**Senators Present:** Marvin Argersinger, Suzanne Bernsten, Ed Bryant, Matt Boeve, Kevin Bubb, Michelle Curtin, Monica Del Castillo, Nancy Dietrich,  Sydney Duncan, Paige Dunckel, Gerry Haddad, Jennifer Hilker, Mark Kelland, Sholand James-Garza, Leslie Johnson, Eliza Lee, Judy Leventhal, Megan Lin,  Melissa Lucken,  Tamara McDiarmid, Vern Mesler, Larissa  Miller, Ronda Miller, Kari Richards (by phone), Dakeyia Scott, Christopher Smelker, Connie Smith, Tedd Sperling, Mark Stevens, TeAnna Taphouse,  Matt Van Cleave, Denise Warner, Nancy Weatherwax, Sally Welch, Richard Williams, Alex Azima

**Senators Absent:** Joe Barberio , Jeremy Davis, Tim Deines, Dawn Hardin,  Joseph Long, Carlotta Walker, Cathy Wilhm, Veronica Wilkerson-Johnson, Melinda Wilson,

I.    Call to Order(9:01AM)
II.   Roll Call (9:02AM)
III.  Approval of Agenda (9:03AM)
  a.   Consent agenda moved to regular agenda for discussion.
  b.   Approved without objection as amended.
IV.  Approval of Minutes (9:03AM)

V.   Public Comments
  a.   Senator Mark Kelland - Ladies and Gentleman, at our last meeting, a public comment was made, and then recorded in the minutes, in which a specific statement was made that is NOT true!  That statement was as follows: "Psychology, in its DSM, says that gender identity issues are still a form of mental illness."  First, to be accurate, the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, is not a product of psychologists, *per se*.  It is published by the American Psychiatric Association.  Second, on page 451, it defines gender identity as a category of social identity that refers to an individual's identification as male, female, or, occasionally, some category other than male or female.  The potential disorder currently recognized in the DSM-5 is called *gender dysphoria*.  In the diagnostic criteria it is recognized as "a marked incongruence between one's experienced/expressed gender and assigned gender…The condition is associated with clinically significant distress or impairment in social, school, or other important areas of functioning."  Please note that the preceding definition pertains to children, and for adults they substitute the word "occupational" for the word "school."  Thus, what the fields of psychology and psychiatry recognize

as a potential disorder is the dysphoria an individual feels in, e.g., school or workplace environments which are intolerant of an individual's lived and felt experiences. Consequently, it would be unconscionable for LCC to allow such intolerance to occur in either our educational or occupational settings. Psychology and psychiatry have continued to advance in their understanding of the complexity that is the human experience. Likewise, enlightened societies have advanced their understanding of, and their tolerance for, diverse people. When I recently registered for an online course at the University of Wisconsin, very early in the registration process I was asked for my preferred name. I applaud LCC for moving forward with preferred name/preferred pronoun procedures, and I thank the Academic Senate for the proactive role it has played. In addition, I will encourage sensitivity training across campus so that at least those willing to advance their understanding of humanity will have an opportunity to do so.

VI. President's Report
   a. Some student have reached out that we are near midterm and some students have no grades posted or meaningful feedback. The Senate at the next meeting needs to have a discussion on using the D2L gradebook, even though it is required. We are asking Senators to go to areas and talk to colleagues. See if the Senate can be of help, how can we help instructors use D2L gradebook? We want to provide recommendations to the provost on how to continue timely and meaningful responses.
      i. Senator Nancy Weatherwax – Has it been confirmed that these students have no feedback? Sometimes students don't know how to find the grades and sometimes students lie.
      ii. Senator Monica Del Castillo – Also getting this feedback from Academic Success Coaches who have access to D2L. Last year the default was to not show students grades in D2L. This year the default should be that grades are shown.
      iii. Senator Michelle Curtin – The Senate is going to have a discussion on how to support our colleagues. Not blame and shame.
   b. The student survey about instructor response time closed and had over 1300 students respond on timely feedback. The second survey went out to faculty, admin, and staff and currently have over 200 people. Please talk to as many people as possible so we can get some responses on the survey. On October 25th we hope to draft a proposal to the provost in response to timely feedback.

