

Academic Senate Meeting

Feb. 10th, 2023 at 9:10-11 Virtual Via WebEx

**Present:** Marvin Argersinger, Alandis Baker, Mark Bathurst, Brenda Brown, Cheryl Chase, Elizabeth Clifford, Robyn Corey, Tim Deines, Nancy Dietrich, Lisa Dobson, Paige Dunckel, Bruce Farris, Sarah Garcia-Linz, Courtney Geisel, Gerry Haddad, Dawn Hardin, Melinda Hernandez, Jessica Hester, Jeff Janowick, Susan Jepsen, Heidi Jordan, Mark Kelland, Frances Krempasky, Eliza Lee, Megan Lin, Tamara McDiarmid, Tricia McKay, Tracy Nothnagel, Chris Richards, Joann Silsby, Tedd Sperling, Jon Ten Brink, Denise Warner, Nancy Weatherwax, Sally Welch, Veronica Wilkerson-Johnson, Richard Williams,

**Absent:** Josiah Beauchaine, Nathaniel Colon, Bill Garlick, Robin McGuire, Louise Rabidoux, Andrea Sanchez, Danielle Savory,

1. Call to order – 9:10AM
2. Roll Call – 9:10AM
3. Approval of Agenda – 9:10AM
4. Approval of Minutes – 9:10AM

## President’s Report

* 1. The next Senate Office hour will be on Tuesday, February 21 at 4 PM in WebEx.
  2. A reminder that you can use the Senate Agenda Request form to suggest an agenda item for future consideration. Please use the form on the Senate [website](https://www.lcc.edu/provost/senate/agenda-request.html)—and thanks to Penny Tucker for all her work on keep the website updated.
  3. We have a number of openings on standing committees. If you’re still looking for a way to get involved, please let the Executive Committee know and we’ll find a place for you. This could also be a good opportunity to expose a colleague to the Senate—not all committees require you to be a Senator to serve, and in many instances having non-senators join the conversation could help us more fully engage with the college as a whole.
  4. No Academic Senate meeting March 10th
  5. Angela Kuhlman – “I’d like to share a little bit about Desjuan Jackson. I initially met Desjaun early December 2019, his goal was to enroll in the upcoming spring 2020 semester. We all know the events that happened mid SP-20, but I don’t want to get ahead of myself, I want to share more about Desjaun first. He had unofficial transcripts from Wayne State University and EMU, and he had a goal to get a credential to advance his career but he wasn’t sure how to go forward. He admitted that previously he didn’t have the support or knowledge throughout college, and he didn’t use his financial aid appropriately. He picked LCC for the tuition cost savings since he’d be paying out of pocket. He had an interest in Business or Management, so we reviewed program pathways that would maximize his earned transfer credits, but was a degree pathway in something related to Business. He initially took Management courses as he felt this was the best way to move up in his career. These classes inspired him to dream further to earn a more advanced degree and transfer out. His focus now is working on transfer courses for a University Center Partner- the University of Michigan-Flint. He’s planning on transferring out in 2-3 semesters to earn a Bachelors of Business Administration there. Every semester Desjuan chooses to meet with me, he’ll send me an email about his concerns or possible classes he’d like to consider taking, then let me know he’s setting up an appointment to talk through further. It’s been very cool to work with him each semester, because here at LCC, Academic Advisors aren’t assigned. So a student can meet with multiple different advisors throughout their time at LCC. However, Desjaun prefers to meet with just me. This has given me the opportunity to establish a rapport with him, talk about his life outside of his LCC coursework and develop a connection. I’m happy to report that Desjuan was successful in spring 2020, and he persisted onto the next semester and he has been enrolled every semester since. He’s enrolled in courses this semester and he’s one of our students who utilizes the Future for Frontliners Scholarship. As I mentioned earlier, he initially came to LCC with no financial aid but the F4F scholarship has helped offset his out of pocket costs. I believe that LCC and the F4F scholarship has given him the ability dream even further to go on to achieve a more advanced degree at the University of Michigan-Flint. I also believe that the support from Academic Advising each semester and the rapport we’ve established has be a big factor to his success and persistence at LCC. I’m excited to see what the further holds for him, because I know he’s going places.”

