Lansing Community College

Academic Senate Meeting

August 28, 2020, 9-11 am, Virtual Via WebEx

Present vis WebEx:

**Present**: Kabeer Ahammad Sahib, Marvin Argersinger, Alex Azima, Matt Boeve, Michelle Curtin, Jeremy Davis, Tim Deines, Nancy Dietrich, Paige Dunckel, Bill Garlick, Courtney Geisel, Gerry Haddad, Shalonda James-Garza, Leslie Johnson, Mark Kelland, Lyndia Klasko, Frances Krempasky, Eliza Lee, Megan Lin, Melissa Lucken, Zachary Macomber, Tamara McDiarmid, Vern Mesler, Ronda Miller, Joann Silsby, Connie Smith, Tedd Sperling, Mark Stevens, TeAnna Taphouse, Jon Tenbrink, Matt Van Cleave, Denise Warner, Nancy Weatherwax, Sally Welch, Cathy Wilhm, Veronica Wilkerson-Johnson Melinda Wilson

**Absent**: Alandis Baker, Joe Barberio, Monica Del Castillo, Dawn Hardin, Richard Williams,

1. Call to order – 9:00 AM
2. Roll call – 9:01AM
	1. completed virtually
3. Approval of agenda – 9:01AM
	1. Add update on CASL items by Tim Deines, item #11
	2. Update on preferred name update by Bill Garlick - #9
	3. Approved as Amended
4. Approval of minutes- 4/24/20 and 7/17/20 – 9:02AM
	1. No objections
	2. Approved 04/24/20 and 7/17/2020 minutes.
5. Public comments – 9:02 AM
	1. Senator Matt VanCleave – I’d like to address the experiences that many of my SSH colleagues have had with MBS Bookstore. We have seen a pattern of MBS saying *at the time of the order* that the textbook is available and then *just before the beginning of the semester* that it isn’t and that instructors must select a different textbook. This is simply unacceptable. Especially since, as I understand it, the contract stipulates that there must be timely communication to faculty if the textbook adoption choice can’t be supplied by MBS. One week before the semester starts is not “timely communication.” My colleagues who teach HUMS 140 program are “repeatedly told *The Art of Being Human*by Richard Janero(a widely-used textbook for that class) is not available. The one time [they] were told otherwise was when [they] pitched an OER (Open Textbook) and the MBS rep asserted [that an OER] was unnecessary because *The Art of Being Human*was readily available. Having been told this, I requested it the following semester, and was told it was . . . you guessed it . . . unavailable.” This semester for the HUMS 214 textbook, “MBS provided a positive report of the availability of textbooks at the time of order.  With less than two weeks before classes were to start, we were informed that the textbook was not available through MBS any longer.”  This semester, I was notified one week before the start of the semester that my PHIL 152 textbook (the most recent edition of Shafer-Landau’s *The Fundamentals of Ethics* which is one of the most widely used textbook in introduction to ethics courses) was not available. I was asked to switch textbooks. In my own case, I did not select a new textbook from MBS and instead chose to write my own OER (while I am teaching the course) so that I would no longer have to deal with MBS. Once I have finished writing my Intro to Ethics OER, all of the courses in the Philosophy Program except one will use OERs. I guess that is a silver lining, of sorts. It would be a different matter if faculty could simply direct our students to another bookseller when MBS says that a textbook is unavailable just before the start of the semester. This is what would be done at any other institution at which I’ve taught. But my understanding is that this cannot be done at LCC because students must use their financial aid money to buy textbooks only at MBS. I’m sure there must be a reason for this restriction, but whatever it is it must be weighed alongside the experiences that my colleagues and I have had with MBS. Our experience is that MBS is not serving our students and is certainly not serving faculty. I wonder whether we in the humanities are alone in our experience?
