



Academic Senate Meeting

March 21st, 2025 at 9:10-11 via WebEx

Present: Dustin Abrego, Marvin Argersinger, Brittany Barber, Laura Bishop, Chelsea Brandon, Autumn Brown, Rick Caprario, Elizabeth Clifford, Robyn Corey, Tim Deines, Lisa Dobson, Evan Falk, Lee Gardner, Aral Gribble, Homa Ghaussi Mujtaba, Gerry Haddad, Susan Hardie, Jessica Hester, Jeff Janowick, Ed Kabara, Mark Kelland, Ian Leighton, Eliza Lee, Megan Lin, Chris MacKersie, Tanya McClain, Tamara McDiarmid, Robin McGuire, Tricia McKay, Wade Merrill, Tracy Nothnagel, Charles Page, Louise Rabidoux, Chris Richards, Joann Silsby, Steve Simonson, Tedd Sperling, Nancy Weatherwax, Sally Welch, Jeff Janowick

Absent: Bill Garlick, Courtney Geisel, Melinda Hernandez, Jennifer Muffet, Paul Palmer,

- I. Call to Order – 9:10AM
- II. Roll Call
- III. Approval of Agenda
 - a. Approved without objection.
- IV. Approval of Minutes
 - a. Approved without objection.
- V. President's Report
 - a. April 4th is a Hybrid meeting but hoping everyone will attend in person to the Admin Board Room.
 - b. Director of Assessment Karen Hicks is coming back to discuss the addition of a Wellness and Fitness category within the Integrative and Applied Learning ELO. Please get feedback from your areas and be prepared to share out.
 - c. Academic Master Plan Team is making progress and will make a report by the end of the semester.
- VI. Provost's Report
 - a. Reminder to turn in your academic alerts. Especially for students who have disappeared.
 - b. MCAN advocacy day. Met with representative Emily Devendorf. Who is an advocate for LCC.

- c. Went to soft opening to Lansing Cohort Launch. Program that brings in students from this area to go to MSU. Big shout out to Envision Green. Recognized by President of MSU.
 - d. Met with CMU to start something called Central Michigan University Central Bound.
 - e. Remember to respond to the email about attending graduation.
- VII. Consent Agenda
 - a. Curriculum Committee Report
 - b. Approved without objection
- VIII. Elections Update – Senator Eliza Lee
 - a. Ballots went out on March 14th. All areas should get a Member At-Large Ballot while other areas should get a second ballot. Voting closes March 28th.
- IX. Meet with Constituents – All Senators
 - a. Senators broke into groups with their areas to discuss relevant issues.
 - b. Small breakout groups for each area of the college met for 20 min.
 - c. Will consider doing this in the future.
- X. Concerns, Challenges and Ethical Considerations Surrounding AI – Senator Tracy Nothnagel
 - a. Senators broke into breakout groups to discuss two questions.
 - i. What are the biggest challenges or concerns you have encountered (or anticipate) with AI?
 - ii. What policies or professional development opportunities should the college provide to help faculty navigate the integration of AI while maintaining academic standards and equity in the classroom?
 - b. Feedback will be brought to the Provost for further discussion.
- XI. Timeline of College Budgeting Process – Senator Marv Argersinger, Faculty Mike Giles
 - a. Budget Committee - This standing committee of the Academic Senate will provide faculty input and advice to the administration concerning priorities in the College-wide deployment of capital or financial resources and provide a voice for programs concerned about budgetary issues, except as covered by the scope of collective bargaining.
 - b. See PowerPoint.
 - c. See Appendix I
 - i. Budgeting Timeline
 - ii. FAQs

- d. Faculty Rick Williams – Is it possible to have a POP template?
 - i. Faculty Michael Giles - Very much in favor of this.
 - ii. Senator Autumn Brown – Nursing would love help with this.
 - iii. Senator Louise Rabidoux – A template for the service areas like advising, counseling, library would be helpful.

XII. AI Syllabus Workgroup – Provost Sally Welch

- a. Seen models at other schools where they have 3-4 options that faculty can drop into their syllabi on use of AI in their course.
- b. Asking for volunteers to come up with some example language for the senate. Once that is done, we will put that in our syllabi for faculty to choose from.
- c. Hoping to present to senate near the end of the semester.

