Academic Senate Meeting

May 3rd, 2024 at 9:10-11 via WebEx

Present: Dustin Abrego, Marvin Argersinger, Brittany Barber, Laura Bishop, Rick Caprario, Elizabeth Clifford, Robyn Corey, Tim Deines, Lisa Dobson, Evan Falk, Marc Fennell, Sarah Garcia-Linz, Lee Gardner, Bill Garlick, Courtney Geisel, Homa Ghaussi Mujtaba, Gerry Haddad, Susan Hardie, Melinda Hernandez, Jessica Hester, Ed Kabara, Mark Kelland, Eliza Lee, Ian Leighton, Megan Lin, Chris MacKersie, Tamara McDiarmid, Tricia McKay, Ben Mepham, Jennifer Muffet, Tracy Nothnagel, Charles Page, Louise Rabidoux, Chris Richards, Joann Silsby, Steve Simonson, Tedd Sperling, Nancy Weatherwax, Sally Welch, Jeff Janowick,

Absent: Robin McGuire,

I.   Call to Order – 9:10AM
II.   Land Acknowledgement
III. VP Elections Reminder
IV.   Roll Call

V.   Approval of Agenda

   a. Approved without objection.

VI.   Approval of Minutes

   a. Provost did state that all criteria are on HLC page but actually only first 4 are up at the moment.
   b. Approved without objection.

VII. President's Report

   a. Thank you to Sarah Garcia-Linz for all her hard work on the Academic Senate. Welcome to Chelsea Brandon who is our new Student Affairs Admin.
   b. Highlights of the year:
      i.   We passed a resolution recommending that the college continue to explore options and if need be, subsidize healthy food choices so that students, faculty, and staff can sit down, socialize, and spend time on our beautiful campus.
      ii. We held an in-person student forum where we heard from over 200 students about their experiences and challenges at LCC. Feedback from this forum is already being acted upon by areas of the college and I hope as a Senate we will find some ways to help students with the challenges they talked about.

iii. We established the Adjunct Advisory Committee. This committee's charter will be presented at our summer meeting, laying the groundwork for its formation with its inaugural meetings in the fall semester. This initiative underscores our commitment to inclusivity and collaboration, ensuring that the voices of all members of our academic community are heard and valued.

iv. Discussion we had in one of our Senate meetings resulted in the CTE adding a PA days session regarding student friendly syllabi language.

v. Last but surely not least, let's remember our sub-committees and all the great work they have done outside our senate meetings. Thank you to all the chairs, co-chairs, vice chairs and chair elects. You work and dedication has not gone unnoticed.

c. July 19th will be our summer Academic Senate Meeting.

VIII. Provost's Report

a. Parking is challenging for graduation

b. May 14th ad May 15th virtual strategic planning meetings based on what the consultants hears in January and February.

c. May 17th townhall virtual for criterion 5 for HLC.

IX. Standing Committee Reports

a. Curriculum Committee – Senator Courtney Geisel
   i. 4 new, 56 revised, 147 7 new programs, 12 discontinuations, and 4 gen ed courses. 240 total.
   ii. Still have an opening from HHS division so will try to recruit.
   iii. Next year meetings will be Wednesdays 4:10.
   iv. Have a summer meeting July 15th.

b. Student Advisory Committee (SAC) – Senator Elizabeth Clifford
   i. See Appendix I.

c. Committee for Assessing Student Learning (CASL) – Senator Heidi Jordan
   i. The Center for Data Science is working through assessment data to try to understand the nature of student participation in ODI learning activities last fall. The plan is to streamline the process by which such data is collected - by having students swipe their StarCard at events, for example, rather than submit handwritten information.
   ii. CASL is deciding on how to best participate in Kick-off activities in the fall, which may include introducing our new website and holding a 'course mapping workshop' - the process by which the variety of course activities are 'mapped' against learning outcomes and reported in gradebooks.
   iii. As part of this venture, eLearning is preparing a fall 2024 faculty roll out of a new D2L Learning Outcomes Tool. This tool, embedded in D2L, will help faculty align their assessments more directly and seamlessly with course learning outcomes so that faculty know that they are addressing learning outcomes and that students are meeting them.

     iv. CASL's participation in the larger college conversation on AI will continue in the fall as that AI group reconstitutes itself after meeting its semester objectives, which includes last week's Senate meeting.