VII.    Provost's Report
   a.  Provost Sally Welch is interested in working with Student Affairs.  Dean of Student Affairs Rhonda Miller and Sally have started to meet to discuss synergistic projects.  They will want people to participate in a retention committee.  Rhonda held strategic enrollment taskforce meetings.  There is another meeting next Friday afternoon.
   b.  TLC renovation schedule is adjusting.  Tuesday Oct. 15 books are moved from 3$^{rd}$ to 4$^{th}$ floor.  Oct 24 shelving will be moved and the third floor will not be available anymore.  Anticipating they will work on 2$^{nd}$ floor in January
      i.  Senator Suzanne Bernsten – All information is available on the library website www.lcc.edu/tlcrenovation .  Third and fourth floor will be under construction and services will be available on second floor.  Books are available, but will be retrieved by staff.  In Spring, library services will move to 3$^{rd}$ floor.  Laptops will still be available to students in Spring.
      ii. Senator Kevin Bubb – All classrooms and conferences rooms on first floor will not be available in the Spring.

VIII.   Consent Agenda
   a.  Curriculum Committee Recommendations
   b.  Senator Mark Kelland- Motion to accept the following corrected sentence:  Gen Ed Applied Degrees: Phil 101 and COMM 140 were approved for MTA and will be added to MTA for 2020-21.  The form for requesting courses to be added to General Education – Applied Degrees was corrected to clarify that the question on transferability is for informational purposes only, and not required for approval.
      i.  Senator Eliza Lee Second
      ii. Approved without objection.
   c.  Senator Mark Kelland- Motion to strike the line referring to continuing the cycle, since the cycle is ending on this day.
      i.  Senator Tedd Sperling second
      ii. Approved without objection.

IX.     Communications
   a.  Senator Eliza Lee- Is co-chair for focus area 1 of the strategic plan, Engaged Learning and Student Success.  We are forming an online learning team for across the college.  Would like Senate representation.  Please contact Eliza, Anne Heutsche, or Andrea Hoagland.

X. New Science Senator
   a. Senator Eliza Lee – Would like to present new Science senator Kabeer Ahammad Sahib.  He will be replacing Peggy Dutcher and will stay on until Spring 2021.

XI. OER Update: Amy Larson
   a. 56 courses use OER.  $2,000,000 in savings for our students.  Initiating opening up proposals for another semester.  Want to target MTA courses.  Want to assist in creating the proposals.

XII. Standard Operating Procedure: Canceling Course Sections
   a. Draft was sent to the Senate.  See Appendix I.   Scheduled to go to APAC next Friday.
   b. Senator Leslie Johnson – Page 2, 5 point 3.  Discussing criteria that will be used to determine whether the courses run.  No provision to talk to lead faculty.  They know the course best.  Point 7 under 5, will the audit examine the enrollment impact.  Will students find another section or will they leave and not take anything else?
   c. Senator Mark Kelland – Would be easy to add a line in there.
   d. Faculty Jim Luke – We've already had associate deans and deans using this policy as if it is adopted.  There is nothing that obligates them to talk with the faculty member or protect faculty member if course is cancelled. We have had instances where classes have been cancelled and faculty have not been told.  There needs to be a modification to communicate with faculty and make sure loads are still taken into account.
   e. Senator Michelle Curtin – It is a procedure and not a policy.  It has been in place.  By bringing it to the Senate they are trying to be transparent.
   f. Senator Gerry Haddad – Are they going to use the information of low enrollment to proactively cancel future classes?
   g. Director of CMA Dawn Cousino – We look at 3 year trends, we don't want to cancel the week before classes. We are always looking at enrollment, looking at the trends.  We want to cancel before students don't have a place to go.  We look at years past to see how classes are doing and if they have been cancelled in previous years.  Want to handle it on front end and not get to the point where we are cancelling classes.  Want to not schedule them earlier.
   h. Senator Richard Williams – Classes are often cancelled that affect the community.  Could we drop that threshold from 65% to 50%?

i. Director of CMA Dawn Cousino – The 65% is only one pieces of information that goes into canceling a course. There are many other aspects. Just because a class is at 65% does not mean that it will automatically be cancelled.

j. Senator Denise Warner – Who informs faculty? As a lead faculty I don't think I should be letting faculty know when a class is cancelled.