	2. Faculty Sally Pierce – Good morning Senators and colleagues. I’m Sally Pierce, proud faculty member in the Department of Integrated English since 1988. I am here this morning to address you about a serious concern. Your Charter as a Senate States: *“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.”* This Spring I don’t think you did that. In June our LCC board of trustees voted to pause the GED/ Foundations for Success program (Claiming a $160,000 savings.) Since reimagining developmental education— the faculty of Integrated English had offered two sessions of Foundations for Success each semester at a cost of $25 per semester to students who tested at a level 1 in either Reading or Writing, or who didn’t have a High school Diploma—one morning and one evening section (non-credit bearing). The majority of students in the program have always been GED students. The faculty help prepare students to take a four-part test covering Reasoning Through the Language Arts, Mathematical Reasoning, Science, and Social Studies. For some students this requires only test preparation and for others significant instruction to fill knowledge gaps. (LCC faculty have done this because it kept LCC’s door open to the community, and we knew our instruction was better than the other GED prep programs in the community—this was confirmed by the testing center at MSU.) (Completion times generally vary from 8 weeks to 1 year--at the end of that instruction GED students are no longer developmental.) Your colleagues have provided effective instruction in reading, writing and math for these students. (Our Board had wisely chosen to support the cost of this instruction because they understood it was a service to our community, and they understood that students without GED’s or high school diplomas are not eligible to receive federal financial aid—no matter what their literacy skills.) Our department was able to defray the cost of taking the sub-tests using proceeds from our colleague Tim Maink’s text book which is in a fund housed at the LCC foundation. As for the level one students, (Last year there were about 140 such testers—this year because of limitations on testing we aren’t sure how many there are.) we were also able to serve students who wanted to explore LCC options even with traditional literacy barriers and offer professional reading and writing instruction to them. Each semester we served about 40 students in this program in 8-week sessions. Often there was a waiting list, but students could usually get in in about 8 weeks. Sometimes we discovered that some of those level 1 students had learning disabilities, and once connected to the appropriate resources here on campus they were able to thrive in academic or career courses work. Sometimes we worked together and had to refer them to other community resources. (To be a part of the program, students had to show progress or they couldn’t continue in the program.) But always we were striving to create a positive experience for students about LCC, about education for themselves and their families. We were keeping LCC’s academic doors open. Now our program has been paused indefinitely. There was no plan put in place for the students, even though I sat in kick off meetings with you and heard about resumption plans for others. The faculty are all trained to do ORT instruction, but we aren’t allowed to teach our students. The board is claiming cost savings in these difficult times. At the same meeting they voted to fund buying tools for the students in the aviation program. I am not here to argue against that choice, only to ask you if you really considered the financial and social costs to our community about pausing this program. I am charging that this action shows social bias (perhaps unintentional) against the most educationally challenged and often financially challenged in our in our community. The faculty estimate about ½ of our students in Foundations for Success are brown or black. The Board has passed a policy addressing racial equity which says they care about Black students and they will demonstrate that by moving beyond words. I hope you will help them do that. I hope you will remember your charter and discuss the philosophy of LCC’s open door in a time of reimagined education. I hope you will review the budget for this year in light of current enrollment and make real recommendations to the college. (Could we explore cutting our mulch budget for example.) Thank-you for your time and consideration.
	3. Faculty Jim Luke – new website–<https://storytogether.openlcc.net>

