

Lansing Community College  
Academic Senate Meeting  
November 22, 2019, 9-11 am, West Campus Auditorium

**Senators Present:** Marvin Argersinger, Alex Azima, Suzanne Bernsten, Ed Bryant, Kevin Bubb, Michelle Curtin, Jeremy Davis, Tim Deines, Monica Del Castillo, Nancy Dietrich, Gerry Haddad, Shalonda James-Garza, Leslie Johnson, Mark Kelland, Judy Leventhal, Megan Lin, Melissa Lucken, Tamara McDiarmid, Larissa Miller, Ronda Miller, Kari Richards, Dakeyia Scott, Christopher Smelker, Tedd Sperling, Mark Stevens, Matt Van Cleave, Nancy Weatherwax, Sally Welch, Cathy Wilhm, Veronica Wilkerson-Johnson, Richard Williams, Melinda Wilson

**Senators Absent:** Kabeer Ahammad Sahib, Joe Barberio, Matt Boeve, Sydney Duncan, Paige Dunckel, Dawn Hardin, Jennifer Hilker, Eliza Lee, Joseph Long, Vern Mesler, Connie Smith, TeAnna Taphouse, Denise Warner, Carlotta Walker,

- I. Call to Order – 9:06AM
- II. Roll Call – 9:07AM
- III. Approval of Agenda – 9:07AM
  - a. No comments/amendments
  - b. Approval of Agenda as written
- IV. Approval of Minutes – 9:07AM
  - a. Senator Curtin: Senators Williams and Dietrich provided comments prior to meeting.
- V. Public Comments – 9:09AM
  - a. Ava Mariana Hoepfner – Current student, sophomore
    - i. Alarming high food prices, negative impact on students.
  - b. Sarah McNeilly – Mathematics major, 1<sup>st</sup> semester-transfer student from Ferris State University
    - i. Transfer, registration, and advising concerns. See Appendix I.
- VI. President's Report – 9:19AM
  - a. President search update: Board has hired a search firm to help with search committee. No search committee has been formed yet. Retreat in December and anticipate more information following the retreat.

- b. College-wide event calendar on website. Senate assisted in keeping this initiative a priority. Can search for “events calendar” on LCC website, filters at top to choose specific categories, events can be saved to outlook calendar.
- c. Senator Bernsten shared a template for reporting back to colleagues regarding Senate meetings. Senator Curtin will share with other Senators. Senator Bernsten advised it’s a running document to report back information.
- d. Senator Curtin discussed her responsibility to keep meetings productive and make sure everyone has an opportunity to speak. To provide more consistency and formality in debates-applying Robert’s Rules to discussions. Instilling a time limit. During which time, any Senator has the right to bring a motion to vote, move to extend debate, motion to send back to committee if no resolution in sight. Make more formal, make sure all is heard.

VII. Provost’s Report – 9:23AM

- a. Preferred name committee met this week. IT brought name option, which was approved. Next step to create Committee, search group created.
- b. Retention Committee met. Very small committee to start, will add. Small project-academic warning to students, soon retention plan to be in line with Strategic Plan.
- c. New task force, Innovation team, name to be updated when team meets. Team will start thinking about what we need to do to keep programs successful five years out. Ideas can flow back and forth between the team and faculty /staff for discussions. The team will come to Senate in January to talk about charter and work going forward.

VIII. Consent Agenda – 9:25AM

- a. Curriculum Committee Recommendations
  - i. Senator Curtin made one correction to report: MUSC 109 correction, recommendation was for new course, not MTA recommendation.
  - ii. NEW COURSE PROPOSALS for MTA: ENGL 200: Introduction to Literature, MUSC 109: Studio Class
  - iii. REVISED COURSE PROPOSALS: MGMT 329: Advanced Management Communication, ARTS 171: Computer Graphics/ Digital Imaging, ARTS 173: Computer Graphics / Web Design, ARTS 179: Interface Design, ARTS 229: Computer Graphics & Advanced Web Design, BUSN 251: Understanding Investments (course description changes), BIOL 201: Human Anatomy (course description changes), BIOL 275: Molecular

Biology I (course description changes), BIOL 276: Molecular Biology II (course description changes)

- iv. Comments/curriculum report: no objections.
- v. Approved as amended.

IX. Communications – 9:26AM

- a. No comments.

X. Standing Committee Reports- Q & A – 9:26AM

- a. CASL: no comment.
- b. Student Advisory: no comment.