## Provost’s Report

* 1. Student registration system. Updated banner last year. System has been tough for students and staff to navigate, especially on phones because some columns need to be expanded. Working with IT to eliminate some columns. We have another registration system but it requires more clicking around. Evaluating both to see if want to use the other system.
  2. Receiving gifts from students. Similar to a policy. O:\LCC-Standard\_Operating\_Procedures\Business Operations\Purchasing
  3. All College employees, officers, and agents are to avoid accepting any kind of gratuities, tips or gifts for them/their selves or for any member of them/their family. This includes merchandise, cash, services, entertainment and other courtesies. It is essential to both the College and its suppliers that all decisions and actions regarding purchasing are based upon proper business considerations and are not influenced in any way by personal obligations. Most offers of this kind are made in the spirit of good business relations without the intent to obligate the recipient in any way. However, it is extremely difficult to differentiate between minor gratuities or courtesies and those which will cause some feeling of obligation or create any unfavorable impression in the minds of other vendors. Because of this difficulty employees must refrain from accepting any gratuity regardless of its magnitude or the manner in which it is presented. Notwithstanding the following exceptions apply:
     + Calendars, desk novelties, or similar advertising items of less than $25.00 in value (this dollar limit will be reviewed and revised in accordance with IRS limit on business gift deductions);
     + Reasonably priced meals accepted in settings where College business is conducted;
     + Textbooks, recorded media, software, or similar work-related items for which the school is not being charged;
     + Nominal prizes (valued at $25.00 or less) won by employees through random drawings;
     + Complimentary training offered by current vendors; and
     + Complimentary equipment offered by current vendors that do not impose a continuing obligation (only after receipt of approval from Chief Financial Officer or designee).

Any other exceptions to this policy should be reviewed by the President, Senior Vice President, Provost, or Chief Financial Officer to determine if special circumstances exist to warrant the acceptance of a gift from a vendor, or to determine whether a gift should be declined or returned. Employees must exercise caution that neither regular gifts of nominal value, nor reasonably priced meals from a particular vendor, do not gradually accumulate into an embarrassing obligation (or violation of this procedure). Under no circumstances shall an employee accept a gratuity where prohibited by law, policy or regulation or where the appearance of impropriety may occur.

* 1. Culture of Care homework is due February 20th. Want to gather LCC values and get as much input as possible. Goal is to bring collective thoughts to the Academic Senate to have a discussion and conversation. What you do matters.
  2. 180 employee evaluations are due Feb 12th. You can find the survey in the Talent Management System (LMS) in the performance review section. The survey allows you to evaluate your supervisor, your supervisor's supervisor and the next level supervisor.

## Committee Reports

* 1. Curriculum Committee (CC) – Senator Tamara McDiarmid
     1. Remind everyone on how to get information on forms and what CC does.   
        [Curriculum Committee webpage](https://www.lcc.edu/provost/senate/cc.html)
     2. There is an intro to CC video that gives a lot of information.
  2. Engagement Committee (EC) – Historian Jeff Janowick
     1. Susan Jepsen did a great job getting us going but now have no chair.
     2. Engagement is a deep commitment, long-term project.
        1. Put you are a senator in your signature.
        2. Make sure you’re doing reports at your department meetings
        3. Listen to your area and bring it back to the Academic Senate.
        4. Elections are coming up. Look to the leaders in your area.

## Consent Agenda

* 1. Curriculum Committee Report
     1. Approved without objection.

## Elections – Senator Eliza Lee

* 1. Nominations are open from Feb. 13th through March 3rd.
  2. Areas that have open seats:
     1. Advising
     2. Communication, Media, and the Arts
     3. Health and Human Services - 2 three-year Division At-Large
     4. Library Instruction
     5. Technical Careers – 2 three-year Division At-Large positions, 1 one-year Division At-Large position
     6. Member At-Large

## Small Group Discussion Recap – Senator Jon Ten Brink

* 1. See Appendix I
  2. Are there other areas of the college that have faculty/student expectations?
     1. Theatre, labs, nursing, chem labs, CEWD, Board of Trustees has a “mutual commitments” document that also appears on the board room adopted in 2007, child development create working agreements in courses each semester, etc.
     2. Is it possible to craft expectations or commitments for faculty and for students here in the Academic Senate?
        1. Maybe need to be course or program specific.
        2. Senator Mark Kelland – Move to have the president work with SAC to appoint a team to work on faculty and student expectations
           1. Second by Senator Tamara McDiarmid
           2. Approved without objection.

