



Academic Senate Meeting

February 6th, 2026 at 9:10-11 via WebEx

Academic Senate – Connecting Colleagues, Steering Student Success

Present: Dustin Abrego, Marvin Argersinger, Brittany Barber, Laura Bishop, Chelsea Brandon, Jacob Callahan, Rick Caprario, Elizabeth Clifford, Mary Clisch, Robyn Corey, Annesia Dillard, Zahra Djibrine, Lisa Dobson, Evan Falk, Joshua Galat, Lee Gardner, Bill Garlick, Courtney Geisel, Homa Ghaussi Mujtaba, Susan Hardie, Melinda Hernandez, Jessica Hester, Jamie Holcomb, Ed Kabara, Mark Kelland, Eliza Lee, Ian Leighton, Tanya McClain, Tricia McKay, Wade Merrill, Tracy Nothnagel, Jim Owens, Charles Page, Chris Richards, Adam Richardson, Diane Roose, Joann Silsby, Steve Simonson, Diane Snyder, Sally Welch, Jeff Janowick

Absent: Robert Halgren, Chris MacKersie, Tamara McDiarmid, Dan Mulligan, Amy Simons, Tedd Sperling, Cheyenne Wallace,

- 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. At our recent Academic Senate meeting, we ran a small-group activity designed to generate Senate-ready AI agenda topics. The goal was for each group to identify specific AI issues the Senate could take up and to move the discussion toward action by naming a potential deliverable. The submissions we received clustered heavily around AI literacy and training, with fewer distinct ideas in assessment integrity, privacy/safe use, and student wellbeing. Key themes included:
 - i. AI literacy and training (students and faculty)
Several groups emphasized the need for consistent, practical training for both faculty and students, including shared expectations for appropriate AI use and concrete examples/case studies that can be used across

divisions. One group specifically highlighted awareness topics such as bias and hallucinations.

ii. Assessment integrity and evaluation methods

One group raised the need to address assessment methods in response to suspected AI/searched work and suggested discussion of feasible options such as expanded testing center/proctoring capacity and in-person paper tests.

iii. Safe use, privacy, and tool clarity

We also heard requests for clear guidance on what should not be entered into AI tools (especially personally identifiable information), along with a short “approved/recommended tools” list to reduce uncertainty and overwhelm.

iv. Program/industry alignment

One group noted that expectations will vary by discipline because some fields report limited ability to use AI in practice (example raised: EMT), which impacts how faculty approach AI in instruction.

v. Student wellbeing impacts

One group raised concerns about student reliance on AI chatbots and the potential connection to loneliness, mental health, and student engagement.

- b. After today’s meeting, will send a short ranking poll to senators so we can prioritize the consolidated agenda options and schedule the top items for upcoming meetings.

VI. Provost’s Report

- a. Please turn in an academic alert for any student who is struggling in your course, having attendance or participation issues, missing assignments, turning in work, etc. Now is the time to reach out to students to help them before they get too far behind. Last semester, a number of grade appeals and issues have popped up for students who have received a 1.0 or less. One of the first questions I will ask is if they received an alert or not, the second is ‘is the gradebook up to date’. We need to make sure students get the help they need and understand where they stand in a course.
- b. At the last board meeting, the BOT approved \$200K to expand the laptop program at west campus and \$500K to expand the food pantry program.