XIII. 15 Week Discussion – Provost Sally Welch

- a. See Power Point
- b. No decisions have been made, just exploring.
- c. Increased success rates, want students to complete the semester, we have the longest semester of all CCs in Michigan.
- d. Talked already with Union, HR, Deans, Registrar, ITS, CDS, and CIMT. Ready to start next conversations.
- e. Potential Pilot in Fall 2026
 - i. Stay in a 16-week shell
 - ii. Allow accredited programs with clinicals that may not be able to move to 15-week to stay in 16-week shell.
 - iii. All other full -term courses would start one week later.
 - iv. We would still run 12 weeks parts of term.
 - v. Start courses a week later in fall, end courses a week earlier in spring.
 - vi. Scheduling logistics for the course time changes.
 - vii. Curriculum might need to be revised; science would lose a lab possibly.
- f. Provost Sally Welch –
 - i. 8-week load is still in question
 - ii. Workload would not change; Eva Menefee has been a part of this discussion all along.
- g. Senator Robyn Corey – Constituents are concerned with clinicals, and times in labs.
 - i. Provost Sally Welch – Can you explore what other community college do to meet these requirements?
- h. Provost Sally Welch – Should not affect any faculty pay for adjuncts.
- i. Senator Dustin Abrego – Has students who can't move to the area because lease does not start for MSU students. Also, it confuses students that we start on Thursday and not Monday.

- j. For questions or concerns, please email Provost Sally Welch.
- XIV. Public Comments - These public comments reflect the thoughts and opinions of their speaker and are not endorsed by the LCC Academic Senate or LCC.
- a. Associate VP, External Affairs, Development & K-12 Ops Toni Glasscoe –
Embarking on this college wide Autism Friendly Campus. Schedule for all of the focus groups we are doing for Autism Friendly Campus. We want to hear from you. Please take advantage of these focus groups.
 - i. <https://www.lcc.edu/calendar/event-details/a9ec1079-bcda-4195-b865-4184c368685a>
 - ii. <https://employee.lcc.edu/thestar/posts/create-autism-friendly-campus.html>
 - iii. Here is the link to the student survey:
<https://forms.office.com/r/XHP1ZgLyv5>
 - b. Faculty Rick Williams – “Hello senators, colleagues, and fellow guests, there were recent comments here about a child saying something that offended an adult. Kids speak their minds. They also know basic biology where adults may deny it. Ask them if a boy should shower with a girl at school, and they will laugh at you. But, some adults have cognitive dissonance. The same cognitive dissonance occurred when a leader of LCC tried to defend the now federally banned DEI program. I have a question: why did our website change from Office of Diversity and Inclusion, (using the way back machine) from the 7th of March 2023, that featured only five mid-eastern women in hijab, to the now “Office of Empowerment” with a broader array of student faces. Again, our own data reports about 80% of LCC’s populace is described as Caucasian, yet our promotions for many years resembled some other area entirely. If this leader really wanted to stand for DEI, why did it change under their watch from DEI to something else? Is LCC trying to avoid complications of the new administration’s executive order banning DEI by hiding it? HMMM. The only good news here is the old URL that had the infamous “Land Acknowledgement” statement on the bottom of it, was ditched and replaced with a picture of leaders like Martin Luther King Jr. You may recall he pushed us not to judge by the color of skin, which we have done in our promotions, but for the merit of their character. Almost done, there was also a statement that I accused LCC of not passing on merit. Well, if we lived in an establishment where free exchange of ideas existed, and not living in an echo chamber, you perhaps would see faculty almost in tears, and in fear of their own job, that they have to pass students that would have failed before DEI. All because we need a diversity check mark somewhere. I hear these things. I see these things. But many of you don’t want to hear or see it. In the interest of equity, versus equality, we have exchanged merit achievement for box checking on a diversity profile. Finally, one article from Inside *Higher Ed.com*: “It’s time to Turn the Page on DEI.” It states that education had better diversity before DEI, and there aren't really “tangible

accomplishments” today despite the use of land acknowledgments and other racially obsessed propaganda. The *New York Times* concluded that *UofM* spent 10 years and \$250 million on DEI, only to result in a “diminished sense of belonging among minority students.” They also found more “social fragmentation” of students. It turns out, people do not like being told what to think or say. Given more time, I can say more. Perhaps we can schedule a time to discuss this banned program more. We must do better than the blame, shame, and lame efforts of the DEI program. It is woefully outdated and harmful to everyone. If you don’t believe me, look up fires, crashes, and crime increase only to meet the demands of a DEI check box. Thank you.”

- c. Senator Susan Hardie – StarScapes team asked to give a little overview. It is a showcase for students to show their imaginative and creative work. Does things a little differently than a presentation. Teaches drawing classes. Takes class from the studio into the Gannon Commons. Found the space underneath the stairs and drew. Just took my class out during those times to draw during the presentations. All around were the other presentations from the students. Students should fill out the registration by Friday April 18th. StarScapes will be April 30th and May 1st.
 - i. <https://lcc.edu/starscapes>
- d. Senator Mark Kelland – Encourages that we have the constituents’ meetings again. Earlier in the meeting, brought folks attention to the CC report which had on it a program being discontinued. Didn’t realize that HUMS faculty didn’t know their program was being discontinued. Somewhere along the way, there was a big miscommunication. We need to dig into this and look at the circumstances. Highly encourage members of the senate to look at all materials in advance. Senators should be sending out materials.

