

Lansing Community College  
Academic Senate Meeting  
March 17, 2017, 9-11 am, Administration Building Board Room

Senators Present: Allen James, Azima Alex, Bubb Kevin, Conner Christine, Curtin Michelle, Deines Tim, Del Castillo Monica, Dietrich Nancy, Droste Ivan, Dutcher Peggy, Edwards Rob, French Ann, Garayta Cheryl, Gruesbeck Nikki, Gustin William, Hagen Karen, Harned Dan, Janowick Jeff, Johnson Leslie, Kelland Mark, King Terrence, Lee Eliza, Luke Jim, Macomber Zach, Manning Christopher, Pogoncheff Elaine, Reglin Jill, Sawyer Suzanne, Sperling Tedd, Swain James, Thomas Ed, Tobin Pam, Wilhm Cathy

Senators Absent: Argersinger Marvin, Boeve Matt, Bryant Ed, Clifford Katie, Garcia Bo, Gonzales Lucas, Leventhal Judy, Mesler Vern, Mutty Sue, Prystowsky Richard, Storie Cindy, Wilkerson-Johnson Veronica

- I. Call to Order at 9:05
- II. Roll Call taken at 9:08
- III. Approval of Minutes: 3/3/17 minutes passed
- IV. Public comments (also permitted during the meeting with the permission of the Senate)
  - a. Chris MacKersie was introduced as the new Executive Director of Administrative Services.
  - b. Suzanne explained that there is a new service to help with research for both faculty and students. This service allows for the students and faculty to book a librarian.
    - i. There is also a new video streaming tool we should all look into.
  - c. Monica Del Castillo announced there will be an event that will present tips on security and for staying safe. This will be part of the Global Festival and will also be featured in The Star. The International Club, CTL, and several other college organizations will participate. She also reported that international students have already struggled including dropping classes at LCC.
  - d. Kevin Bubb also stated that the college now has a backup ISP provider.
- V. President's Report
  - a. President Janowick stated that he wants to give someone else the opportunity to step in and take on a role as a leader. He stated it was a tremendous opportunity.
  - b. Cathy Wilhm also has agreed to present the role of the success coaches. The success coaches will not just support students, but also support faculty in guiding students through non-cognitive barriers to their education.
  - c. There is an open-house next Thursday at West Campus. That will happen March 23 from 5-8pm.
  - d. We need volunteers to pick the nominees for the Star Talks. Several Senators offered to help out.
  - e. Three new faculty positions will be searched for next year. The faculty prioritization team will be working on the allocation of the positions.
- VI. Provost's Report: None
- VII. Action items
  - a. Syllabus team report
    - i. Senator Johnson informed us that faculty professional development days will occur from May 10-12<sup>th</sup>. May 11<sup>th</sup> in the afternoon is the department meeting.

- ii. There were several discussions regarding the current syllabus and the need for change. There were several suggestions made and these were articulated in the report which is an addendum 1 to these minutes.
- iii. Senator Luke explained that it's important to make sure the syllabus makes the course interesting or enticing to the student. President Janowick pointed out that we are using Concourse to ensure students can access the document.
- iv. Sr. VP Webb Sharpe indicated that it's important that students with disabilities still have the same accessibility.
- v. Senator Luke explained that from a very senior level that it was acceptable to have a visually pleasing syllabus as long as it had the same information. However, this week a decision was made that contradicted this.
- vi. Senator French said there is no other way to ensure the content is correct other than using Concourse. Thus, it must be the only medium we should use.
- vii. Senator Sperling reminded the Senate that the syllabus is a contract and that what is in the syllabus needs to be consistent across campus.
- viii. President Janowick reminded everyone that the master syllabus provides required information to the individual section syllabi. The Concourse syllabus does not have to be the first day handout. We need to marry the practical and the ideal when it comes to the issue. Senators should go back to departments and discuss the difference between the Concourse syllabus and the first day handout.
- ix. Senator Kelland moved to accept the Syllabus Team Report
- x. Senator Conner seconded the motion.
- xi. The proposal was adopted.

#### VIII. Other Reports and updates

- a. Student Senator reports
- b. Elections update – Chris Manning
- c. Student Success Center update-Andrea Hoagland, Elenka Raschkow, Jill Reglin
  - i. At present the concept is still being explored. There have been reviews of many different models for this concept. In these academic success centers, there are core services that include Library, tutoring, Writing Centers, Math & Science Centers, Success Coaches, and a Center for Teaching Excellence.
  - ii. There are a variety of staffing models using professional tutors, student tutors, faculty support etc. and we will have to develop a unique staffing plan for the LCC version of a student success center.
  - iii. Secretary Manning asked if there will be some kind of reading support in the Center for Student Success. This had been discussed.
  - iv. There is also a clear need for providing digital literacy support as well. So, there are still discussions about the services that will be provided by this conceptual center.
  - v. Parliamentarian Werner expressed a need to inform faculty of what services are available but also saw the importance of the success coaches in direct students to the correct service.
  - vi. Senator Droste also noted that when the Academic Resource Center and Learning Commons merged, the ARC was eliminated rather than merged. He expressed concern that there might be elimination rather than merger.