VII. Consent Agenda

- a. Curriculum Committee Report

VIII. Spring Elections Update – Senator Eliza Lee

- a. Spring elections will be starting in February. Nominations are open February 16th through March 6th. Self-nomination is encouraged.
 - b. Open positions for Spring:
 - i. Communication Media and the Arts
 - ii. Health and Human Services At-Large, 2 three-year positions
 - iii. Library Instruction
 - iv. Technical Careers At-Large, 2 three-year positions
 - v. Member At-Large
- IX. Standing Committee Reports
- a. Committee for Assessing Student Learning – Senator Mark Kelland
 - i. See Appendix I
- X. Teaching with AI – President Steve Robinson
- a. Taught English 121 Fall 2025. Taught here as an intern many years ago. Taught online before there were commercially available LMS platforms. Showed Video of teaching online many years ago.
 - b. Gave many shout outs to people helping including Chris Richards, Karen Hicks, etc.
 - c. Freshman Comp is ground zero for AI. Thinks of our 3 options for AI. Would not accept an assignment unless there was a citation including AI. If students used generative AI for their research paper, they had to turn in entire chat session. Had 21 students. Many instructors who think they can detect AI are wildly over estimating their abilities. Didn't want students to hide it, had an assignment about it. AI has not made writing obsolete. Was impressed on how little impact AI had on composition. Was surprised how many students didn't want to use it at all.
 - d. As a faculty, when make new assignments always did the assignment along with the student. Did every assignment that was asked of the students. Show students how he was Peer Reviewed. Tried to connect students with all the resources we have.
 - e. Enjoyed actually having his own students. Seeing things at ground zero. Really good lived experience. Students didn't seem to care that he was the President of the college.
 - f. Presidential Goals
 - i. Promote LCC programs, initiatives and people through an engaging and comprehensive set of special presentations during the President's Report at Board of Trustees Meetings.
 - ii. Understand the implication of future development in AI for three key areas: 1) Teaching, leaning and the classroom, b) enterprise and college

systems change, c) regional workforce trends, career opportunities, and economic changes.

- iii. Build local institutional awareness and LCC brand identity, especially among regional k-12 schools, municipalities, and community-based organizations (CBOs)
 - g. Senator Eliza Lee – Did you run into students who had ethical problems with using AI
 - i. President Robinson - Did not require it. Some didn't use it. Robinson even tried to cheat and it came out gobbled gook.
 - h. Senator Mel Hernandez – Appreciate courage to go back in the classroom. Necessary to understand the classroom.
 - i. President Robinson - Wants to do it again after catching their breath.
 - i. Senator Jeff Janowick – Conversation seems to be focused on opportunities of AI, any good SWOT will look at threats. What are some threats you see? One threat is that currently things are free but these companies see higher ed as big cash pools
 - i. President Robinson - Didn't see any huge threats yet. Evaluating the pros of all the things the student didn't. It worked because took away the value of hiding the AI use. Sometimes it took students down a pathway that wasn't productive. Want to think of it as a tool like the graphing calculator, still needs user interface.
 1. Threat would be workforce at LCC. Some of the huge job loss has come on the front end of careers, not needing interns and young associates.
 2. What is going to happen if our major employers go through these changes, how do we prepare our students for those changes. We need to build AI literacy for our students.
 3. Race towards AGI, there are some apocalyptic predictions from experts. This will be a defining turn that is not unlike electricity and internet.
 - j. Faculty Tonia Wernette – Seeing many students using AI. How do we respectfully address our students using or not using AI? Don't want to violate LCC policies (or American Bar Association). Are there guidelines or trainings?
 - i. President Robinson - Know more about your discipline than I do. People have been disbarred. Don't trust AI detectors. And you probably aren't good at detecting AI than you think. We have 3 choices as faculty as a reason. Feels that using these tools will be part of everyone's job soon.
- XI. AI Across the College: Tech Careers – Senator Adam Richardson
- a. Faculty Shelly Jeltema – Been using AI for a long time in geospatial courses.

