Meeting in Toronto on October 18, 2012 (Attachment C).

Initial Study and White Paper Recommendations: Initial Study and White Paper Recommendations involved the Task Force studying and providing content and course delivery recommendations. The White Paper proposed four issues for LESI member society and task force member discussion: (1) Curriculum Development, (2) Composition of Curriculum, (3) Delivery of Curriculum, and (4) Curriculum Management and Development.

- For the issue of Curriculum Development, the Task Force recommended consistently issuing course completion certificates, while also establishing a curriculum pathway allowing an individual upon completion to earn a certificate of education merit or diploma, leading to a professional certification similar to but not competing with the Certified Licensing Professional (CLP) designation.
- For the issue of Composition of Curriculum, the recommendation was for a core curriculum to be more rigidly structured, enhanced by individual instructors, and flexible to welcome student input. The certificate program would be called Licensing Professional Diploma (LPD), and courses (to be taken over a three-year period) would prepare the student to take the Certified Licensing Professional (CLP) exam. Courses would be a combination of core and elective courses and offerings, all with an evaluation component.
- For the issue of Delivery of Curriculum, the Task Force initially recommended enhanced use of the LESI Education Committee website for the primary source of information, linked to the LESI homepage to further publicize the offerings, and promotion via the Member Societies to both members and the general public. Content delivery would initially be in-person courses, and eventually through online resources such as webinar, CD ROMs, thumb drives, mobile applications, then transitioning to a Learning Management System (LMS) similar to those used at many universities for use in a variety of media.
- As to the issue of the Structure of the LESI Academy within the LESI family, it was important to the Task Force that the Academy not undermine or diminish but enhance

the role of the Member Societies. The Academy would be responsible for developing the core educational content for international context, while Member Societies would be requested to contribute to the Academy's knowledge base, and assist with translation of Academy content. The Academy would accredit instructors/presenters and also use the Member Societies as a resource for suitable presenters. The Academy would determine the criteria for the issuance of the Diploma of Educational Merit, which may include completion of courses, in person and online, other presentations, attendance at LESI conference workshops, and possibly country-specific courses as well.

- The Academy would be separate in branding and copyrights from LESI, with its own trademark, presentation materials, and content, and have oversight from and report to the LESI Board at least initially until successful launch of the program. Although the LESI Academy may always report to the LESI Board, there may be a time when it needs to be independent for testing, certification and diploma issuance independent of the LESI Board. Content already developed by Member Societies would need to be addressed as far as ownership, rights, etc.

Phase 2: The Task Force presentation in Rio de Janeiro on April 7, 2013 (Attachment D) further communicated the results of discussions of various issues covered in the White Paper, a survey with society member responses (Attachment E), and included further recommendations. The Task Force endorsed adopting these recommendations in planned and incremental phases over a three (3) year period: (1) Phase 1 (Year 1) — content adjustment and planning to initiate a consistent starting core curriculum; (2) Phase 2 (Year 2) — move to online content management and tracking; and (3) Phase 3 (Year 3) — implement online content delivery, quality control management, instructor training and management, and member completion tracking as an initial LESI Academy curriculum delivery vehicle. An additional Phase 4 (Year 4) should be adopted where one or more locations of an established LESI Academy can be physically located to supplement the online delivery of content. The Task Force presented to the Board the RFI information and request for authorization to send out the RFIs, and the Board approved.

Phase 3: In accordance with recommendations, the Task Force has sent out a Request For Information for e-Content Design and Development (Attachment F) to third party organizations, many of which have now responded with information regarding costs and services for enhancing drafting and delivery of the content/curriculum. A second Request For Information has been sent out regarding a Learning Management System (LMS) segment (Attachment G). Analysis of RFI responses, selection of the best qualified candidates, designation of e-Content and LMS vendors/providers is in process, pending completion.

Submitted by: The LESI Education Committee Task Force (with Attachments)