

Lansing Community College
Academic Senate Meeting
January 17, 2020, 9-11 am, Administration Boardroom

Present: Kabeer Ahammad Sahib, Marvin Argersinger, Suzanne Bersten, Matt Boeve, Ed Bryant, Bill Garlick, Michelle Curtin, Jeremy Davis, Tim Deines, Monica Del Castillo, Nancy Dietrich, Sydney Duncan, Paige Dunckel, Gerry Haddad, Jennifer Hilker, Shalonda James-Garza, Leslie Johnson, Eliza Lee, Judy Leventhal, Megan Lin, Melissa Lucken, Tamara McDiarmid, Vern Mesler, Larissa Miller, Ronda Miller, Kari Richard (by phone), Dakeyia Scott, Mark Stevens, Matt Van Cleave, Denise Warner, Nancy Weatherwax, Sally Welch, Veronica Wilkerson-Johnson, Richard Williams, Melinda Wilson, Alex Azima, Mark Kelland

Absent: Joe Barberio, Dawn Hardin, Joseph Long, Christopher Smelker, Connie Smith, Tedd Sperling, TeAnna Taphouse, Carlotta Walker, Cathy Wilhm

- I. Call to Order – 9:06AM
- II. Roll Call – 9:06AM
- III. Approval of Agenda – 9:07AM
 - a. No objections – approved as written
- IV. Approval of Minutes – 9:07AM
 - a. No objections – approved as written
- V. Public Comments – 9:08
 - a. Eliza Lee learned at PD days there are gender neutral bathrooms at LCC, single stall bathrooms available in all buildings (TLC are forthcoming), at least one gender neutral bathroom for transgender in every building. They are for anyone. Document is unofficial but can be shared. See Appendix I.
- VI. President's Report, Michelle Curtin – 9:09AM
 - a. Presidential search-public forums yesterday held to receive input from stakeholders. Michelle Curtin attended both. If unable to attend, still able to submit feedback via webpage submission. A strong case presented as to why you should be involved.
 - i. Student Senator Dakeyia Scott: Was asked to be on committee for presidential search committee. Will be able to provide insight.
 - b. College Awareness Committee – Looking for another member, would like a senator. Let Michelle Curtin know, open to all. Would like to get name to committee by end of next week.

- c. Colleague, Sally Pierce publishing student work as OER; looking for student work. Let Michelle Curtin know if interested, or contact Sally directly
- d. Next meeting, look at charter committees. Restructure positions. Recommendation to have a Chair and Vice-Chair rather than Co-chair to keep clear as to who is in charge. Will discuss at next meeting, Michelle wants to provide time to think about the matter. Put more procedures in place for how individuals are elected. This came from feedback from past potential agenda items.

VII. Provost's Report, Sally Welch – 9:14AM

- a. Next week the first multiple health trainings will start with a selective group of faculty, staff, and admin that will go through training. Open to others at a later time. Facilitated by HR.
- b. Tracy Labadie has left LCC, certain assignments have been moved to:
 - i. Mark Kelland-HLC Accreditation Officer
 - ii. Eduardo Suniga-Perkins Coordinator
 - iii. Cheryl Garayta-Program Review Coordinator
- c. Mark Kelland, Alex Azima, and Sally Welch working on policy based SOPs on the Senate's recommendations for Grade Reporting and Meaningful Time Feedback.
- d. TLC updates: construction continues.
 - i. The scanner was moved to 3rd floor in CTE office.
 - Not available for use the 21st thru 31st of January as they are going through renovation. Available after spring break.
 - ii. 3rd floor back by Spring Break, 1st and 2nd floor then closed.
 - iii. Testing moving to StarZone after spring break.
 - iv. Computer lab will be temporarily moving up to 3rd floor.
- e. Please complete the professional activities survey that Megan Lin's team set up last week regarding next PD days.
 - i. Thanks to Megan Lin and her team for the last week PD days.