- b. Senator Adam Richardson - Using ChatGPT GPTs (focused generative AI chats that we can customize):
 - i. [Enabling objectives builder](#)
 - ii. [Python Class: F-String Tutor](#)
 - iii. [Prompt Engineering Basics](#)
- c. Tech Careers Associate Dean Dennis Piper – Uses AI daily. Pays and college pays for copilot. Drafting documents, analyzing data, looking at job descriptions and reword. Helps with procedure language and communication. It will generate a first draft and he will edit and refine. Don't put student data or confidence personal. Also fact check everything. Final decisions come down to him and he is accountable. Ask the AI "are you sure?".
- d. Senator Tracy Nothnagel – Used AI to help move from 8-week course to 7-week course. Give AI the schedule and see the suggestions. Students always want more ways to study, Tracy uploaded content about the exam in different areas or Notebook in Notebook LM. Gave students access to them. Made a virtual Law Office to supplement a student who couldn't do an internship.
- e. Faculty Szymon Machajewski -
 - i. AIAS — AI Assignment Standards: A framework for communicating AI expectations to students at the assignment level, moving beyond broad syllabus language to clear, actionable guidance.
 - ii. Read more: [AIAS Blog Post](#)
 - iii. NAAIC membership: LCC faculty can individually join the National Academic AI Consortium for professional development, resources, and collaboration. Funding opportunities are available, including the Google GenAI Leader Certification. Join here: [NAAIC Faculty Development](#)
 - iv. Faculty rigor & AI: An Inside Higher Ed article exploring faculty assumptions about academic rigor in classrooms with and without AI. Article: Inside Higher Ed — AI & Rigor
 - v. Student case studies: Published student reports on using AI across various fields, plus a student-edited collection on learning with AI.
 - Case studies: [Inquiry in Action](#)
 - Student collection: [Learning with AI](#)

XII. Carnegie Foundation – Senator Mark Kelland

- a. In January 2019, the Academic Senate was asked to define "Cocurricular."
- b. Now being asked to define "community engagement" as it broadly applies to programs here at LCC.
 - i. The Carnegie Foundation for the Advancement of Teaching defines community engagement as the collaboration between institutions of higher education and their larger communities (local, regional/state,

national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

- ii. The purpose of community engagement is the partnership – of knowledge and resources – between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical issues; and contribute to the public good.
- c. Provost Sally Welch - The process we are starting today will help us apply for the elective classification for community engagement through Carnegie. The application for the classification will be due in the spring of 2028. If we receive this classification, we would be the first in Michigan. Our hope is to build on the work we already do at the college.
- d. [LCC Community Engagement](#)
- e. Draft definition for LCC below. Senators will relay this to areas and come back with feedback at the next meeting.
 - i. Community engagement at Lansing Community College involves collaborating with local businesses, industry leaders, and community organizations to recognize and address the needs of our community. LCC provides educational and training support, based on feedback from and working with the community, to help everyone feel they belong and can contribute to enhancing the personal and economic well-being of the greater Lansing community.

XIII. Mental Health First Aid – Senator Diane Snyder

- a. Skill based training like a CPR or First Aid class. Can respond to emergencies but does not make us doctors.
- b. Mental Health First Aiders learn a 5-step Action Plan to recognize warning signs of a mental health or substance use challenge, provide help in crisis and non-crisis situations and understand where to turn for additional assistance.
- c. Peer reviewed studies show from around the world show that individuals trained in MHFA:
 - i. Expand their knowledge of signs, symptoms and risk factors of mental health and substance use challenges.
 - ii. Can identify appropriate types of professionals and self-help resources for individuals with a mental health or substance use challenge.
 - iii. Have increased confidence in and likelihood to help an individual in distress.
 - iv. Show increased mental wellbeing themselves.
- d. Online Training
 - i. Friday, February 20, 12:00 to 4:00 pm Online via Webex