XI. Discussion: Proposed Updates to Bylaws – 9:27AM

- a. First read last time, further discussion to proposed Bylaws
  - i. Senator Williams, any progress in discussion on non-probationary faculty for CEWD, non-credit courses?
    1. Senator Curtin: No further discussion, decision previously was to not seek changes to representation.
    2. Mark Kelland: additional issue, question raised to guarantee of adjunct faculty Senate representation, suggested to form a team to review matter and further discuss.
    3. Eva Menafee, MAHE president, Senator requirements outlined in contract.
    4. Senator Mark Kelland moves to approve the Bylaws, Senator Wilkinson-Johnson seconds.
    5. Approved proposed bylaws with 2/3 quorum, no nays.

XII. Discussion: Timely Response – 9:30AM

- a. See Appendix II for Draft Resolution.
- b. Senator Curtin thanked Senator Wilson with assisting to draft language, changes made and sent to Senate. Changes include not just faculty response to students but response time for everyone at the college. Timely Response draft resolution brought up on projector and open for 15 minute debate.
- c. Senator Williams, only medium is email?
  - i. Senator Curtin: There was a concern that some adjunct faculty only know about their access to email. Looking in future, we should ensure that adjunct are able to obtain voicemail. Students in survey stated that email

was number one preference. If a recommendation of email is approved for now, we can make amendments later.

- d. Senator Johnson: Students not knowing they have LCC email and use phone not hooked up to LCC email, and emails can get lost in spam folder.
- e. Senator Curtin: 48 business hours applies to LCC email. Faculty can make clear in syllabi for preferred use of communication.
- f. Senator Haddad: It should be all communication rather than just email. The responsibility for communication is on faculty.
- g. Senator Curtin: The phone came up as concern. If changed to communication, would that bring in the voicemail issue again? We should have preferred communication in syllabi that would then direct the student to the preferred communication method by that instructor.
- h. Senator Del Castillo: That would allow for flexibility to faculty who do give out cell phone numbers, their preference. If this language is changed, it would provide the flexibility and not reflect wrong by any faculty.
- i. Mark Kelland: Not comfortable with word "whichever", would prefer "an appropriate form", or "another form as appropriate".
- j. Senator Sperling: Paragraph overly-wordy. "Identify in syllabi to be contacted", that should be sufficient. Too wordy can lead to misunderstanding. That leaves the faculty reasonable latitude, but keep in mind that should keep communication within D2L. Received email from student through Gmail, if respond, not sure if the student receives through D2L.
- k. Senator Bryant: Suggest adjust wording, appropriate forms of communication
- l. Senator Davis: Suggest "or faculty preferred method of communication". As that incumbencies everything.
- m. Senator Wilson: Careful with concern of wordiness and the concern of clarity. LCC email is the official form of communication. Replying to students via D2L, or LCC email, and/or another email type.
- n. Senator Johnson: Important to not say faculty, just to be extremely careful. If a faculty member gives out cell phone, got to be careful.
- o. Senator Sperling: When I started gave personal email, realized later not good, need a record of email flow.
- p. Alex Azima: Disagree, I receive text from students, phone calls, and respond in a timely manner so the student can continue working/studying.
- q. Senator Del Castillo motions to approve resolution, Senator Johnson seconded.
- r. 2 nays, motion is approved by quorum.

- XIII. Discussion: Proposal for Senate Participation in Governance (draft SOP) – 9:48AM
- a. Senator Curtin: Standard SOP template projected. SOP is drafted to provide clarity of the meaning of senate involvement and prevent the perception of being bypassed when important decisions are made. Open discussion for 15 minutes.
  - b. Senator Williams: Don't have legal mind, What is difference between Policy and Procedure?
    - i. Written procedure has to link to a Board Policy or College Policy, federal regulation, or HLC criteria. This Standard Operating Procedure is linked to several policies, primarily HLC criteria and Board Policy. Also linked to the MAHE contract. If and when approved, it will go to the APAC Committee for discussion and approval. If changes suggested, it will come back to Senate for discussion.
  - c. Mark Kelland: Move to approve this procedure draft, seconded by Senator McDiarmid.
  - d. Approved by quorum, no nays.
  - e. Mark Kelland: Moved to create a committee to review adjunct faculty presence on Senate and to address the issue raised about CEWD representation.
  - f. Senator Johnson seconded .
  - g. Senator Curtin: Motion on table to create a team to review all aspects of representation on Senate, 15 minute discussion opened.
  - h. Ed Bryant: seconded
  - i. No nays, motion approved to create work team.
  - j. Senator Curtin: Any interested parties to contact Michelle Curtin to form the team. Senator Williams volunteered.