 Faculty and staff submit short stories - We are hoping to create a living document exploring teaching and learning at LCC, that incorporates diverse perspectives by including some of these stories. We’re hoping for stories of people making new connections: between learners, among subjects and disciplines, and within communities. To that end, please consider the following prompts:

* What have you learned as a teacher?
* In what ways has your own learning changed?
* How are we engaging with our learning communities?
* What do we hope for, in our classrooms (f2f and virtual) moving forward?
* How have our ideas surrounding the concept of community changed?
* Do you have examples of resilience (yours, your students, etc.) to share?
* What are some examples of faculty following their curiosity to enhance teaching and learning?
* What do we hope as we, in Dr. Robinson’s words “come back better but different”?
1. President’s report – 9:16AM
	1. Senator Shalonda James-Garza announced leaving LCC, thank you and wish you the best. Academic Success Coach Manager Sarah Garcia-Linz will be filling the position of Student Support Admin.
	2. New student senator, Amalia Gonzales, 2nd year in Communications. Need a second student senator
	3. Working on annual report, completed and ready to share with AS in September, share with Board of Directors.
	4. Timely responses, preferred name, meaningful feedback, college wide curriculum, assessments. Requested regular updates.
	5. Upcoming work:
		1. Senate EAS work group has been formed. Michelle will joing college wide EAS as a bridge.
		2. SOAR committee meeting soon.
2. Provost’s report – 9:22 AM
	1. Since it appears that we have reviewed and approved all of the fall program safety plans, we are working on ramping up some pre covid projects. Today, I want to update you on two such projects, let you know about some interesting information that came up this week and tell you about a new project.
	2. The first project is the Preferred name/identity project – I’m going to skip the update here since I see Bill Garlick on the agenda.
	3. The second project is MBS Inclusive access project – this project will enable students to have access to the electronic resources for a course on the first day of the course. For your information, MBS is the college’s textbook provider. This means that the current textbook publishers you use can be used for inclusive access. Yes students will be able to opt in/opt out. Also, a reminder that faculty will continue to choose the textbook for the courses they are teaching using your normal process. This project does not limit nor dictate the textbooks you need to use for your courses. IT is reviewing the tech needs for this project to be implemented. Once the needs are finalized it will be placed in the list of project that needs to be completed.
	4. Some interesting Information that you need to know – Stephanie Decator saw an interesting question posed on the AACRO list service. Someone asked a question about FERPA and recording/posting live webex/zoom lectures. We are doing some research to figure out how we need to handle this and if we need to have a special FERPA form. While we are doing the research, can we ask that you let students know you are recording the session, keep the link in D2L and do not send out the link via email to the students. As soon as I get more information on this, I will send out an email and have the Deans communicate this to you through the normal channels.
	5. Lastly, I wanted to tell you about a new project. I’m calling this project ‘informal check in’. Because we had to switch to online learning and we are having to stay this way for the fall, we need to do an informal check in on the people who are teaching online for the first time. So any faculty member who completed TOC this summer, we will do a quick informal check in on your course this fall. This is not punitive. We are looking for student/faculty engagement and to see if you need help. I have worked with MAHE, the deans, executive leadership team of the senate and eLearning to set up a process that will not interfere with your teaching and is really set up to help you and our students. The collective ‘we’ that will pop into your course is an administrator, coordinator or program director. It is not our intention to use any faculty. The reviewers will go through an eLearning training that has been reviewed by MAHE and will use an eLearning created modified checklist from this training to do the informal review. Once all the documentation is finalized, I will send it out to you via email. The outcome of the review will be something like ‘great job’ or lets work with eLearning or lets have you work with a mentor. I want to remind you that we need to make sure we have student/faculty engagement in the courses. The last notes on this project – it is informal and not part of the normal peer evaluation process, it will only occur once, and it is not punitive. We want to help make sure everyone is successful…..
3. Consent agenda – 9:29AM
	1. Curriculum Committee
		1. Proposed New Program(s) of Study:
			1. None
		2. Proposed New Courses:
			1. CPSC 101 – Intro to Computer Science
		3. Proposed Course Revisions:
			1. None
		4. Proposed Expedited Course Revisions:
			1. HIST 211 – US History to 1877
			2. HIST 231 – US History 1877 to Present
		5. Proposed Program of Study Discontinuations:
			1. None
		6. Proposed Course Discontinuations:
			1. None
	2. Approved without objection.
4. Preferred name update – Senator Bill Garlick – 9:29AM
	1. Past work: COVID disrupted, delayed projects
	2. 3-4 weeks, free up of time, preferred identity project
	3. Student Affairs, consultant in assessing Banner system
	4. Scheduling now, large steering committee back together
	5. PRMT group, meeting again in 2 weeks
	6. Current situation, lost time due to pandemic, focus on temporary measure to help campus. Proposing automating process, students to work academic success coaches
	7. Future, weekly updates to Senate, Kevin Bubb would like the capability to look at current updates to anyone, more transparency
	8. Chief Diversity Officer Dr. Tonya Bailey: continue working on video and script, out soon.
	9. Q&A
		1. Senator Mark Kelland: Appreciate the challenges, but issue has been ongoing for years. If addressed earlier, COVID would not have been an issue. Thank Senator Garlick and others in IT for moving forward with automating.
		2. Senator Sarah Garcia-Linz: Thank you and appreciate the follow through. Students inquiring of how to complete the change in D2L/Banner.
		3. Faculty Martine Rife: Taken too long to address this matter and commend to continue moving forward on this issue. Ask whatever procedures using now, to not self-identify in invasive ways. Student shouldn’t have to explain to teacher