XV. Potential Future Agenda Items

- a. None

XVI. Adjourn- 10:47AM

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.*

LCC Mission Statement: *Lansing Community College provides accessible, high-quality education through relevant and innovative instructional methods to equip and empower a diverse community of learners to complete their educational goals while becoming engaged global citizens.*

Land Acknowledgement: *Lansing Community College occupies the ancestral, traditional and contemporary lands of the Anishnaabeg - Three Fires Confederacy of Ojibwe, Odawa, and Potawatomi peoples. In particular, the City of Lansing and LCC reside on land ceded in the 1819 Treaty of Saginaw.*

Respectfully submitted by Academic Senate Secretary, Eliza Lee.

Appendix I

Timeline of College Budgeting Process for Academic Programs

1. In Fall, Academic Programs will fill out:
 - a. Program Operating Plans (POP): Planning for next Academic Year
 - b. Professional Activity Plans (PAP)
 - c. Annual improvement plans, if in reporting year for program review
 - d. Note: Faculty requests to fund program initiatives must happen through the POPs.
 - e. Note: Programs should, ideally, begin planning for the POP proposal in the prior Spring.
2. In Spring,
 - a. Divisions quantify the budgetary impact of POPs, PAPs, and improvement plans. All the program funding requests are tallied up for a top-line number for the Division.
 - b. Divisions make preliminary decisions about funding and communicate with departments/programs.
3. In January, State of Michigan process kicks off
 - a. Consensus Revenue Estimating Conference (meets Jan) starts the state budgeting process. Principals are House Fiscal Agency, Senate Fiscal Agency, and State Treasurer/Budget Director.
 - b. Governor releases budget proposal, including allocations for Higher Education.
 - c. Senate and House Proposals are made, reconciled.
 - d. LCC CFO averages the (three) estimates of state funding to form a baseline for that source of income.
4. All Divisions submit Savings, Labor requests, and Reallocation requests to LCC Executive Budget Committee
 - a. Labor (salary, benefits) for LCC employees
 - b. Savings (what the college will not spend, i.e. work-study being funded again)
 - c. Traditional Reallocation form (i.e. reallocate from print/copy to supply budget or professional development).
 - d. Can't reallocate labor/savings above.
5. LCC Executive Budget Committee (President, Provost, CFO, Senior VP Business Ops, Director of HR)
 - a. Meet every other week from Feb to April
6. CFO makes budget proposal to the LCC Board of Trustees
 - a. Board must approve by June 30 of each year.

FAQ:

1. When should programs start developing their Program Operating Plans (POPs)?
 - a. Spring of previous year, official submission in Fall.

2. What are budgeting items that can be included in POPs?
 - a. Funding for events, new program initiatives, conferences, etc.
3. Where do I find a POP template? Can I access/review the POPs of other programs?
 - a. Here is a blank POP form.
 - b. Programs have access to past POPs, may revise old POP to create the new POP.
 - c. Here are a few examples of POPs some programs have used. PowerPoint slides with examples.
4. What are some criteria to consider for budget items in a POP?
 - a. Specificity, innovation, link to instruction, connection to Program and College learning outcomes, professional development, whether the total cost is reflected in the form, connection with the strategic plan, implementation timeframe.
5. When should programs evaluate their POPs for adjustments?
 - a. It is a living document, can be revised in coordination with departmental and divisional leadership. Programs should update their POP in fall and spring to account for changes.
6. How do POPs interact with the other program elements?
 - a. Individual PAP (Professional Activity Plan) should align with POPs.
 - b. POPs culminate with and inform Program Review
 - i. Program Review process, once completed, will inform subsequent POPs.
7. What happens if we forgot to put something in a POP?
 - a. Make the adjustment in Spring (see 5 above) or for the following year.
8. I keep submitting something as part of my POP, and it keeps getting turned down.
 - a. Consider the criteria in point 4 above.
 - b. Communicate with your divisional leadership. The POP is a communication as well as a budgeting tool.
9. What is a departmental need vs a college need?
 - a. POPs are the way to communicate program needs. College can see multiple departments with a certain need, through POPs.
10. How can the faculty engage in budget for the College? How do they make their input heard beyond the POPs?
 - a. Spend the money you asked for!
 - b. Attend strategic plan meetings, campus master plans.
11. What are common funding sources at LCC?
 - a. Foundation, reallocated funds, external funding/partnership.