VIII. Consent Agenda – 9:17AM

- a. Curriculum Committee Recommendations
 - i. NEW PROGRAM OF STUDY :
 - Community Paramedicine – Certificate of Completion Includes proposed new courses: CPAR 250-Community Paramedicine I, CPAR 251-Chronic Care in the Community, CPAR 252-Community Paramedicine II, CPAR 270-Community Paramedic Clinical
 - ii. NEW COURSE REVISIONS:

- LEGL 125-Legal Research and Writing I, LEGL 223-Domestic Relations, LEGL 225-Legal Research and Writing II, LEGL 228-Computer Appl for the Law Ofc

iii. No objections – approved as written

IX. Communications – 9:18AM

- a. Senator Monica Del Castillo- Follow up on preferred named pronoun, asked participants to give feedback as to what they want to see. Gave to Tonya Bailey, there will be a variety of individuals working with her to get the content in place and determine how to facilitate.
- b. Chief Diversity Officer Tonya Bailey- Team discovered during their presentation during PD days the feedback was to have diversity work on-line, working on that to make available to train and on-going training, available to faculty, staff, and students.

X. Elections- Eliza Lee – 9:20AM

- a. Administrators, check that your list serve through secretaries are up to date with faculty, this is how the ballots are sent to faculty.
- b. With the new Bylaws from last fall, 3.2.D, Kari Richards is on leave this semester so will be working with that Department to assign someone for the duration of her term which is this spring.
- c. Mentioned previously we have (4) Integrated English Senators on the Senate. Based on Bylaws, only allowed 2. Due to combining of the departments, 2 positions will be phased out (Veronica-term is done this semester, will not repost this position, she is allowed and encouraged to be involved as at-large). However, bigger conversation to have is to create a small team discussion about resolving the issue about number of positions based on department size. Realizing certain departments are bigger and may need more Senators. Discussions will take place over the next year and discuss possibly more adjunct positions, at-large adjunct positions. If interested in being on team, let Eliza Lee know. It won't be a large commitment. Any questions?
 - i. Senator Rick Williams- when are ballots supposed to go out?
 - By March, 1st call for nominations, couple weeks, wait for acceptance. Actual ballots by spring break

XI. Guided Pathways- Rafeeq McGiveron – 9:24AM

- a. Senator Michelle Curtin- This came from previous discussions, Guided Pathways was brought up, and felt further discussion was needed.

- b. Academic Affairs Project Manager- Rafeeq McGiveron – Discuss layout, have questions, just ask. See associated PowerPoint.
- i. Layout refresher, 4 items
 - Mapping to student end goals
 - Helping student choose and enter a pathway
 - Keeping students on the path
 - Ensuring students are learning
 - ii. Fall 2017, rules enhanced the layout of pathway change. April and July took place. Narrowed down choices in Gen. Ed. Preferences widened back out in October 2017.
 - iii. October 5, 2017, Provost widen lists out, week later Registrars notified, and list serve updated. Degree Works was updated (shows student's progress in Major). Pathway .pdfs were not updated as they were already posted. Advisors were advising on the updated preferences.
 - iv. Degree works previewed in PowerPoint. Showed the updated preferences from fall 2017 view. Updating the .pdfs beginning fall 2019, went live in March/April, view of new Pathways on system-separated Gen Ed Recommended course, but for full list see the link provided on Pathway.
 - v. Senator Judy Leventhal- Academic advisors, very grateful for latest iteration of the guided pathway. Previous way was unusable. Time and effort in creating Pathways, talk a lot at LCC about student success, issue is the students need to know they exist and where to access. Some students know where to find. Tragic that we do not have mandatory academic advising at LCC. If so, Advisors can help students find information and help with student success. Think more seriously about mandatory academic advising to students to help students be successful.
 - vi. Senator Nancy Dietrich- Would love to hear student input
 - vii. Student Senator Sydney Duncan- She was fortunate and found information. Did scheduling herself, felt all was very informative and helpful. Appreciative.
 - viii. Senator Rick Williams- Love name Guided Pathways, what was the reason to go narrow in first Place?
 - Rafeeq McGiveron: Reason cafeteria model can be difficult for students, (example: shopping for shoes on-line, too many choices can be difficult for individuals). Recommendations are good and then go wide.

