

Lansing Community College  
Academic Senate Meeting  
February 15, 2019, 9-11 am, Administration Boardroom

**Senators Present:** James Allen, Marvin Argersinger, Joe Barberio, Suzanne Bernsten, Ed Bryant, Kevin Bubb, Christine Conner, Michelle Curtin, Tim Deines, Nancy Dietrich, Peggy Dutcher, Nikki Gruesbeck, William Gustin, Dawn Hardin, Andrea Hoagland, Jeff Janowick, Mark Kelland, Terrence King, Dylan Lack, Eliza Lee, Judy Leventhal, Megan Lin, Melissa Lucken, Zachary Macomber, Ronda Miller, Kari Richards (by phone), Connie Smith, Tedd Sperling, TeAnna Taphouse, Ed Thomas, Pam Tobin, Denise Warner, Cathy Wilhm, Richard Williams

**Senators Absent:** Matt Boeve, Monica Del Castillo, Bo Garcia, Jennifer Hilker, Mesler, Elaine Pogoncheff, Christopher Smelker, Veronica Wilkerson-Johnson,

- I. Call to Order (9:05AM)
- II. Roll Call (9:07AM)
- III. Approval of Agenda (9:10AM)
  - a. Stephanie Perry will not be attending.
  - b. Associate Vice President is going to make a quick point for the Provost.
- IV. Approval of Minutes (9:08AM)
- V. Public Comments
  - a. Senator Tim Deines – Leadership, Culture, and Communication team put together a survey for part-time and adjunct faculty. Please advertise this to your areas. The survey is open for two weeks.
  - b. Jim Luke – OpenLearning Lab. CTE is very fortunate Feb. 19<sup>th</sup> to have a domains days. Open Learning Lab Jim Groom and Lauren Brumfield in town. Internationally recognized speakers. Pioneer of University of Mary-Washington. They will be with us all day. Having a Domains Day showcase from 2:00-5:00 in the Grand River showroom. If you're curious about what Open Learning Lab is, please come. If you have any curiosity, stop in. Even if you're just curious about what other schools are doing.
- VI. President's Report
  - a. Last meetings discussion of gen ed helpful. We are continuing discussion with the CC.
  - b. Talked with Executive Vice president about social media policy. Continuing to express concern on why the policy was written and the process.
  - c. Next Friday is the STEM Accessibility Summit. Make sure to register through The Star. You don't have to be in a STEM field. It is open to everybody. Click on pay button and put in LCC Employee in promo code. You can come and go if you have other obligations through the day. There are 2 keynote speakers.

- d. Nominations are open for Experience StarPower and StarTalks. Please remind your constituents.
- e. Banner Maintenance will be during Spring Break (March 7<sup>th</sup>). If this seems like a problem, let us know. It seems to be an okay date.

VII. Provost's Report

- a. Elaine is absent. Associate Vice President Sally Welch. APAC is working on standard operational procedures for LCC. We started working on Transfer into LCC. Two processes we need help with are credit by exam and credit by other processes. We need to do this work for HLC. We have to demonstrate that students have met outcomes of the course. We need a committee between APAC and the Academic Senate. It's very important to get faculty feedback on this.

VIII. Consent Agenda – Curriculum Committee Course Recommendations

- a. REVISED COURSE PROPOSALS: CHEM 152 - General Chemistry Lecture II, DMAC 130 - Digital Video Production, DMAC 131 - Digital Cinematography I, DMAC 231 - Digital Cinematography II
- b. NEW COURSE PROPOSALS: INSU 250 - Claims and Underwriting, INSU 260 - Life/Health Insur Licensing, INSU 270 - Property/Casualty Insur Licens, INSU 285 - Insurance Agency Operations
- c. NEW CURRICULUM PROPOSAL: Neurodiagnostic Technology Associate Degree in Applied Science, Veterinary Technology Associate Degree in Applied Science
- d. Approved without objection.

IX. Election Update and Senate Representation (Former President Alex Azima)

- a. Discussion over senate representation. Many departments have been changing. Some divisions have programs and some have departments. CEWD is all one thing. We came up with a proposal of full time faculty. Arts and sciences has departments, if department has more than 30 FTE they get 2 representatives. FTE is full time equivalent (3 part time faculty members count as 1 FTE is a rough approximation). HHS has various programs but no departments. Technical Careers have subdivisions. This is focusing only on the faculty aspect because they are elected. This recommendation would reduce the size of the Senate. Alternatives that could be considered is that the larges areas could have three senators. Or we could do it by proportion.
- b. Jim Luke – This is a two stage thing, look at faculty and then look at admin. If the number of faculty go down, the number of admin must go down.
- c. Senator Eliza Lee – If we go with Alex's recommendation, we will have exactly 75% representation. Which means we cannot leave any seats open.