- vii. The college needs to establish how faculty might be involved. There also needs to be collaborative training as well.
  - viii. A member of the public pointed out there is no mention of the CTL, ESOL support and other issues related to connecting throughout the college.
  - ix. Senator Sperling expressed a need for a single place to go to choose a service for the student. Finding these services can be difficult, but this concept would effectively direct students more easily.
  - x. The Center will establish connections if not a physical presence within the Center. So, there will be partner services that will be connected as well.
  - xi. Senator Johnson questioned why CTE would be a part of this student success center. Is this a reorganization? Or, there some underlying philosophical connection? It was stated that this would actually be overseen by a new dean and a new area would be created. This, however, needs to be clarified. No one was sure about the answer to this and will address the question to the Provost.
  - xii. It was also stated that while there are many good resources on campus, but these are horribly under-utilized. Hopefully the success coaches will be able to direct the students to the right services. Most success coaches are either social workers or licensed professional counselors, and there is some excitement about this.
- IX. Senator Del Castillo provided an update on protocol for a student's passing. Counselors are initially notified. Faculty and students who are in the same course sections are notified. Clubs and organizations are also notified. Making this information more public is not up to the counselors. However, when this does occur, the counselors follow and execute protocol quickly.
- 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. Statement of Student Expectations
  - b. Student ready college/quality learning experience—Alex Azima
    - i. Immediate Past President Azima explored the concepts of creating a “study-ready college”. He presented some of the concepts in a presentation. This presentation is available in the Senate’s shared space. He is looking for volunteers to help him with the work. Several faculty offered to volunteer.
    - ii. Some mentioned that push-back for creating a student ready college comes from the need to maintain high standards so students can earn accreditation.
- XII. Meeting adjourned at 11:01

Respectfully submitted by Chris Manning

## **Syllabus Team Report to LCC Academic Senate—3 February 2016**

We were an ad hoc group who met to see if we could work with Concourse in order to deal with some issues in syllabus consistency. Along the way, we also had some other questions about syllabi posed to us.

Those who worked with us and had input included faculty, administrators, and support staff: Ann French, Nicole Gruesbeck, Laurie Kinne, Mary Ellen Laatsch, Jim Luke, Leslie Johnson, Sunil Nityanand, Elaine Pogoncheff, Richard Prystowsky, Kari Richards, Suzanne Sawyer, Joyce Werner.

### What We Learned

Talking to Dr. Prystowsky and looking at the syllabus policies on other colleges, we learned that four things need to be present in syllabi and consistent across multi-section courses:

- Descriptions, Credit Hours, etc.
- Course Topics
  - Topics should be clear enough for any new adjunct to pick up the syllabus and know what to teach, but broad enough to allow for flexibility in how an instructor wants to teach.
  - Topics listed will allow a perspective student to know what is covered in the course.
  - Curriculum support areas, like the Library & Tutoring, will use course descriptions and topics to obtain resources to support course expectations.
- Learning Outcomes
  - For clarity, think of “Topics” as nouns, the general topics a course will cover; “Outcomes” are verbs, what a student should be able to do as a result of studying the course topics.
- Evaluation Criteria
  - Can be a range, as determined by the course curriculum committee, but faculty must stay within that range when teaching their sections.

Our service agreement with Intellidemia allows some customizations to be made that will suit our purposes. Also, we can “lock down” some sections so that changes cannot be made to a section syllabus that would make a section syllabus inconsistent with the course master syllabus. However, one section, Evaluation Criteria, cannot be locked down; we have to have a way for faculty to include their individual grading scales for courses that allow criteria to fall within a specific range.

### Questions Brought to Us

1. Can faculty create and distribute a more graphically pleasing syllabus as long as it mirrors the master syllabus?
2. In Concourse, can faculty simply link to a complete schedule rather than including one in the designated area?
3. How do groups on campus bring suggestions for inclusion (e.g. adding information about the Student Ombudsman) in ALL course syllabi?

## What We Decided and Would Like to Recommend for Approval

1. A current unused section on Concourse (Objectives) will become “Course Topics.”
  - a. The change will take place beginning Fall 2017.
  - b. Programs will have one of our three May Professional Activity Days to work on issues, so they can develop “Course Topics” at that time.
  - c. Divisions will be able to determine a deadline for updating syllabi appropriately, but the work should be completed before the 2018-19 academic year.
2. We will change “Outcomes” to “Student Learning Outcomes.”
3. Both “Course Topics” and “Student Learning Outcomes” will be locked down at the master syllabus level.
4. Since “Evaluation Criteria” cannot be locked down, we would like to change to highlight some text so that it’s clearer to faculty what must be done. (See screen capture below.) We also need to educate faculty on the need to remain within designated evaluation criteria. Divisions will each develop their own system for checking for consistency between course and master syllabi.

### REQUIRED INFORMATION TO BE COMPLETED BY FACULTY IS OUTLINED BELOW.

If you are not using D2L for your gradebook, you must include brief instructions that name the system and how students access it, including the URL.

1) Criteria: The criteria shown are the grading criteria and weighted percentages that have been established for this course. Required criteria are identified in the shaded comments box of the Notes column. You must use the required criteria and percentages that have rolled into your section syllabus from the master section template to calculate students grades. You may not set your own criteria or percentages. Please click on the pencil/yellow circle icon to the left of each criteria to list or further explain your criteria.

Criteria Weight Ranges: If the percentage is a range, you must click on the pencil/yellow circle icon to specify the percentage weight you will use within the range. (Example: 25-40%, you could choose 30%.)

If the range begins with 0%, it is not a required criteria, but you have the option to use it within the range specified. If you are not using that criteria, enter 0%.

Please verify that the sum of all your criteria equals 100%.

For your Electronic Gradebook, you must list/explain each criteria item in each Notes area so that students know how to interpret their grades/scores. (Example: Quizzes-20%; Notes-4 quizzes at 5% each)

5. In Concourse, faculty can link to a live version of their current semester schedule.
6. Requests for inclusion of materials in ALL master syllabi should be brought to the Curriculum Committee for approval.
7. As needed, the Curriculum Committee, working with Academic Affairs, can approve linking to certain college policies, rather than including the entire policy, so that those policies can be effectively updated as needed.