- ix. Senator Tim Deines- Trying to still understand how it works. Unclear in Integrated English why our advanced English and literature course are being killed by Guided Pathways. If recommended Gen. Ed. course is not appearing on those recommendations, why are they not being seen? Students are largely unaware that taking Lit classes, Shakespeare, American Lit, this department is dying; trying to get on pathways entails ad hoc, go to every program leader and make a case for putting our new course, intro to lit-fall, on the recommended pathway; may be desirable, but many hours to make that case on an individual cases, ex. Child lit psychology great class. Would like some input on what goes on Guided Pathways.
- x. Senator Eliza Lee- Would an SOP help what Tim said be useful? How should faculty go about getting on a pathway? Is there any sort of guidance down the road to help instead of going to each Program?
- xi. Rafeeq McGiveron - Decisions made at each Program. Yeah, SOP sounds great. Doesn't have a great answer and hard to picture one. Ex. English a lot of great course and the same time English does that, Humanities says that, etc. etc. Nobody at top of college, faculty to faculty might be best way.
- xii. Senator Tim Deines – Follow up to one of constituents, Gen Ed decisions should not be made at program level. They make decisions based on their program only, not always for the good of education.
- xiii. Rafeeq McGiveron: The paperwork must be completed for the course to be requested to add to Gen Ed. Then the Curriculum Committee, Senate, and Provost decisions finalize to being a Gen. Ed course. Department must start the process and reviewed. Provost may have questions. If student wants to use substitution for course in pathway, decision made at higher level at college.
- xiv. Senator Tim Deines - Sort of. If made at college level, it standardizes what Gen. Ed is. That would make it less prone to certain programs which would make it falling out of recommendations.
- xv. Student Senator Dakeyia Scott - Touch on senator Judy Leventhal mentioned about mandatory about student advising. Felt very helpful when she returned to school, didn't know certain schools only transferring certain classes. She signed up for classes that wouldn't transfer (MSU), Academic Advisors assisted in changing to correct classes. In Banner, is there a way students can see what transfers to certain schools?

- xvi. Rafeeq McGiveron - mitransfer.org. This provides information of transfer courses. Provides a feed of from where to what school, add course to see what schools it transfers.
- xvii. Senator Matt Van Cleave - Based on Senators Leventhal/Deines, as previously stated, pathways was a good idea, but students don't know about them, but Tim mentioned that pathways has a huge impact on certain courses, to me it seems that people are using the pathways as classes are suffering. Question, are students really looking at them? General questions, address why do we have Guided Pathways, my understanding is it is tied to financial aid. Restrictions to courses as different from when I attended.
- xviii. Rafeeq McGiveron - when I was advising 10 years ago, the way it was being handled, we were out of compliance.
- xix. Executive Vice President Lisa Webb Sharpe - We were out of compliance. Also in 2011-12 Dept. of Education changed how long students can receive financial aid.
- xx. Rafeeq McGiveron- Always had curriculum guides, pathways is just a different version.
- xxi. Senator Tamara McDiarmid - Comment on Senator Deines comment, about program specific, some programs there may only be Gen. Ed. tied into special programs so the recommendations we will make may not give them the greater scope as it may not be beneficial to the students benefit. It doesn't tie in as much as other classes, not a lot of freedom if they are on certain tracks. Wish we had that freedom, it limits Gen. Ed. recommendations
- xxii. Senator Mark Kelland - Thinks mandatory advising is ideal, came from school that had it, support it. Concern if moved in that direction, do we have sufficient advisors and we are just entering into the budget process so now would be the time to move forward through the Senate to make a recommendation for more advisers.
- xxiii. Senator Judy Leventhal - Simply no, not sufficient, if went to a case model, each advisor would have 350 students per adviser with our current 11 full-time and one supplemental advisor. Address whether students are finding and following pathways, yes finding. Advisors are showing students and using them. Students are still confused, what order do I take them, students come in with transfer courses, get off track. FA a lot of work comes back as only classes in major will get FA.