## Career Communities – Director of Academic Quality Cheryl Garayta

* 1. See PowerPoint.
     1. Senator Rick Williams – Traditional is 18-25 years old.
     2. Senator Brenda Brown – Do we know how many students do no attend orientation and do not have a map?
        1. No, that is one of the problems we are trying to address.

## A Moment of Teaching and Learning – Senator Sarah Garcia-Linz

* 1. Reminder that it is the time of semester for Early Alerts.
  2. Many colleges utilize early alerts, we started in 2017.
  3. Reminder that Early Alert is different from BIT report. BIT report is for classroom behaviors or management issues. This is not really addressed by Academic Success Coaches.

## Modalities Discussion – Senator Jon Ten Brink

* 1. Senator Mark Kelland – What is the best percentage? Its one thing to know why they are making choices, but do they know they are making bad choices. Do they know the modalities are different percentages?
  2. Senator Denise Warner – Would like to know how the college is following up on the information Jill Reglin and Kristen Buttigieg presented at the last meeting. For instance, all the online sections are listed first so students have to scroll down for face to face.
  3. Senator Sarah Garcia-Linz – Need to be aware of student sche4dules and offering a variety, especially face to face.
  4. What are we doing that is working well?
     1. Senator Heidi Jordan – Small program so hard to meet all the needs. Trying to gather feedback. Majority of students say they want online. Switching the course to Hybrid has worked well so there is less requirement to come to campus but meets the needs of all students.
     2. Senator Denise Warner – Small program too. HyFlex works because meets needs of everyone. Create a lot of short videos of instruction.
     3. Senator Tricia McKay – Sent out a form to constituents. Creating Culture of Care. Giving programs autonomy and allowing them to choose their modalities.
  5. What are the challenges that we are facing?
     1. Senator Tricia McKay - Listing courses as online hybrid is confusing. Students think its all online. Also feel pressure to do HyFlex.
     2. Senator Frances Krempasky – Lack of space for online courses. There is no private spaces.
     3. Senator Garcia-Linz – Still navigating academic dishonesty. Challenges with engagement.
     4. Patrick Butcher – Found a student in Gannon looking very confused and she was trying to find LivCen 106. Said it was a hybrid class and this was the first in person class.
  6. How do we identify students’ wants and needs regarding modality? What’s an appropriate response when they differ?
     1. Historian Janowick – Trust our students. If students want that, then give them what they want. Also, we need to give them a reason to be here. Adjust our teaching to that. See there is value to being here.
     2. Senator Eliza Lee – didn’t we used to have a quiz/training that students had to take in or4der to be able to take an online class? Also, need to embrace online world. Traditional students are growing up with technology. We need to grow as instructors in this online world.
     3. Faculty Martine Rife – Will eventually evolve to all classes being HyFlex.

## Chair Expectations – Senator Tamara McDiarmid

* 1. See Appendix II.
  2. Senator Denise Warner – This is a lot to ask of chairs.
  3. Senator Mark Kelland – Move to adopt Expectations of chairs.
     1. Second by Tracy Nothnagel
     2. Move to add Vice Chairs/co-chairs at the end of the title.
        1. Second by Tracy Nothnagel
        2. Approved without objection.
     3. Senator Wilkerson Johnson – Appreciate the discussion about how much work being a chair is. Also appreciate the list of duties.

## Chair Elect – Senator Jon Ten Brink

* 1. Postpone

## Public Comments

* 1. Senator Jon Ten Brink - Feb. 20th 7:00PM Okemos community church has a music program recital. Free and open to public.