- XIV. Presentation: Success Coach – 9:55AM
- a. Senator Curtin: A lot of questions regarding success coaches. Shalonda James-Garza here to provide feedback.
  - b. Technical issues – 10 minutes break. (10:02AM)
  - c. Reconvened 10:12AM.
  - d. Watched success coach video. Senator James-Garza presented on the role, process, and goals of success coaching of students.
  - e. Questions:
    - i. Senator McDiarmid: Places mentioned are on main campus, what resources do the west campus students have? Do we have success coaches at West and spaces available for same type of study hubs?

1. Associate Dean Cathy Wilhm: Students services has enclosed room dedicated, desk area to study, sponsors activities in commons area, mind blown projects. Success coaches have snacks/fruit/crackers and cheese, bag lunches available upon request-more than one a day available.
- ii. Senator Williams: What type of counseling?
  1. Senator Del Castillo: Mental Health counseling.
- iii. Senator Wilson: The success coach is new, how is it going? Do you feel over-whelmed with amount of work?
  1. Senator James-Garza: It's been a journey and we have developed well. We are at a place where coaches average a 4-600 student load, not meeting all the time. Monthly newsletters sent by coaches to encouraging students to touch base, aware they are aware. Students who have greater challenges, the coaches increase outreaches. Believe it's going well. Students initially when referred felt they were troubled, but more of an advisor, can touch base with, can get to the right person. Coaches, at times, are over-loaded due to new programs. Coaches are developing strong relationships students.
- iv. Senator McDiarmid: If referred through early alert, but faculty do not get feedback, no improvement by student, do you want another referral, or since student is in the portal, does it help?
  1. Senator James-Garza: Students may or may not connect with coach after referral, faculty are encouraged to send second referral to see continued issues by student during class.
- v. Senator Del Castillo: Follow up to question about how it's going from someone who works closely with coaches, I think success coaches is best initiative the college has taken. Prior to what was taking place was done by Counseling. This initiative has allowed us to do is hand over the non-mental health issues for direct assistance. Chart didn't show the back and forth amongst success coaches and counseling. There are 18 success coaches and only 3 counselors.

XV. Presentation: Updates to Program Review – 10:37AM

- a. Senator Curtin: Tracy Labadie is here to go through changes to program review.
- b. Assistant Dean of Academic Affairs Tracy Labadie:

- i. A group was created to help address the concerns presented from faculty to build in a stronger support system.
  - ii. Allow more time to complete review. Next group 20-21 cohort is allowed extra semester and will complete in April 2021.
  - iii. Some changes made to questions. Emailed to Senators for review.
  - iv. Now includes state requirements for PROE, for Perkins eligible programs
  - v. Providing more information and resources, eliminate kickoff events and establish an LMS video. Created a Guidebook with explanation and tips to appropriate questions, examples included and templates.
  - vi. Work sessions scheduled with team members to help with more one on one with questions each programs will have. More specifically data questions.
  - vii. Work with groups to submit drafts earlier to help review earlier and provide feedback before final drafts are due to have additional touch points and guide through the process.
- c. Questions:
- i. Mark Kelland: Why SWOT 3<sup>rd</sup> item instead of last as it seems to be a conclusion of other information?
    - 1. Tracy Labadie: No real reason, important that it is in there and didn't want to just throw out and leave open and that is why a work session will be included.
  - ii. Senator Sperling: Finishing program review today. Will you come in and tell us what we should have done? Why do we get only raw data?
    - 1. Tracy Labadie: Review Team-Tracy Labadie, Sally Welch, your Associate Dean/Program Director, Don Wilske, Lisa Mazure, Karen Hicks, Matthew Fall, Dana Cogswell, Michelle Curtin (representative for CASL/Senate) and representative from Curriculum Committee, all review the initial draft and give feedback and ask to submit final draft. Observation: particular question regarding graduations over last five years data, how the different races, ages perform, there is a lot of data, it would help to receive in graph form.
    - 2. Everyone wants data in different formats, CDS provides generic format. If you want in a certain way, request from CDS. Having the work sessions, bring early in sessions for you to help navigate.
  - iii. Senator Van Cleave: How will a program like philosophy answer the labor market question? What about other A&S programs? Should this question only apply to applicable programs?