- d. Senator Zach Macomber– How do we do the At-Large?
- e. Alex Azima– We have 3 At-Large positions that are not included in this recommendations.
- f. Senator Jeff Janowick – Our bylaws give us freedom to give representation as we feel need. College reorganizes all the time and we don't have to follow them all the time. Example, CTL is now in integrated English and part of Alex's proposal is to phase those positions out. The college wants to pretend that we don't teach developmental. We should have election this fall because it will rep the newly combined areas. Next spring, there are two positions and we should elect one of them. The following year that seat will phase out. So we phase out two positions but over time.
- g. Senator Richard Williams – Looks good to have 30 as established threshold. Where did 30 come from?
- h. Alex Azima – I don't recall.
- i. Senator Peggy Dutcher – Overall, it's not as much change as we thought it would be. There are issues with Integrated English. We should look at the proposals side by side.
- j. Senator Nancy Dietrich – What is the total number of faculty at the college? It's about 1850, 200 FT. We want to make sure faculty are represented.
- k. Senator Tedd Sperling – We need to define what these policies. What is "tweaking". Are we talking directors, or students? What specifically are we talking about when we are talking about representation?
- l. Senator Christine Conner – Academic professionals means something to us, but maybe it should be Student Access, or something people will understand.
- m. Senator Cathy Wilhm – Technical Careers was reorganized. We are by department. Aviation is represented through transportation maintenance technologies. We already have aviation represented. We have programs. It does not match what we said.
- n. Senator James Allen – We have 5 At-Large senators in HHS. It would be very easy for all 5 senators to be from nursing. It would take away from other divisions in the department. We should address that.
- o. Motion to postpone the executive committee recommendation
  - i. Senator Jeff Janowick
  - ii. Senator Peggy Dutcher
  - iii. Approved
- p. Motion to combine the two CEWD positions into 1 At-Large position.
  - i. Senator Peggy Dutcher
  - ii. Senator Eliza Lee
  - iii. Approved

X. Credit by Exam and Other Sources (Stephanie Perry)

- a. Postponed

XI. Financial Aid Requirements and Reporting Grades (Stephanie Bogart Trapp)

- a. Director of Financial Aid Stephanie Bogart Trapp - Discussed at CC. There are Federal requirements that ensure that students are on the right amount of financial aid. About 60% of our students are on Financial Aid. We have to document that students began participation in their course (enrollment verification). It's vital that we get 100% compliance, it impacts our students. If we find out they didn't, they get billed. Second part, is we need to document students last date of attendance. We have to demonstrate that the student earned the aid that we gave them. If a student withdraws or gets a 0.0 for all classes, this means they potentially didn't earn their aid. What was the last time they were participating in a class? Did they earn the amount of money that we gave them? If they didn't earn that aid, we are billing that student. Information on last date is really important. If they get a 0.0, did they earn it or did they stop showing up. Have to know from the gradebook what that represents. Example: We were asked to provide the last date of participation on particular students. Pulling withdraw forms that said "not enrolled" or "Did not show." We don't know what that means. Never came means never should have gotten the money. We need to have clearly defined definitions.
- b. Senator Mark Kelland – If students skip assignments they haven't earned a 0.0 they got a 0.0 by not doing it.
- c. Senator Dawn Hardin – Enrollment verification, how do you define participation? What if students attend classes but they don't turn an assignment in for a few weeks, is that participation?
- d. Director of Financial Aid Stephanie Bogart Trapp - Participation can be showing up to class
- e. Senator James Allen – What about online classes?
- f. Director of Financial Aid Stephanie Bogart Trapp - DOE has definitions. Will send these out again.
- g. Senator Peggy Dutcher – You keep saying put in our gradebook. Let's say they took my unit 4 exam and kept coming but my gradebook doesn't reflect that.
- h. Director of Financial Aid Stephanie Bogart Trapp - D2L has a component for attendance that can be used. Can look at gradebook, attendance, or discussion board.
- i. Senator Christine Conner – Why are putting the dates in the gradebook? Students are doing quizzes online but not actually in class. So does that count as participation. When we put notes in the comments, can you see that as well?