## 

## Potential Future Agenda Items

* 1. None

***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

**Small Group responses:**

What are our values and expectations for students, faculty, and staff

* Your values aren’t the same as others
* Students don’t have the same expectations as us
* Set expectations, but don’t get upset when they’re not met
* Culture of care is a values switch, which changes expectations
* Culture used to be “teachercentric” now more student focused
* Communication, less rigid with due dates, deadlines can be guidelines, key is to communicate. Adult learners can self-manage themselves.
* As educators our value may be on learning while students may just value passing the course and getting the degree
* Abide by the code of conduct
* Work towards Diversity, Equity, and inclusion
* Make students aware of support services
* Honest, Responsibility, Respect, Good Communication
* Own up to mistakes
* Establish a rapport
* Be aware of safety, and how violence in your community can affect students and staff
* Scholarship
* LCC Mission: #5 Flexible, Affordable, Accountable & Continuous Improve
* Think creatively
* Grace, Compassion
* Active listener
* Treat others as you want to be treated

What commitments can we expect of our students?

* Engage in class—especially online
* Less about students showing up and more about actively participating when they do
* Have students post/participate during the week, not waiting until the end of the week so instructor can get to know and support students
* Communicate with your instructor
* Have respect for all individuals, LCC property, value DEI
* Read the syllabus, know what is expected,
* Be proactive, take responsibility
* Active listener
* Come to class prepared

What commitments can we expect of ourselves (faculty and staff) to support the student commitments?

* Communication, less rigid with due dates
* Grade in a timely manner
* Provide meaningful feedback
* Be genuine and approachable
* Give students benefit of the doubt
* Professional development, engage in lifelong learning
* Check email
* Read the star and operations emails, know what’s going on at the college
* Understand the reason for your assessment and policies
* Use the student resource webpage
* Willing to ask for help

What support do faculty/staff need to follow through on their commitments?

* Being in a community with others
* Access to equipment, materials, and tools needed for teaching
* A listening ear, support, let us vent
* Provide support services so faculty can focus on the job of teaching and rely on other college services to meet student needs
  + Success coaches, counseling, advisors, other support services
  + Training for what services are available
* Time/compensation particularly adjuncts)
* Respect and recognition
* Professional Development—more support for CTE.
* Clear directions from deans/directors to be on the same page
* Templates to assist in communication
* Support by your admin
* Active listening training
* Care and respect

**MAHE contract, page 11:**

**ARTICLE VIII. THE ROLE OF FACULTY: PROFESSIONAL RESPONSIBILITIES**

It is the responsibility of faculty to use their knowledge and earnest efforts to achieve successful outcomes in teaching and learning and to advance the mission of the College. Accordingly, core professional responsibilities of bargaining unit members include the following:

**All bargaining unit members are expected to:**

• Keep current in their discipline and their area of responsibility;  
• Utilize their discipline-specific knowledge to teach, tutor, train, mentor, and advise

students and colleagues;  
• Assess the quality of instruction and student outcomes in accordance with

applicable College and legal standards;  
• Share in the improvements of their educational programs in accordance with

College policy.

**Full-time bargaining unit members are expected and part-time bargaining unit members are encouraged (subject to availability) to:**

• Participate in individual and/or group advising;  
• Attend professional activity days and divisional, departmental, and program

meetings as directed;  
• Participate in department, program, and team leadership and duties in accordance

with applicable policy;  
• Participate in peer reviews in accordance with applicable policy;  
• Participate in the shared governance of the College, including participation on

College committees.

**Teaching Faculty are also expected to:**

* Model teaching effectiveness, instruct courses as scheduled, and hold office hours as scheduled;
* Perform curriculum and course development as needed;
* Perform program and course coordination as needed;
* Update instructional materials as needed.

**Academic Professionals are also expected to:**

• Model behaviors and performance that maximize support of student success;  
• Work scheduled hours each week at assigned locations;  
• Keep current with changes in LCC curriculum as related to the individual’s duties.

**LCC Statement of Purpose:**([Statements of Purpose webpage](https://www.lcc.edu/about/guiding_principles.html))

Statements of Purpose consist of the College’s Vision, Mission, Motto, and Guiding Principles:

**Vision:** Serving the learning needs of a changing community.

**Mission:** Lansing Community College provides high-quality education ensuring that all students successfully complete their educational goals while developing life skills necessary for them to enrich and support themselves, their families, and their community as engaged global citizens.