1. Tracy Labadie: It may not fit for all programs but it's important to understand what type of degree/credential would need to go in work force and how your program fits in the grand scheme.  
Appreciate the feedback, clarification can be added to Guidebook.
- iv. Senator Williams: Thank you for presentation. Program Review, has it help in helping programs or cutting programs?
  1. Tracy Labadie: Helping, quality improvement is what program review is about, looking for opportunities to do better. Identify those opportunities and identify what type of action plans and resources can get us where we need to go.
- v. Leslie Johnson: Agrees with Senator Van Cleave. Question 7 needs a clear alternative.

XVI. Motion to adjourn

- a. Motion by Mark Kelland.
- b. Second by Senator Chris Smelker.
- c. Approved without objection(10:54AM).

***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.*

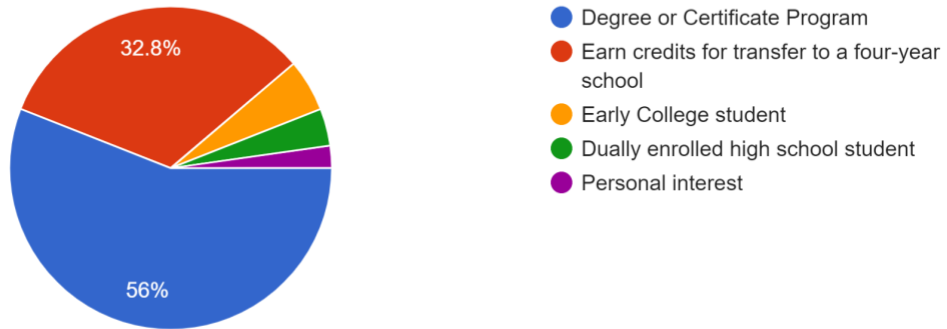
Respectfully submitted by Academic Senate Secretary, Eliza Lee with special thanks to Penny Tucker.



## Appendix I

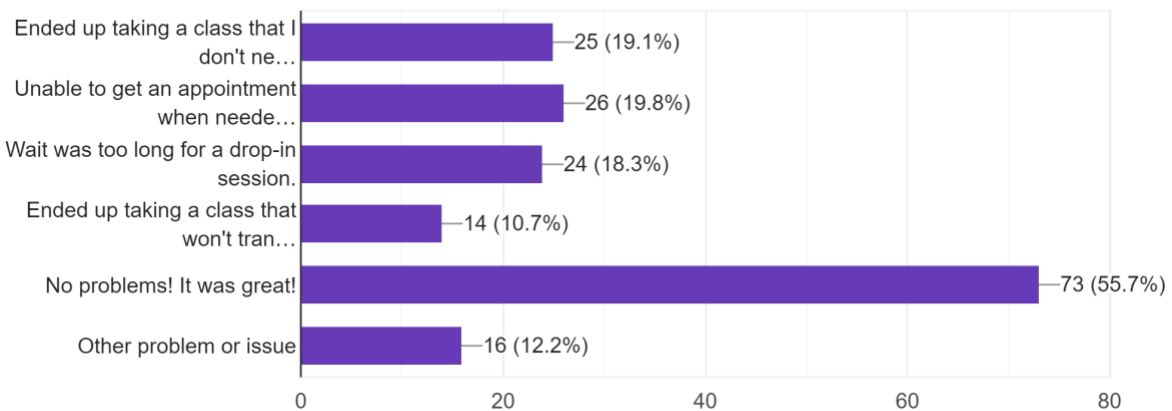
Please pick the answer that best describes why you are attending LCC?

134 responses



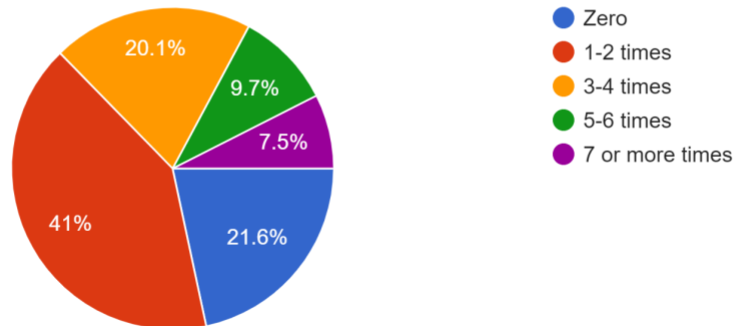
Have you experienced any of the following problems with Advising at LCC?  
(Check all that apply.)

