

Lansing Community College
Academic Senate Meeting
March 1, 2019, 9-11 am, Administration Boardroom

Senators Present: James Allen, Marvin Argersinger, Joe Barberio, Suzanne Bernsten, Matt Boeve, Ed Bryant, Kevin Bubb, Christine Conner, Michelle Curtin, Tim Deines, Monica Del Castillo, Nancy Dietrich, Peggy Dutcher, Nikki Gruesbeck, William Gustin, Dawn Hardin, Andrea Hoagland, Jeff Janowick, Terrence King, Megan Lin, Zachary Macomber, Vern Mesler, Kari Richards (by phone), Connie Smith, Tedd Sperling, TeAnna Taphouse, Ed Thomas, Pam Tobin, Denise Warner, Cathy Wilhm, Veronica Wilkerson-Johnson, Richard Williams, Alex Azima

Senators Absent: Bo Garcia, Mark Kelland, Jennifer Hilker, Dylan Lack, Eliza Lee, Judy Leventhal, Melissa Lucken, Ronda Miller, Elaine Pogoncheff, Christopher Smelker,

- I. Call to Order
- II. Roll Call
- III. Approval of Agenda
- IV. Approval of Minutes
- V. Public Comments
 - a. Student Kelsey McElroy – Student spoke about her concern that a possible switch to cancelling classes with 65% enrollment rather than classes with less than 12 students may cause a disproportionate amount of night classes to be cancelled. She would like LCC to do research to see how this will affect students based on past enrollment data. She emphasized how important having the option of night classes is to working students.
 - b. Student Raina Zwolinski – The Vice President of LCC’s Environmental Club spoke about the lack of transparency on campus regarding sustainability and recycling on campus. Students should be able to find out what types of recycling and sustainability initiatives are going on at LCC on the college website.
- VI. President’s Report
 - a. None
- VII. Provost’s Report
 - a. None
- VIII. Consent Agenda – Action Item
 - a. Curriculum Committee Course Recommendations
 - b. REVISED COURSE PROPOSALS: ACCG 210 - Principles of Accounting I, ACCG 211 - Principles of Accounting II, DMAC 260 - World Cinema, EMTA 112 - Basic EMT Clinical, PARA 261 - Paramedic Clinical I, PARA 262 - Paramedic Clinical II
 - c. Approved without objection.
- IX. Strategic Plan – Engaged Learning and Student Success Request (Senate Sec. Lee)
 - a. Postponed

- X. Senate Election Update (Senate Sec. Lee)
- a. Postponed
- XI. Financial Aid Requirements, Reporting Grades, Last Date of Attendance (V.P. Peggy Dutcher)
- a. Senators met in small groups to come up with questions and recommendations regarding reporting of “earned” and “unearned” 0.0 grades, last date of attendance, and financial aid requirements.
 - b. Some of the recommendations/Questions included the following.
 - For gradebook, 0.0 = Absent/Didn’t Attempt, 0.01 – Earned/Attempted assigned
 - Change terminology - Last date of attendance à Last date of participation.
 - Last date of log-in – face to face vs. online – should it be different?
 - If no attendance, but grade is determined by competency test at the end of semester, how can last day of attendance be determined?
 - Use attendance feature in D2L and login to D2L
 - Eliminate the “end date” code
 - Attendance is participation
 - Just use “log in” in D2L as participation and/or class sign-in list
 - Does procedure tell financial aid what they need to know? Gradebook is more than just the grades – discussion boards, attendance, and gradebook. Registrar’s office and financial aid look at all three to determine the last date of participation in a course.
 - c. Each small group turned in their recommendations to Senate V.P. Dutcher to produce a summary recommendation document for Senate vote at the March, 15th meeting.
- XII. General Education Assessment Plan – CASL Chair Senator Michelle Curtin and Director of Assessment Karen Hicks
- a. Senator Michelle Curtin and Director of Assessment Karen Hicks gave an overview of General Education Assessment Plan. Planning began summer 2017. See presentation about the timeline, process, and results from 2016-2018.
 - b. How did our students do? What is “success” in ELOs?
 - c. Social Sciences and Humanities are the next group to be assessed.
 - d. Director of Assessment Karen Hicks suggested establishing goals for success.
 - e. Former Senate President Alex Azima suggested that when people grade there are individual differences. Karen Hicks responded that she makes an assumption that faculty have calibrated their grading scheme.
 - f. Senator Tim Deines asked why some ELOs ????. Karen explained that classes only need to assess one ELO at a time.
 - g. Senator Peggy Dutcher asked how they know what to pull... Gen Ed courses that volunteered to participate... Question 8 from program review, pulled directly from assessment already being done.