5. Special election- Eliza Lee – 9:44AM
	1. Updates, new senator, Sarah Garcia-Linz, replacing Shalonda James-Garza
	2. Official election this fall, 2 HHS senators, Joe Long and Larissa Miller left the college. Nominations for two positions have been sent, 1 year positions.
6. CASL Update – Tim Deines – 9:46AM
	1. Tasks for year, supporting new curricular assessment plan, expanded use of online assessment, communicating seeking feedback from ELO, improving the curriculum map design
	2. New Course evaluation system, current idea fall semester will draft universal questions regarding online learning. We will add a few questions with Academic Senate. Implementing a new course evaluation system.
	3. New assessment plan, tools how we can best assess the current co-curricular programs that exist, coordinate testing, communicating with Senate to get feedback
	4. Online assessment, exploring and coordinating with eLearning
	5. Plans to be in constant communication with AS during these times and valuable
		1. Senator Mark Kelland: Advise why CASL is looking at co-curricular assessment, many schools not doing well and not in compliance with HCL. Our quality initiative, major project during accreditation time.
7. Safety monitor role- Chris MacKersie – 9:51AM
	1. Welcome new Director of Occupational and Environmental, David Yeomans II
	2. Praise LCC for hard work and multiple committees involved to get course resumptions started
	3. As of today, no current COVID cases on campus
	4. Several WebEx trainings for Safety Monitors within next week or two
	5. Information was sent in *The Star* email this week
	6. Not asking to be confrontational, but to make the first request to comply.
	7. If issues are reported, individuals in place to help.
	8. If accommodations necessary, work with assigned groups prior to attending campus.
	9. Chief Diversity Officer Dr. Tonya Bailey: Throughout process the human experience has been kept at the fore-front. Aware it is a sensitive matter. Our health is the new wealth. Continue working with cultural humility (body language, cultural importance when addressing). Training via WebEx, individuals understanding scenarios and how to respond. Practice verbal and non-verbal actions.
		1. Senator Tedd Sperling: Substantial change due to COVID – review of Safety Monitor plan, very impressed.
		2. Senator Kabeer Ahmmad Sahib: Are the safety monitors easily visible with others? Name badge or tag?
			1. Chris MacKersie: Advised no, stay away from the “enforcement roll” and being more educational. If enforcement is necessary, the folks in those positions will address.
		3. Senator Wendy Smith: Return to campus safety orientation in July, many have already experienced, ton of community spirit. Approach “we are in this together”. Implementation has been very community oriented.
8. Online courses: sharing of best practices- discussion – 10:22AM
	1. President Michelle Curtin shared Real time online, no cameras required, gave suggestions of how to change back ground, etc.
	2. Senator Mark Kelland, engagement, when students are aware that you wrote your text, engagement by instructor.
	3. Senator Sarah Garcia-Linz: Identifying best practices for Success Coaches. Large team and learned everyone has different styles and what works for them. “Want to meet them where they are at”. Student comfort with technology. This website about the 2 different email accounts from eLearning is very helpful <https://lafayette.lcc.edu/student-news/2020/01/15/did-you-know-you-have-two-different-lcc-emails/>
	4. Senator Eliza Lee: Students get confused D2L email and personal email. Best practice, email to LCC email reminding that all information will come through D2L. Send document of how to forward D2L messages to personal email.
	5. Senator Jon Tenbrink: Frustrations with online meeting, sound glitch/screen freezes
	6. Senator Veronica Johnson: Personally thank eLearning and LCC HelpDesk for continued support to students.
	7. Faculty Jim Luke: Request, language wise – online to both what are now online courses and refer to ORTs. Producing a lot of confusion with students. Clarity needed.
	8. Chief Diversity Officer Dr. Tonya Bailey: Important when teaching and engaging, do wellness checks (Pandemic Pedagogy, equity connections)
	9. Senator Tedd Sperling: More emphasis in ORT written texts. Agree about forwarding emails, but D2L may not always accept outside email. Hand gestures instead of through chat have been successful.
	10. Senator Lyndia Klasko: Since spring with students, important to interact with students-make students interact, makes student feel part of the class.
	11. CMS Instructional Design, Multimedia, and Technology Specialist Chris Richards: supporting WebEx-trainings available in D2L for students and instructors, student WebEx training can self-enroll, also for Kaltura. Provide feedback, more the better. Provide links in chat.
	12. Jonathan Rosewood, diversity project manager: Breakout sessions in WebEx this summer, enjoyed it, and missed being able to see individuals. Use more often for future meetings.
	13. Information security Paul Schwartz: updating WebEx 40.8 version on September 8. Video availability in break out meetings.
9. Senator TeAnna Taphouse: LC using different platforms, D2L chat, WebEx, emailing with tutors, in summer hours, beginning Sept. 8th full schedule. If request for tutor outside of schedule, some are willing to adjust schedule to meet student needs. Will send document to President Curtin to share. Issue, students calling and complaining not being scheduled.  Email showing scheduled, and review information with student username, and find that the student was only checking their D2L email, they don’t realize have two emails.  Sending to LCC email and student only using D2L email. (President Curtin request Senator Lee to add to future items for review.)
10. Faculty Jeffrey Janowick: Technical issues, classes totally asynchronous, be present, instructor there.
11. Potential future agenda items – 10:50AM
	1. Senator Leslie Johnson: Clarity and possible further involvement in Senate/faculty, faculty input and how decisions made about Ed tech at LCC. Problems with issues, largely related to syllabus yesterday. Faculty dealing with issues after decision made. When transitioned to D2L, tons of faculty input, current issues not much faculty input.
	2. Sally Pierce put in chat, preferred pronoun use
	3. See chat for additional items.
12. Motion to adjourn
	1. Motion by Senator Zachary Macomber
	2. Second by Senator Kabeer Ahammad Sahib
	3. 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.