- xxiv. Senator Eliza Lee - Agrees and disagrees with Tamara McDiarmid, a discussion needs to take place with programs as to Gen Ed programs. Gen Ed's on programs that are appropriate. Discussion between programs and Gen Ed to understand what's best for students, but Gen Ed may have suggestions available.
- xxv. Senator Nancy Weatherwax- Comment related to Tamara McDiarmid and that literature course does not work in program. Criminal Justice and literature does help with assisting students in understanding. Broader point, as most of comments have indicated as we feel a real concern of the recommendations, that yes with the revisions that have taken place, that providing a full list of options, most people take what is recommended especially if it's what the advisor tells them what to do, which takes back to the narrowness. Recommended to move away from the recommended list and provide full-list. All students, even exceptional ones like Sydney, to work with academic advisors. No names, but some advisors do not advise students that they don't provide beyond recommended.
- xxvi. Senator Judy Leventhal - Understand if a student states they "hear" something by an advisor, it may have been said by someone who works in StarZone, not specifically the trained academic advisors. As we advise students not to always believe what is heard in the halls.
- xxvii. Senator Monica Del Castillo- Academic success coaches to connect students with process needs, people, and departments. Wondering if for short term, if the success coaches when meet with students, at least at the intake process, not suggesting academic advising, but say it's an important piece, advise where StarZone is located, and to show them the information to know is available, and strongly encourage meeting with academic advisers.
- xxviii. Faculty Jim Luke - Broadly part of struggle and reason of guided pathways gone on, it's been an attempt to develop templates and stereo type. There is no average student and even more true now. If don't understand comment, book reference, it teaches the same thing. Particularly range of pathways, goals, etc. is so broad with designing pathway, very difficult. Correct impression about college algebra and calculus, none. Must have college algebra for 4 year degree in Business.
- xxix. Senator Leslie Johnson - Underlying problem that the guided pathway is we have never given faculty time across department and programs to have serious discussions with good, innovated discussions, we have a cut

and paste solution with no input from faculty and what should be included. Same conversations over again. If we want to change, taking a breather and giving faculty time and space to discuss and decide. This time and space has never happen and we continue with same discussions.

- xxx. Senator Shalonda James-Garza- Success coaches is part of the intake, but do not tell students what classes to take. This is why there is a huge percentage of referrals to academic advisers.
- xxx. Senator Michelle Curtin- Guided pathways, develop to keep students on track and obtain degree without a lot of financial debt. Have we provided to narrow and to large, hinder classes as not in recommended. And determining what was recommended, did we provide sufficient faculty input. Whether or not should guide pathways exist, we want students have enough choices to get their degree but not struggle getting there.
- xxxii. Rafeeq McGiveron - Looking at recommended courses, every academic department does do a review of their pathways every year. Then come to Academic Affairs for finalization and submitting to web.
- xxxiii. Senator Michelle Curtin - Add further conversations to future items, send comments to me.

XII. Communication- Eliza Lee – 10:06AM

- a. Want to improve communication between Senate and constituents, not mandated. Ways that Senator communicate differs, some have workspace to send updates, email out updates, for you to decide how to disseminate information. Have had whispering of not getting enough or too much information. Starting this semester, will make a bullet point of each meeting, 4/5 items, what is coming up next, send out by Monday so you can send to your constituents in program. If not sure how to, Eliza Lee has all list serves for all departments, she can assist. Hot topics, coming up next, immediate input, to get to your departments. Remind to read *The Star*. Questions:
 - i. Internal Communications Coordinator Karen Tommasulo- The Star always has a summary of the Academic Senate meeting.
 - ii. Senator Michelle Curtin- Immediate take away, the Hot Top of the week, what do they want to know, particular issues that are taking place at the Senate, what input you want, opportunity to provide important issues and that everyone has a voice, better resolutions

- iii. Senator Eliza Lee- It would have been OK for the secretary to send, but better from Senator in department so they know who is their representative.
- iv. Senator Monica Del Castillo - Better for interaction within departments.

