

Lansing Community College
Academic Senate Meeting Minutes
March 3, 2017, 9-11 am, Administration Building Board Room

Senators Present: Allen James, Argersinger Marvin, Azima Alex, Boeve Matt, Bryant Ed, Clifford Katie, Deines Tim, Droste Ivan, Dutcher Peggy, Edwards Rob, French Ann, Garayta Cheryl, Gruesbeck Nikki, Gustin William, Harned Dan, Janowick Jeff, Johnson Leslie, Kelland Mark, King Terrence, Luke Jim, Macomber Zach, Manning Christopher, Pogoncheff Elaine, Prystowsky Richard, Reglin Jill, Sawyer Suzanne, Sperling Tedd, Swain James, Tobin Pam, Wilhm Cathy, Wilkerson-Johnson Veronica

Senators Absent: Bubb Kevin, Conner Christine, Curtin Michelle, Del Castillo Monica, Dietrich Nancy, Garcia Bo, Gonzales Lucas, Hagen Karen, Lee Eliza, Leventhal Judy, Mesler Vern, Mutty Sue, Storie Cindy, Thomas Ed

- I. Call to Order: 9:07
- II. Roll Call: Quorum present
- III. Approval of Minutes
- IV. Public comments (also permitted during the meeting with the permission of the Senate)
 - a. Franchesca Cifuentes: Barry Estabrook will be on campus on April 5 and 6th. There will be a lot going on this week especially from April 4-6th.
 - b. Faculty will be receiving emails regarding bringing students to the speakers who will be on campus that week.
 - c. Nominate students for student leadership awards which include Heart and Soul award, Emerging Student Leader Award, LCC Collaboration Award. This will end on March 3 by 4:00pm.
 - d. If you would like to participate on the Center for Engaged Inclusion Team, let Franchesca Cifuentes know.
- V. President's Report
 - a. A student passed away this week. His name was Kazuki Ishiwata. The Senate took a moment of silence for the student. Counselors are working with students who were in the same courses as this student.
 - b. It is important to acknowledge the deaths of LCC community members and let the college know. The college creates many, many connections, and it's important to make sure this information goes out quickly.
 - c. Student listening sessions included 20 to 22 students. One of the comments was that the college needs to communicate better. They know where digital communication works and they know when digital communication doesn't work. Their suggestion was to provide opportunities for more person-to-person connections, as well as pamphlets. Students universally said their experiences were positive and emphasized a sense of belonging. However, they also said they wanted to belong more.
 - d. Nominate people for faculty and staff awards across campus.
 - e. Nominate people for Star Talks.
 - f. We are part of the faculty prioritization process. This new version has been shared with the Faculty Prioritization Team. The process has become faster, and thus it needs to be updated and revised.
 - g. College Hour proposal was returned to the Senate with the request that the topic be explored in more depth before moving forward. We will look for a small group of

committed people to look into this in more detail, and research whether the College Hour will resolve existing concerns on campus.

- h. The Preferred Name Policy was also discussed by the college. How many students and staff will be impacted by this policy? The workload and expense of this change is a concern. The college will establish a workgroup to consider potential next steps.

VI. Provost's Report

- a. The College Hour: a great deal of discussion went into this proposal before deciding to send it back. He suggested looking for common interests and then look at what approaches will allow us to solve problems across the college and thus address issues from both a student and faculty standpoint.
- b. Karen Tommasulo has done an excellent job with the LCC Star. She is including an In Gratitude section in the Star focusing on what individuals are thankful for at the college. Colleagues are urged to submit material for this new section.
- c. Great job to Franchesca Cifuentes, Kali Majumdar, Anne Heutsche, and others for the work on the Centre for Engaged Inclusion. Colleagues across the country have shown an interest in the work of the Centre for Engaged Inclusion.
- d. The OER Summit was also a success yet again. Special congratulations to Regina Gong.
- e. We are moving ahead with the concept for developing a Center for Student Success. There will be a presentation at the next Academic Senate meeting on March 17.
- f. A passage by the poet and essayist Claudia Rankin's Citizen: An American Lyric was read to the Senate in light of recent political and civil turbulence and ongoing concerns about "communication."

VII. Consent Agenda

- a. The curriculum committee recommended the following new courses: **CITS 110:** Helpdesk Support Specialist (3 credits), **ELTE 154:** Utility Prints and Diagrams (3 credits), **ELTE 156:** Lineworker/Utility Rigging (3 credits), **ELTE 194:** Utility Vehicle Operation I (.25 credits), **ELTE 195:** Utility Vehicle Operation II (.25 credits), **METM 108:** Machine Tool Operations (4 credits), **METM 112:** Introduction to CNC Machining (4 credits). The curriculum committee also recommended the discontinuation of the following curriculum: **Wind Turbine Technician**, Certificate of Achievement (1473)
- b. Without objection, these recommendations were forwarded to the Provost.