- j. Director of Financial Aid Stephanie Bogart Trapp - Need to be able to say, this date means x. We had standards that are needed. We get reports from E-Learning. I don't know if we can see the comments.
- k. Senator Tedd Sperling— For student verification, every student is required to do something in drop box. I don't want to have to take attendance. After enrollment verification, if the student hasn't done anything in week 1, 2, or 3 they get a 0.0.
- l. Director of Financial Aid Stephanie Bogart Trapp - That satisfies who started the participation, not the end. Going to look at gradebook, discussion board, and attendance all on D2L. If I have to go and look, I look at the gradebook or discussion post if you don't take attendance.
- m. Martine Rife – In my online class attendance is important for enrollment verification. I take attendance based on if they completed any 1 of 3 assignments each week. It helps me see all of a sudden not showing up. Could you tell the registrar to not drop students because of enrollment verification until success coaches reach out to them?
- n. Jim Luke – Emphasize the importance of getting definitions to these terms. What have seen in other schools is that faculty were involved in the discussion. A Rubric was distributed widely. The code isn't telling you what you want. You need a lot more variation in grading in assignments. There is a radical difference in online and face to face assignments. It tells us pedagogically that every student should have the same exact time. We also don't want to lower student learning. We don't want to make requirements that are super onerous. Online courses can't roll over shells. It should be a discussion, not a mandate. It should include faculty.
- o. Senator Jeff Janowick – It sounds like that putting the dates in the gradebook isn't giving you quite what you want. Last fall you sent out information asking certain faculty to give last date of attendance for faculty (sparingly). Why wasn't this sufficient.?
- p. Director of Financial Aid Stephanie Bogart Trapp - This was a temporary process. The college's official record is the gradebook in D2L. We needed a temporary process until we could get to D2L. If an auditor comes in, we need those records.
- q. Senator Ed Bryant – What is the next cut point after enrollment verification?
- r. Senator James Allen— Student gets financial aid, dropped for enrollment verification? What happens next?
- s. Director of Financial Aid Stephanie Bogart Trapp - Financial aid does not come out until enrollment verification comes out. We are basing financial aid on eligibility from your reports.
- t. CMS Instructional Design, Multimedia, and Technology Specialist Chris Richards – There are tools in D2L that will make this easier for rolling over courses.

Keeping a Master Course. If you're not adding them all at once, you can bulk add items. There are ways to speed up the process and e-learning is willing to help.

- u. Senator Mark Kelland – Can we put together a team to put together the types of comments and situations? Maybe have e-learning and Stephanie come in again and answer those questions.
- XII. Community Education & Workforce Development (Senator Nancy Dietrich)
- a. Senator Mark Kelland - CEWD. There have been several cases on what CEWD is and what it's roll is. CEWD representation on SOAR or CC. As these questions come up, realized people don't know the roll in the college.
  - b. Senator Nancy Dietrich- See Appendix I.
- XIII. Potential Future Agenda Items
- a. Senator Jeff Janowick
    - i. A program was “taught out” without discussion from the CC or from the Senate. This seems a “work around” of faculty and is disturbing. This should be something we should discuss.
    - ii. How is RER calculated and used? It's not part of program review and should be.
- XIV. Motion to Adjourn
- a. Senator Zach Macomber
  - b. Senator Jeff Janowick
  - c. Adjourn (11:01PM)

***Purpose:** The purpose of the Academic Senate will be to provide faculty input and advice to the administration concerning issues of College-wide educational philosophy, College-wide academic policy, and priorities in the College-wide deployment of capital or financial resources, except as covered by the scope of collective bargaining. The Senate will be proactive and collaborative in its approach, seeking consensus whenever possible, and will foster and support effective and transparent communication with the college community. Student learning is the ultimate goal of this body.*

Respectfully submitted by Academic Senate Secretary, Eliza Lee

## Appendix I

### **Community Education and Workforce Development Division**

#### **Overview for Academic Senate**

Who is the Community Education and Workforce Development Division?

- 284 employees
  - 28 administrators and support staff
  - 256 adjunct faculty
  - 90% of employees are faculty
- Breakdown of faculty
  - 106 = CEWD Adjunct Faculty (41% are CEWD only)
  - 150 = CEWD Adjunct + FT/PT positions in other divisions

Core Functions - What does CEWD do?

- Offer credit courses, student services and faculty support through Extension Centers
  - East & Liv Cen
- Provide non-credit courses, trainings, workshops and enrichment opportunities to community stakeholders
- Provide student services, customized workshops and individual skill building instruction (Bruce) to unemployed and underemployed (Center for Workforce Transition - CAMW)
- Provide free consultation and workshops to small business owners (SBDC)
- Extensive Community Outreach (all areas)
- Participate in outreach activities/events
- Deep relationships throughout the community

Lifelong Learning & Centralized Support

- Provide direct support to faculty
  - Purchase instructional materials & supplies
  - Prepare course packets
  - Process course evaluations
- Build sections and manage Aceware registration system
- Process faculty pay
- Provide direct customer service to students registering for non-credit courses
- Answer phones and department e-mail

Where do we offer classes?

- Everywhere



### What do we offer?

- Courses in a broad range of subject matters (A&S/HHS/TC)
  - Courses are developed by subject matter experts
- Courses that lead to industry recognized credentials and certifications (LEAN, SCHEECH)
- Non-credit to credit bridges (Corrections, Medical Assistant, ESOL)
- Exploring digital badges

### Who do we serve?

- 2<sup>nd</sup> graders through senior citizens
- Corporate clients
- Small business owners
- Unemployed & under-employed
- People seeking continuing education opportunities
- People seeking personal and academic enrichment opportunities