k. Senator Michelle Curtin – So we want to add a line that says lead faculty will be consulted and also that the direct supervisor needs to inform faculty when a course is cancelled.

l. Senator Leslie Johnson – Writing 121 we were asked to do 14-week sections. Those are train wrecks. How do we make sure we are setting our students up for success?

m. Senator Michelle Curtin – We will be gathering data and the Senate will be making suggestions.

n. Senator Tedd Sperling – Has a concern of the 65%. It actually depends on course size, variations, and community expectations. Courses are many times varied. We need to come up with a different type of formula besides 65%. When Elaine was Provost she wanted 65%.

o. Senator Eliza Lee – 65% is only one piece of the puzzle. For example, I am teaching Math 117 (Math for Business) with only 12 students out of 30 students. It ran because we only offer it as a Lecture once a year in Fall and online in Spring and Summer. We want students to succeed and forcing them online wasn't the right choice. I was consulted as course lead along with my PFC and we determined that 65% was only one criteria and not an important factor in this instance.

p. Senator Matt Van Cleave – 65% is not a trigger for cancellation. It is a trigger for consideration. We have to look at other criteria.

q. Senator Nancy Dietrich – Noncredit courses we cover very similar guidelines. Lower seat limits. Going to make their own SOPs. Take into account many other factors.

r. Senator Michelle Curtin – Bank example. It's a part of being fiscally responsible for the students and for the college overall.

s. Senator Mark Kelland – Motion to add a line that says lead faculty will be consulted and also that the direct supervisor needs to inform faculty when a course is cancelled.
    i. Senator Chris Smelker second.
    ii. Approved without objection.

XIII. Discussion: Proctored Testing in Online Courses

    a. Senator Michelle Curtin - College has online and hybrid and face to face. Current practice for online courses, students may be required to have a proctored test. Would we like to discuss having purely online courses, meaning no proctored tests or distance proctoring technology. Those courses that still need to meet or have proctored tests would be called hybrid.

    b. Senator Matt Van Cleave – Teach a logic course. Hard to imagine one test online. Has 3 exams that are online but 1 that has to be face to face. It works well as an online course and wouldn't as a hybrid.

    c. Senator Eliza Lee – Issue is that some students are seeing "online" and thinking they don't have to come in at all, even for testing. A recommendation came to us to call any class that has proctored testing "hybrid" since the students have to go somewhere to test. Don't agree with calling it hybrid but can we call it online if it isn't 100% online.

    d. Faculty Jim Luke – This topic has already been dealt with by senate committees. It was already dealt with by online learning committee. It happens every time we move the Testing Center. We examined HLC and definitions and pedagogical names.

    e. Senator Michelle Curtin – The document that came out was brief definitions and there was no other recommendations. Discussions keep coming up because we have changes. Where we were 3-4 years ago is not where we are today. There are a lot of quality schools across the nation that offer classes completely online.

    f. Senator Gerry Haddad– There is a general understanding that hybrid is half online and half in class. If we start calling it hybrid students will think they have to come in more often. We will be shutting out students.

    g. Senator Michelle Curtin – Current definition is if it meets at all is it is called hybrid.

    h. Senator Mark Kelland – The problem that has arisen is that a student chooses online, and then has to show up inperson. Can courses be listed as online or online with proctored exams? We will have 4 possible listing.

    i. Senator Kabeer Ahammad Sahib – Have 30 sections of science. Have 11 online, 5 hybrid, 5 reverse hybrid (lab online), and face to face. Agree that some students complain that it is online and students have to go to testing center. Syllabus clearly states that all exams are proctored. There is a slight technological advancement where we can skype and watch students.

    j. Senator Monica Del Castillo – Some students struggle with agoraphobia or physical hardships to get to a proctored site. There is value in having completely

online courses.  There probably isn't a lot of these students but this is something we need to be sensitive to and can also market.

k.  Dean of Student Affairs Rhonda Miller – Students are our customers.  There are various reasons to have students come to campus to test.  But most times when a student sees online, they think the whole course is online.  We are in the business of providing to our students.  If a student sees online, they need to know it's online.  When they enroll, students need to know they have to come to campus.