XIII. Meaningful feedback – 10:10AM

- a. See Appendix II. Summary of group discussion at last meeting.
- b. Senator Michelle Curtin: Part III of Initiative, great discussions about meaningful feedback. Note: First two questions address using D2L gradebook and timely feedback over email. Gather more information about your concerns or situations that would be outliers so we have the information, purpose for feedback. Final part is grades, is there a recommendation or guideline we could put forth that would be suitable to everyone, may be successful for students, but is also doable for faculty. Stalled, as Dean Clark would say “can’t fix a problem until the elephant in the room is addressed”. What concerns do we have it would turn into a policy. If you think putting forth a guideline is risky, great effort by those in the room, but let’s bring it out and discuss, in good faith for the better for students, not turn into a communitive policy. Start with feedback, agree that quick feedback, how quickly should it be grades and put in electronic review, different time frame for on-line courses. Would students who take on-line would they have similar expectations and policies. We know what the best practices are and what is necessary for success. Draft some sort of resolution for receiving, grading, and reporting.
 - i. Senator Paige Dunckel- Should go to department for discussion
 - Senator Ed Bryant seconds
 - Senator Leslie Johnson agrees.
 - Senator Michelle Curtin- Clarify, if we had direction, would that help have the department to set guidelines?
 - Senator Leslie Johnson- Yes, MSU did for faculty, provide a timeline to faculty/department to review, discuss, and make recommendations
 - ii. Senator Mark Kelland- As HLC rep., HLC looks for consistency across the college, allows the senate to draft a broad policy to allow Departments/Programs to fine tune for their area.
 - iii. Senator Rick Williams - Change wording from guideline to expectations. Take away the sharpness of guideline to a softer expression like expectations.

- iv. Senator Michelle Curtin- The senate is putting forth expectations of reporting.
- v. Senator Matt Van Cleave - Curious to know for those who are saying that it should be left to Department and reasons behind it? I can see one of the reasons being differs by what course it is. There may not be a one size fits all, unsure if that was the concern. If is the concern, you could have a very wide recommendation coming from Senate that would leave quite a lot of room to discuss, if advised for HLC.
- vi. Senator Michelle Curtin- I think a broad resolution for programs, seems reasonable.
- vii. Senator Eliza Lee – Mark Kelland-Could we make a resolution by the Senate body, that departments put in their Program Operating Plan, would that be to specific or to broad?
 - Senator Mark Kelland - Yes, varies differently by program, we could draft a broad resolution
- viii. Senator Ed Bryant- Depends on assessments, chemistry has on-line homework systems with feedback, Respond to students by writing feedback on exams to students, and expect students to keep exams for semester. Be conscious of what format written in based on assessment
- ix. Faculty Alex Azima- Write by department, bring to senate to review, and then think of common policy at that time. Bi-product, have senators to have conversations with departments.
- x. Senator Nancy Dietrich - Include in operating plan, discipline specific. Then for students, section syllabi to add a section regarding information.
- xi. Senator Megan Lin- Question #3 on handout, did the Senate come to conclusion as to what meaningful is? I think important it is consistent to what we think of for meaningful feedback and timeline. I agree that a broad recommendation, but should be decided by programs as could represent differently by programs.
- xii. Senator Melinda Wilson - Asked about what a resolution would look like? Suggest we take look back, what this really is, can we combine this, defining types of feedback, assessment how long it takes, suggesting we take a different angle/approach. Take a look at the faculty/student relationship and what it's all about, faculty expectation and students expectations and what is expected of each other and perhaps look at a resolution to that and what is most effective.