131 responses



## How many times have you worked with an Academic Adviser at LCC?

134 responses



### **Statistics to Pull:**

- 32.8% of students are here to earn a transfer degree
- The majority of students have been to an advising session 1-2 times only, the next 20% 's have either been zero times, or 3-4 times
- Free response question for which problems did you experience with advising at LCC had a response rate of 135% meaning either multiple students had multiple problems, or those that had problems were satisfied when they finally did get attend an advising meeting (55.7% said it was great)

### **Outline:**

#### **Title of Presentation:** Advise Advising

#### **I. Introduction**

**A. Hook:** Introduce self & explain how transitioning from Ferris to LCC did not go smoothly (there are still bugs I need to work out with LCC)

1. Problems with registration, looked for advisor info in my student account
2. Couldn't come to walk-in due to job, had to use online (email back and forth) which was bumpy and long. Miscommunications were made

**B. Thesis:** LCC needs to offer more opportunities for advising. They should require students to attend advising at least once, preferably twice throughout a semester. Each student should have their own advisor.

**C. Transition/Overview:** Briefly, I am going to talk to you about student's current opinions about advising, the benefits of requiring advising sessions, and hopefully a potential solution

## II. Body

**A. Main Point:** Attending advising sessions can have multiple benefits, especially for students like us at a community college.

**1. Sub Point:** For undecided students, advisors at LCC can help explain what options are available - programs here, programs at other schools, and most importantly the transferability of general education credits.

\*Keep students on time to graduate! Save money!\*

**2. Sub Point:** 10% of students said they have taken a class that won't transfer to where they want to go and 19% took a class that they didn't need for the degree they ended up taking.

**3. Sub Point:** Advisors are also the first friend a student has on campus. It is their connection to the college and the person who can give them the inside scoop on many issues, from student clubs, to internship opportunities, to other resources on campus

**Transition:** Requiring each student to attend a meeting with their own personal advisor may pose to be a problem at LCC, where there currently exists a 1916 to 1 student to advisor ratio

**B. Main Point:** LCC advising is greatly understaffed (you all know this already), so besides hiring more staff, faculty members could always be assigned students to advise as well

**1. Sub Point:** STEM faculty members from 3 community colleges in Massachusetts were surveyed for a study that looked at the importance of advising for transfer students in the classroom. 10% of the responses rarely talked about transfer opportunities in class, but 45.7% were willing to discuss them in a one and one meeting with students

**2. Sub Point:** I had two advisors at Ferris, one of them a math professor who got me involved in math club (ie other students in my major), was able to help me start planning a mathematics major, and eventually told me that to pursue a degree in data analytics, I would have to transfer out

**Transition:** I know that professors are busy with their own lives, but I think those who care about their students' success would be willing to help offer some advising.

## III. Conclusion

**A.** To quote a past president of The Global Community for Academic Advising, "While students are ultimately responsible for their own educations, leaving them adrift in a sea of arcane rules and never-before-heard-of majors and minors, with many choices to be made and ill-prepared to make them and with "poor decisions" having dire consequences, certainly benign neglect (or a rose-colored

notion that students can figure everything out for themselves) is, at best, naive and, at worst, unethical” (White).

- B. Advising keeps students in check and on time to graduate/transfer in the shortest and cheapest way possible. Students can't do it alone, and for those like me, or those who simply cannot get into an advising appointment, we feel on our own. I hope that you guys will consider having professors help alleviate the high demand for advising at LCC. Every college student needs to have that friendly face that they know they can count on to help them navigate through the mess that is college.

2000

200 full time

1800 part time

Budget is small! Many full time faculty are already stretched to their limit, even though many are more than willing to help students be successful through advising

How to fix this? Hope that the college will find the money within the budget to support faculty members in this endeavor

Or: offer this job to part time faculty who will be happy to help the students succeed and to have a few extra hours.

Time of advising is short! 15-30min tops per session. Adding the 2000 faculty members to the advising team will reduce that student to advisor ratio to 11 to 1

Adding part time reduces it to 12 to 1

Full time only: 108 to 1

## Appendix II

### Academic Senate Lansing Community College

#### Resolution on Response Time from Faculty to Students

Whereas, Faculty and staff response to email messages from students within an appropriate timeframe is important to student success;

Whereas, Faculty and staff response via email to one another within an appropriate timeframe is important to the overall success of the college;

*Resolved, that the Academic Senate supports the standard practice of replying to students via Desire to Learn or LCC e-mail within 48 business hours.*

*Resolved, that the Academic Senate will collaborate with the college to provide support and/or education necessary to assist Faculty and staff in overcoming any barriers to achieving this endeavor.*

*Resolved, that the Academic Senate supports the standard practice, by all employees, of replying to Desire to Learn or LCC email within 48 business hours.*