- h. Faculty Member Martine Rife asked if there is a correlation between achievement of learning outcomes and achievement in a course. Are we going to look at these in a way that looks at achievement gaps? Karen Hicks will offer some options to Social Sciences and Humanities – comparisons by course, division and college overall success rate.
- i. Senator Peggy Dutcher – What happens next? All general education courses are on a calendar – 1st group is social sciences and humanities. See the [general education assessment plan](#) on the CASL webpage.
- j. Karen Hicks will be creating reports to share results with areas for them to review and develop an action plan to make improvements. Senator Michelle Curtin explained that the goal is to spend time on discussion and making meaning of numbers to help students.
- k. Could we track tutoring and embedded academic support through this process? Karen Hicks said that when areas fill out survey for how to assess ELOs, there are boxes to check about what academic support and college-wide initiatives the course involved in?

XIII. Senate Representation - Small Group Discussion and Recommendations (Past Senate President Alex Azima)

- i. Faculty Reapportionment
 - ii. Probationary v Continuing contract
 - iii. Administration Representation
- b. Past Senate President Alex Azima asked Senators to sit at tables with colleagues from different divisions and discuss the following questions:
- i. To ensure appropriate and adequate faculty representation on the Senate, how do we define faculty groups, cultures, program, or department, that is academic unites?
 - ii. What rubric(s), decision aid(s), or rules should be used to achieve the rubric?
 - iii. Some of the suggestions from Discussion Groups:
 1. Each division gets a certain number of faculty, each department gets a certain number of representatives based on the number of FTE.
 2. Senate should develop own definition of faculty who can serve/not serve – should not be defined by contract. Have representatives for each Division, rather than by department. We need more student Senators.
 3. Discussed clusters – RESA, GED, Early College, HSCDI – should these areas have representation on the Senate?
 4. No system will be perfect. There might be faculty on the payroll who haven't taught for a while, they shouldn't be part of the FTE for faculty.

5. Limited number of Senators to represent all departments. Could billable hours be used to determine how many Senators each area needs?
 6. Equality vs. equitability – are we talking about numbers or proportionate representation (Senate vs. House of Representatives)?
 7. Center for Student Support – could more of them be brought into the fold of the administrative side of the Senate? Lots of representation from upper admin, but need more admin that work directly with students.
 8. Keep it simple. When we have reorganizations, let people serve out their terms. We have trouble filling the vacant seats we have on the Senate. How can we interest more people in serving on the Senate. In the past, success coaches were not included in the Senate because it was determined that they need to spend time meeting with students, but this might change in the future.
- c. Past Senate President Alex Azima asked Senators to move to table with colleagues in their Division to discuss how should representation work for their area?
- i. CEWD – Retain 2 at large seats and allow probationary faculty to serve. Many faculty in this area do not have non-probationary status. ELTE members could attend as resource people. Minimum of 2 faculty reps per admin.
 - ii. HHS – Currently have 5 at large positions. There are so many small programs within division. Would be nice to have more programs represented.
 - iii. 2 per division, all other Senate seats at large (for whole college or division)
 - iv. Tech Careers – at large representatives might work best. Senate is part of the MAHE contract with a minimum of 75% faculty representation.
 - v. Arts & Sciences – Senate needs to be meaningful. Probationary vs. non-probationary faculty needs to be addressed and is currently being addressed by MAHE. Senate needs to be a recommending body with a strong voice within the institution.
 - vi. Senate should create their own definition of faculty separate from MAHE.
- vii. Senator Monica delCastillo asked for clarification as to what is administration. There are some positions what are classified as administrative, but really have direct contact with students and as far as she understood, were not represented on the Senate. As chair of student advisory committee, she suggested it would be nice to have those voices represented as well.

XIV. Potential Future Agenda Items

- a. None

- XV. Motion to Adjourn
- a. Senator Zach Macomber
 - b. Senator Peggy Dutcher
 - c. Adjourn (11:01PM)

***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 Eliza Lee, Academic Senate Secretary, with appreciation to Pam Tobin and Suzanne Bernsten.