l.  Student Senator Sydney Duncan – When I enroll, it gives me times of classes.  If I don't know when I have to test, I may schedule a class during the testing time.

m.  Senator Tedd Sperling – There are other ways to travel to proctored testing sites.

n.  Senator Matt Van Cleave – Understand the consumer aspect.  Understand the push to have courses completely online.  And there are some students who can only take courses online.  We give students up to a week to test, not a specific day.  Is there a way to designate online with proctored testing upfront? Hybrid designation will cause enrollment to decline.  It is important to have a discussion on a common definition of what is hybrid.

o.  Senator Nancy Dietrich – Might want Matt Lemon to come in.  They are piloting proctoring at home through technology.

p.  Senator Tamara McDiarmid – Could we put it in the catalog that the course will be all online or online with proctoring?

q.  Senator Judy Leventhal – Students don't look at the catalog.  Information is all online.  We don't print that book anymore.

r.  Senator Kabeer Ahammad Sahib – If you make a designation of hybrid, the enrollment will be low.  If you say online the enrollment will be high.  Changing of designation may have an impact of enrollment.  There are instances where students could not get a proctoring close.  Testing Center can use technology to watch the student.

s.  Senator Leslie Johnson – Would not want to take a fully online math exam.  Even as a person who helped craft that language, we need to see those definitions again.  The ability to put definitions into banner, which is key.  Students need to know exactly what they taking.  Students need to know when they register what is expected.

t.  Student Senator DaKeyia Scott – If you use the word proctored in the description, please explain what proctored is because some students won't know what that is.

u.  Senator Michelle Curtin – Would like to talk to Matt Lemon about the new technology and further the discussion at our next meeting.

XIV.    Discussion: Budget Process
   a.  What does it look like for the Senate to be involved in the budget process or the capital outlay planning? Are we comfortable? Do we need education?
   b.  Senator Ed Bryant – Can you give a brief outline of the process for developing a budget?
   c.  Senator Michelle Curtin – Is this something that would be beneficial? Do we invite experts in to talk? Do we have individual workgroups?
   d.  Senator Leslie Johnson – Senate has a roll in the budget on the large priorities. Where does our budget go? Something missing is Senate input on where the budget goes.
   e.  Senator Ed Bryant – Process has become opaque. Seem to have some priorities here that the Academic Senate should be involved in.
   f.  Senator Mark Kelland – There are things that need to be done and there are things that need to be done through MAHE. Parking has turned into an academic issue because students can't get to class. Maybe putting together a team of budget minded people. Looking at what the college is looking at in the big picture.
   g.  Senator Monica Del Castillo – There are two pieces to this. The capital outlay and the regular budget. Yes there is a process, but the process of the annual budget is not each division has a version of the process (which can be problematic). We have been told we have input but it only goes so far. Really don't know what happens beyond getting information to our direct supervisors. Doesn't feel like real input.
   h.  Executive Vice President Lisa Webb Sharp – When budget was first talked about, we had a budget committee for the senate. There was a request for presentation for budget development, discussion of capital outlay project, and campus masterplan. In the budget process, the entire campus is invited to 2 sessions. We don't standardize how input needs to be obtained. We think you in your division know best how to get information. We do incremental budgeting, which means our budget builds on itself. In your own areas, you need to have conversations about what your internal process is for gathering information. There is a board budget workshop that is open to everyone. If this body believes there is a big objective that needs to be funded, that is definitely a good recommendation to the provost. Those larger picture issues could be recommended by this body. The nitty gritty should be done at the program level.

      i.     Senator Kevin Bubb – Working on a financial awareness program as part of the strategic plan.  Should be published through The Star.  Understanding the finances of the college.  Very basics.  Hopefully we will have one article per month to help inform the college in the underlying way that funding occurs.

      j.     Senator Michelle Curtin – Do we need a workgroup to look at processes, get awareness out there that trainings are happening, what will senate input be on the budget, etc?

      k.    Senator Mark Kelland – Might be worth waiting since Senators Kevin Bubb and Ed Bryant are coming out with budget awareness.

      l.     Senator Kevin Bubb – Articles will not be budget process but rather underlying accounting processes.

      m.  Senator Michelle Curtin – We will send out communication and see if we can put together team.