- ii. Friday, February 27, 12:00 to 4:00 pm Online via Webex
 - iii. Attendance is required for both sessions.
 - iv. Registration Deadline: Friday, February 13, 2026. Register through the CTE
 - e. In Person Training
 - i. Friday, April 3, 12:00 to 4:00 pm TLC 3206
 - ii. Friday, April 10, 12:00 to 4:00 pm TLC 3206
 - iii. Attendance is required for both sessions.
 - iv. Registration Deadline: Friday, March 20, 2026. Register through the CTE
 - f. This will be a continual offering. Adjuncts will get paid for their time.
 - g. Supervisor approval is needed, just need to speak to them that there is no conflicts.
- XIV. Standing AI Agenda Item: No Perfect AI Detectors – Senator Bill Garlick
- a. Senator Mark Kelland – Move to postpone the item until the next meeting
 - i. Senator Ian Leighton – Second
 - ii. Approved without objection.
- XV. 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. Librarian Alice Gullet - I would like to share with the Academic Senate a LCC Library program scheduled for March 25. I would like to introduce the program and explain ways in which students, staff, and faculty (including you!) can participate. My hope is that you may share this event with your colleagues and classes, and encourage students with an interest in public speaking to consider participating. Living Stories will take place at the LCC Library in downtown Lansing on Wednesday, March 25, over the course of late morning and early afternoon. At the event, volunteer "books" will share their story with other LCC students, faculty and staff in short sessions. We are looking for both LCC students and employees to volunteer as "books." Stories will not be recorded. One (1) to six (6) people will attend your session. Living Stories is an opportunity to clarify misconceptions about experiences and identities and break down stereotypes, or just to share something interesting about your life. If you have a story of a life-changing journey or experience that has shaped your life, we would love to hear it! Living Stories is not a place to proselytize, debate, or promote goods and services. The purpose of the event is to bring people together who may have never talked otherwise. Event attendees will select a story to listen to, ask "books" questions, and chat over the course of 15 to 20 minutes before moving on to another "book." Volunteers would be expected to: First, write a 6-minute story based on a personal experience. Second, attend a 90-minute "book" training (this will be on WebEx and live). Third, volunteer as a

"book" to tell their story 3-4 times and answer audience questions across a one-hour block of time. Please email librarians Alice Gullett (gulletta@star.lcc.edu) or Caitlyn Stypa (stypac@star.lcc.edu) for more information and to receive links to the volunteer application and explanatory LibGuide on the LCC Library website.

XVI. Potential Future Agenda Items

- a. Senator Abrego – Will there be a centralized position for AI? Is there going to be someone at the college that their job is to follow guidelines, stay in our lane, keep track of things?

Purpose: *The Academic Senate is dedicated to enhancing student success at Lansing Community College (LCC). It provides input and advice across the College on matters related to collegewide educational philosophy, academic policy and procedure, strategic initiative priorities, and the deployment of capital or financial resources – except where such matters fall under the scope of collective bargaining. The Academic Senate will take a proactive and collaborative approach, seeking consensus whenever possible, respecting diverse perspectives and striving for inclusivity. It will foster and support effective, transparent communication with the LCC community.*

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.*

Appendix I

CASL Report to the Academic Senate 6 Feb 26

Blue Course Evaluation Questions: CASL began reviewing the Blue Course Evaluation questions, following an analysis by Wyatt Schwanbeck. Discussion focused on whether personalized questions raise consistent enough issues that we might want to modify the list of universal questions. Some feel the evaluations are working well now, and don't need to be changed. We will be continuing this discussion, and may come to the Academic Senate for feedback on our recommendations.

Cocurricular Assessment Subcommittee: The subcommittee is planning to meet with cocurricular folx in April, as Karen Hicks and Wyatt Schwanbeck are preparing cocurricular assessment reports. This will allow us to work with the cocurricular areas to ensure that their assessment plan and data align with any claims they make about the value of their program (the focus of HLC attention).

Assessment Data: Karen Hicks provided an update on routine assessment reporting: nearly 100 assessment reports have been completed, six cocurricular assessment reports have been completed, and the course mapping project is rolling along.

CASL Discussion Teams: We broke up into our three discussion teams – authentic/collaborative assessment, socially conscious/student-centered assessment, and general assessment overview (fundamentals) – with the goal of refocusing these teams. We will be spending more time in these teams at our next meeting, and down the road we hope to develop materials and/or reports that we can introduce to the Academic Senate. Academic Senators will then be able to share ideas with their constituents, as appropriate for their academic disciplines.

Respectfully submitted,

Mark Kelland, CASL Chair, Academic Senator for SSH