- xiii. Student Senator Sydney Duncan- Consistency to students, faculty workloads different, students don't care about faculties work load, they talk and stop taking classes of the faculty that are not consistent.
- xiv. Dean of Student Affairs Ronda Miller- Echo what Sydney says about consistency to students. Students need to know where they are at academically, where the different guidelines take place.
- xv. Senator Denise Warner- Come up with a broad statement. As a parent, shocked to learn that when asked about how she was doing in classes, she has no idea as professors have not reported anything (this was at $\frac{3}{4}$ through the semester). Student on pins and needles as she has no idea of how she is doing as no feedback from professors. A good idea of broad enough policy as to periodic or meaningful feedback given throughout semester, broad enough, then each department/area can define themselves to put in operating plan. Senate should give a broad expectation for reporting and feedback through semester.
- xvi. Senator Jennifer Hilker- Previous discussion that we all shared and discussed, are we going to review definition again or go broader.
- xvii. Senator Michelle Curtin- Regarding the definition documented that meaningful feedback was left as faculty/student relationships. Not close yet.
- xviii. Senator Leslie Johnson- College set standard, absolute believe at the stake of student be set a program level. The review of English paper cannot be graded and respond as quickly as a math exam. Definitions are important. Grades or academic standing versus feedback. Feedback is for learning and grades are for _____. Grades not so important, feedback is how a student is doing. This policy has include expectations of how to form, etc. etc. Needs to be a whole lot of what happens when it doesn't happen. What happens to faculty when not following guidelines? If you are staff member and student here, how complaints are handled- differently across college.
- xix. Senator Michelle Curtin- At program level, could we consider drafting a resolution with those specifics, on assignment based, multi-choice test, rather than paper.
- xx. Senator Kabeer Ahammad Sahib- In science do feedback all the time, D2L drop box, tell me what they expect. Baseline for me and expectation for student. Upload by quarters in semester so the student is aware. You need to give them feedback periodically, not by each assignments. When

taught at MSU, 400 students in class, giving feedback is difficult, LCC 30-40 students only, feedback possible.

- xxi. Senator Mark Kelland- No doubt to write a good resolution, important to keep in mind that consensus is not the same as agreeing.
- xxii. Senator Eliza Lee- Motion to take feedback received today and take back to Executive Committee and draft a Resolution,
 - Mark seconds.
 - one nay (Dunckel)
- xxiii. Point of order: Discussions before vote,
- xxiv. Senator Melinda Wilson- Are we ready, have we discussed enough?
- xxv. Senator Michelle Curtin- We have not, but getting a starting point. You are encouraged to make changes and submit prior to next meeting.
- xxvi. Senator Gerry Haddad - Whatever is decided, to put in class syllabi as students need to know what they are getting
- xxvii. Senator Monica Del Castillo- To give to department/programs and provide feedback, give them a working document, obtain from senate, review with department/programs, obtain feedback, come back to review.
- xxviii. Senator Mark Kelland- Moves a substitutive motion, Executive Committee draft a working document to take back to discuss with their Department/Programs, provide feedback prior to next meeting and discuss.
- xxix. Senator Paige Dunckel - Confusion, I thought this was an initial discussion to see if we should draft a resolution.
- xxx. Senator Michelle Curtin- Want to draft a resolution and review, a frame work form for further discussion. Motion on the floor sent back to committee, back track resolution, we will draft a frame work for further discussion.
- xxxi. Senator Matt Van Cleave- Good idea of having something to talk about, more fruitful conversation. Important, whatever comes out here, whether comes out of Senate, shouldn't keep programs from supporting. Wide enough, but important that it wouldn't hinder teaching.
- xxxii. Senator Mark Kelland motions to vote to continue discussion in a structured way and prepare a frame work resolution via the Executive Committee, then bring back to the Senate for review.
 - Approved without objection

XIV. Potential Future Agenda Items – 10:43QM

- a. Senator Leslie Johnson - Suggest that a review of the college-wide grading standards. Never discussed since she started here. Other options available.
 - i. Senator Ed Bryant- Laboratory classes have different expectations
 - ii. Senator Leslie Johnson- Suggestion was brought to her and by personal experience, smaller the increments in grading, can provide easier faculty grading, large scale-more difficult. Provide more increments to faculty for grading

XV. Motion to adjourn

- a. Motion by Senator Eliza Lee
- b. Second by Senator Mark Kelland
- c. Approved without objection (10:44AM).