VIII. Action items

- a. Syllabus team report (first read)
 - i. This is the first read of the syllabus report. Senator Johnson stated the goal was to establish exactly what must be available in the syllabus.
 - ii. Course objectives would become Course Topics to make it much easier for students to establish what would be covered in the course.
 - iii. Outcomes would be renamed to Student Learning Outcomes. These sections can be locked down so they cannot be changed by faculty.
 - iv. When the Concourse contract comes up, we need to discuss how we can lock to elements or at least determine
 - v. Faculty should be allowed to link to the course schedule rather than including it in the syllabus.
 - vi. Items such as college policies should be linked to, rather than including them in the master syllabus. This would ensure that such policies were up-to-date and reduce the need to change master syllabi as often.

- vii. Past President Azima stated that one step to improving the syllabus might be to have curriculum committees at the program level establish what exactly should be covered. He also wondered why we are requiring our faculty to only lecture to their classes. Shouldn't our syllabi also include good practices? Faculty need to hold each other accountable as well. Senator Johnson agreed that we should discuss what makes someone an excellent educator. However, some of these issues are not necessarily syllabus issues.
- viii. Senator Luke suggested that if we adopt these syllabus changes, he noted that this is a lot of syllabi that will be changed and we need to tweak our process to avoid overburdening the curriculum committee.
- ix. Provost Prystowsky stated that we must protect the transferability of the course. No matter how great the course is, if it is a transfer-level course but doesn't transfer, it's not helping students. We must also have changes to transfer courses approved by transfer institutions.
- x. July 1st is too tight as a time frame. We need to give programs more time to work on this.
- xi. Senator Kelland discussed the differences in delivery between HHS, Tech Careers and Arts and Science. We need to look at how we are facilitating learning campus-wide.
- xii. Senator Pogoncheff stated the timelines needed to change to provide time for those in the divisional offices.
- xiii. Senator Allen asked about proactively developing outcomes that will better align with MSU and other transfer institutions.
- xiv. Provost stated that in system states faculty determine how to best align courses with transfer institutions.
- xv. Vice President Dutcher recommended all Senators go back and get feedback from faculty represented.
- xvi. The Provost recommended that the form include a section that would show what four-year institutions (among our top seven transfer institutions) would accept the course. This allows the faculty creating courses to establish if the course would be accepted for transfer before creating a course and sending it off to the curriculum committee.
- xvii. Across campus, there needs to be discussions about the difference between topics and student learning outcomes. Topics are the larger subject areas in the course. What the students learns and produces becomes the learning outcome.
- xviii. President Janowick recommended that we take another meeting to discuss the syllabus changes.
- xix. Senator Luke: We need to put the revisions to the syllabi on the minds of faculty now.
- xx. Time will be set aside for these revisions during PD days in May. This likely will not be done before July 2017.
- xxi. Provost Prystowsky stated we should set a hard deadline (for example, for Spring 2018).

IX. Other Reports and updates

- a. Student Senator reports
- b. Elections update – Chris Manning
 - i. An update was provided.

X. Senate Team meetings and reports

- a. Faculty Prioritization team
 - b. Adjunct Committee team
 - c. Academic Policy Review team
 - d. Fiscal Responsibility and Resource Management team
 - e. Student Advisory Standing Committee
- XI. Discussion items
- a. Academic Freedom
 - i. There was discussion about the possibility of establishing a small group to explore the issue of Academic Freedom. There is contract language that governs this.
 - b. Statement of Student Expectations
 - i. The Senate took a look at the Statement of Student Expectations. President Janowick referenced a similar statement from another college, but these also drilled down into everyday interactions with students.
 - ii. We also discussed a list of student responsibilities. One college decided to focus on getting students to focus on moving students toward success in a class rather than focusing on “pushing them through”. Students were encouraged to simply finish even if they failed or earned less than a passing grade.
 - iii. It’s important to make it clear it is the student’s responsibility to learn the content throughout the semester.
 - iv. What if someone doesn’t follow the instructor-related responsibilities? How do we create expectations and enforce them for faculty.
 - v. Some concerns are with the vagueness of the list of responsibilities. What is prompt? What is timely? What is meaningful?
 - vi. What does it mean for online courses? On the other hand, vagueness allows for academic freedom. This was supported by others.
 - vii. While the discussions are important, this statement of expectations will move forward and become a part of the success coaches.
 - viii. Senator Clifford stated that some of the responsibilities should also be shared by the students. President Janowick supported this. He also tasked the Student Advisory Committee to look over the responsibilities and revise the set of commitments. Look over the Odessa College material and this was very thorough and was developed around the D.R.I.P. (Drop Rate Improvement Program) model which was meant to curb withdrawals.
 - ix. The goal is to have a broad set of expectations and then create the underlying practices. We can use existing processes to facilitate this.
 - x. We need to be consistent with current codes of conduct.
- XII. Karen Tommasulo provided advance copies of the Student Success Field Guide which covers the students’ needs for things like financial aid, scholarships, inability to pay for courses up front, a need for a laptop, need for a job, can’t afford groceries, grade or class issues, personal issues etc.
- XIII. Meeting adjourned to allow for Senate team meetings at 10:39 am
- XIV. Respectfully submit by Chris Manning