**Motto:** Where Success Begins

**Guiding Principles**

1. LCC will be a “Comprehensive Community College,” focused upon offering learning opportunities in four areas: career and workforce development, general education, developmental education, and personal enrichment.
2. LCC will have a careers emphasis and, in support of this, maintain a technology-rich environment, fostering “user-” vs. classroom-level information technology skills.
3. LCC will maintain and support a well-qualified, committed, and competitively compensated faculty and staff who use both proven traditional and progressive student-centered learning approaches.
4. LCC commits to continuous improvement in its programs and services and will maintain high expectations of its students.
5. LCC will be flexible, affordable, and accountable, continuously improving student learning and support services through the assessment of measurable outcomes.
6. LCC will strive to be “state of the art” in all that it does, while pursuing a select number of cutting-edge initiatives.
7. LCC will have a local emphasis in allocating its resources, while maintaining vital connections to the world, culturally and technologically.
8. LCC, within its broader purpose of serving its entire community in diverse ways, recognizes a special responsibility to young adults, those from lower income brackets, and those requiring developmental academic or entry-level career skills.
9. LCC seeks cooperative relationships with both private and public organizations, pursuing growth not as an end in itself but only when it best serves student and community needs.
10. LCC will prepare those it serves to thrive in a diverse world by reflecting that diversity in its student enrollment, staffing, planning, and allocation of resources.
11. LCC will manage its finances in a responsible manner; allocating resources and achieving efficiencies to best serve the priority needs of its students and the taxpayers who support its operation.
12. LCC is a dedicated community member working for the betterment of all.

**Student code of conduct**:   
([Student Code of Conduct webpage](https://www.lcc.edu/academics/documents/pdf-policies/student-code-of-conduct.pdf))

The Student Code of Conduct and General Rules and Guidelines ensure the protection of student rights and the health and safety of the College community, as well as to aid in the efficient operation of College programs, activities, and services. The Code of Conduct and Rules and Guidelines apply from the time of admission and continue as long as the student remains enrolled at the College. They are also applicable to a student's conduct even if the student withdraws from school while a disciplinary matter is pending. It is the responsibility of all students to be familiar with, and abide by, the Student Code of Conduct and General Rules and Guidelines. In addition, the College has established procedures for addressing reports of alleged violations.

The following violations are some, but not all, examples that will result in OSC intervention:

* Disruption or obstruction of college activities, administration or teaching
* Physical abuse, assaults, threats, intimidation and harassment (including messages sent via text messages, emails, social media or any other electronic means)
* Theft or other abuse of computer facilities and resources, including but not limited to, any violation of the LCC Acceptable Use Policy
* Violation of any college policy, rule or regulation or syllabus
* Academic Dishonesty - cheating and plagiarism
* Violation of the Drug and Alcohol Policy
* Attempted or actual theft of and/or damage to college property

View [Student General Rules and Guidelines and Code of Conduct](https://www.lcc.edu/academics/rules-requirements-procedures.html) in its entire form.

Appendix II

**Expectations of Academic Senate Standing Committee Chairs**

* Strategic leadership of the committee including setting goals and methods to attain those goals, establishing and maintaining a culture of care for the committee, and connecting the committee to other areas/people of the college to further its work
* Maintain Roster. Send any deletions and additions to the Vice President, Secretary, and Webmaster immediately.
* Produce semester schedule of meetings and times at least 1 week before the semester begins. Commit to at least 4 meetings per semester (1 time per month). Provide this schedule to the Vice President, Secretary and Webmaster.
* Appoint a note taker at all meetings. Provide meeting minutes to the Vice President and Webmaster after every meeting.
* Present a summary of Standing Committee actions twice each semester to the full Academic Senate.
* Maintain WebEx Team. This includes adding and deleting members, uploading minutes, and providing links to WebEx meetings.
* Have a three-year cyclical review of the Standing Committee charter in conjunction with the Vice President.
* Utilize the Engagement Committee to help recruit and maintain a diverse roster.
* Provide training and information to any new members of the committee.
* Meeting with Vice-President once per semester
* Meet with the Executive Committee before the beginning of Fall Semester for a Chair Workshop