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, with special thanks to Penny Tucker.

Appendix I

Gender Neutral Bathrooms at LCC (single-stall)

Gannon:

1st floor across from Black Box Theater

2nd floor – Two restrooms on either side of Fitness Service Center room #2130

2nd floor – Two restrooms on either side of locker room entrances

Arts & Sciences:

1st floor – one restroom next to S-101 around corner from divisional office

Health & Human Services:

Lower level – one restroom marked Faculty/Unisex next to room 027 (“Data Head Ends” room)

3rd floor – one restroom #330

West Campus:

In Greenhouse there are two restrooms that are marked as Men’s and Women’s, but they are single-stall and have a locking door.

There is also a single-stall restroom in the Fitness Center behind the front desk which includes a shower, next to M126.9

TLC Building: coming!

Appendix II

Meaningful Feedback Discussion

1. For the Senate resolution regarding the use of the D2L gradebook are there any guidelines or information that you think is important to include in the draft of the operating procedure and/or policy?
 - Allow use of other gradebooks if equivalent.
 - Onboarding of faculty.
 - How faculty are notified of problem.
 - Pedagogy behind gradebook belongs to faculty.
 - Recommendation only, not policy. Too rigid.
 - Make it required, not just recommendation.

2. For the Senate resolution regarding timely email response are there any guidelines or information that you think is important to include in the draft of the operating procedure and/or policy?
 - Exceptions for unexpected events (health, illness, etc.).
 - College/faculty development and support should be defined.
 - Possible tech issues.
 - No, start small, see how it goes.
 - Don't micromanage faculty
 - Which email? D2L or Gmail?
 - Business hours

3. How would you define the phrase "meaningful feedback" in relation to best practice by faculty and student success?
 - Focus on open relationship between faculty and students.
 - Contextual. Feedback is not just a grade, feedback is learning and growth.
 - Should be instructional, something you can learn from. Not just right and wrong.
 - Feedback versus grade.
 - Where is student in the class so they can make adjustments as needed. This needs to be close to real time.

4. Considering student success, do you believe that it is important for a graded activity to be posted in D2L early in the semester? If so, how soon should it occur?
 - Generally yes. More pertinent to online courses. F2F classes can get F2F feedback. 48 hours after assessment is graded.
 - Yes, meaningful one, not just the checkbox to meet the policy.
 - Individual to program/ course. Let Division/department handle

- It should occur early in the semester. Create best practices that can be shared, give some examples.
5. Considering student success, do you believe that once an assignment is graded it is important for it to be posted in D2L gradebook? Is there a specific timeframe in which this should occur?
- This is already a policy. 48 hours after something is graded.
 - Between finished grading and in gradebook, yes.
 - Don't micromanage faculty. D2L auto-graded quiz is very different from 10-page paper.
 - Should be posted in gradebook immediately but may be variation between faculty on what "timely feedback" means.
 - Match length of due date. If assignment is to be submitted within one week, grades should be submitted within the same time frame.
6. Do you think it is appropriate for the Senate to make these types of recommendations to faculty? Why or why not?
- No. Each course is different, grading times vary. Senate should focus on faculty development for the relationship of a student and faculty.
 - No, micromanaging faculty role. Expectation is that faculty will be attentive. Handled at department level.
 - Come up with best practices to share with faculty.
 - Student success.
 - Best Practices.
 - Faculty buy-in.
7. Additional Comments?
- Students need to know when they should expect things back.
 - Not a quick fix, more than just PD days.
 - Other things for AS to be concerned with: Standing up to Guided Pathways to allow electives/non-pathway course for holism.