XV.     Potential Future Agenda Items

      a.    None

XVI.    Adjournment

      a.    Motion by Senator Eliza Lee

      b.    Second by Senator Chris Smelker

      c.    Approved without objection (10:42AM)

XVII.   Picture: HHS Building

*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



# Lansing Community College - Standard Operating Procedure

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**SOP Name:**  Cancelling Course Sections
**SOP #:**  *e.g., AS-CC-001*

**Name of Committee, Department, etc.:**  Academic Affairs
**Individual Responsible for SOP:**  Registrar

**Effective Date:** Spring 2020

**Initial Approval Date:**
**Last Review/Update Date:**  *[leave blank for now]*
**Next Review Date:**  *[leave blank for now]*

**\*Does this procedure support a Board Policy or a College Operating Policy?**  Yes
   **If yes, identify:**  *Board Policy 3.007 – Cancelling Course Sections*

   **Board policies can be found at:**  LCC Board of Trustees Policy Page

**\*Does this procedure support HLC criteria?**  Yes
   **If yes, identify:**
- 5.A.5 ("well-developed process…for budgeting and for monitoring expense")
- 5.C.4 ("anticipate the possible impact of fluctuations in…sources of revenue, such as enrollment…")

   **HLC Criteria can be found at:**  HLC Accreditation Criteria


\*Note:  Standard Operating Procedures should be in furtherance of some LCC policy and/or accreditation criteria, even if the relationship is not direct.  Assistance in determining this information can be obtained from the Academic Procedure Advisory Committee (APAC) and/or the Accreditation Liaison Officer.


**Standard Operating Procedure:**

### 1.    *Purpose*

To establish a process for canceling course sections that do not have sufficient enrollment.

### 2.    *Scope*

This procedure applies to all course sections except those covered under grant requirements or special considerations.

### 3.    *Essential Information*

LCC's financial responsibility to its taxpayers requires that, in general, we not offer course sections that do not have sufficient enrollment. Although student enrollment compared to section capacity is one factor in deciding upon cancelling course sections, other factors such as scheduled day, time, or location of a section, student need for particular sections, etc. also shall be taken into account.

### 4.    *Responsibilities*

The Provost/Senior Vice President of Academic Affairs is responsible for developing and interpreting this SOP. The Registrar, as the designee of the Dean of Student Affairs, is responsible for managing student enrollment under this SOP.

### 5.    *Procedure*

1. The Associate Dean or designee for each teaching area will monitor student enrollment in course sections prior to the start date of the teaching period (16-week, last-14-week, last-8-week, etc.) for each section, especially at 4 weeks, 3 weeks, and 2 weeks out.
2. One week prior to the start date of the teaching period for each section, the Associate Dean or designee for each teaching area will determine whether each course section shall remain open or shall be cancelled.
3. A course section with student enrollment of at least 65% of its maximum capacity shall remain open. A course section with student enrollment under 65% of its maximum capacity shall be evaluated for consideration of additional criteria such as whether it is the only section of a course available for students at a particular day, time, or location (for example, weekend, evening, or particular campus), whether it is needed for students to graduate without delay or to stay on track in a sequence of courses needed for graduation, etc. The Associate Dean or designee for each teaching area may request the Division Instruction Coordinator to cancel any course sections which are below the 65% capacity threshold and which are not required to run by additional criteria.
4. The Division Instruction Coordinator will cancel any course sections requested and will drop students from these cancelled course sections.
5. The Division Instruction Coordinator and will send class lists of the cancelled course sections to support staff in each teaching area or, if appropriate, Extension Center. When possible, suggestions of other sections for student reenrollment in the same courses will be sent as well.
6. Support staff in each teaching area, via telephone or other electronic means, will attempt to contact all students dropped by the course section cancellation process and explain their options for reenrollment. Students with further questions will be referred to resources such as Program Director, Star Zone, Academic Advising, Academic Success Coaching, Financial Aid, etc. as needed.
7. At the end of each academic year, the Registrar will provide the Associate Vice President for Academic Affairs and the Deans of each Division an audit of course section cancellations during that academic year.
8. The Associate Vice President for Academic Affairs and the Deans of each Division will examine the yearly audit of course section cancellations to ensure quality and identify and address any areas for process or curricular improvement.