     v. Finally, a shout out to Terri Christian for the work she's done all year for CASL, most recently the redesign of the tracking log that helps us follow who is who in CASL, where we need to fill membership gaps, etc. Those of you who do this committee work know how tricky it can be to keep those records straight.

     vi. Volunteer members from each group came together to better support faculty in submitting courses to the curriculum committee. More specifically, to define assessment methods. For example, what is an "assignment"? What is a "test"? As we know, there might be different definitions in different contexts.

     vii. As we began to define these assessment methods, we started thinking about how to group them in a way that's more systematic, and supports quality course design. We also realized there are limitations of the current system and we wondered, is it still working?

     viii. Other questions we've been asking are, "How can we design courses that support student learning?", "How do we continue to learn about student learning through carefully designed assessment?", and "With more intention behind our course design, can we provide a more equitable learning experience for students?"

     ix. As we tried to answer these questions, we were lead to a first step, one where faculty can be supported in lining up their assessment methods to the learning outcomes in their courses.

     x. To begin this work, we've started to expand the list of assessment names, as you can see showing on the screen. The left-hand side is the current list of evaluation methods faculty choose from. The list on the right side is our proposal for a different way of listing and categorizing the methods, a way that has more potential to inspire conversations about appropriateness of our assessment methods and thinking about curriculum design.

     xi. I've brought a summary of our work to you today for a variety of reasons:

     xii. We also want to encourage collaboration across the college in as many ways as possible. Please expect to hear back from us in your summer meeting, or in the fall, to get your feedback. I suspect the first thing we might be asking is, are there assessment methods from your program that are missing on our proposed list?

X.   Consent Agenda

    a. Curriculum Committee Report
    b. Approved without objection.

XI.   Academic Senate Charter – Senator Mark Kelland

    a. See Appendix II
    b. First read. Will Vote next meeting.

XII.   Gen Ed-Applied Degree & MTA Application Advisement – Project Manager Rafeeq McGiveron

a. See Appendix III
b. Time for Curriculum Committee to start accepting proposals for MTA. See schedule.

XIII.   Program Review Advisement – Project Coordinator Penny Tucker and Director of Academic Quality Cheryl Garayta

a. See PowerPoint
b. Changes the cycle to a longer Program Review due to the Budget Committee wanting to align budget requests.
c. POE does apply to the new Program Review. Make sure people in your area have taken POE so they can lead through the equity question in the Program Review.
d. Program review should be an ongoing process. One way that you make this ongoing is when you build your POP go back to your annual improvement plan. Make sure faculty build that work into their professional activities plan.

XIV.   Transparency of Course Materials – Senator Keshava Demerath-Shanti

a. See Appendix IV
b. Came from one of the petitions. It is important for students to know the real cost of their classes at the time of registration. Costs vary even by section.
c. Would like to add cost of text books to banner at registration.
d. " While the above proposal is being evaluated and implemented, add a video and written instructions to the Registration Help Videos and Registration Guide respectively, explaining how students can utilize the online bookstore to manually view and compare the cost of required materials for different courses and sections within those courses. The information in the video and written instructions should be comparable to the information provided in the example video below. Because the bookstore does not include the prices for first day inclusive access materials, add the cost of the first day inclusive access materials for each section of a course that is using FDIA, onto the "Courses Using First Day Inclusive Access" list available on the LCC textbook and bookstore web page. "
e. Senator Dustin Abrego – Tuition Cost Estimator. This would be good to add to this.
f. Dean Elizabeth Burger - As an FYI. HHS programs have cost sheets for each of their program on their webpages. Does not only include tuition and course fees for all courses, but also estimates for textbooks, instrument kits, uniforms, licensure exams for the length of the program.
g. Staff Kelli Herm - The library has some textbooks on reserve for students to borrow short term, which is helpful if they are not able to purchase their books right away.
h. Senator Keshava Demerath-Shanti – It's not for students to only make their decision on this, it's just for students to know. Students shouldn't base their decision only on textbooks.

      i.   Senator Rick Caprario – Are the costs of the books built into the class? Would it be possible to have the course cost include the book cost? Attended a college where the book was included and even mailed to the student.
         i.   Books are charged separately.
         ii.   Students are given book vouches as an option or scholarships.
   j.   Senator Keshava Demerath-Shanti - Make a motion that the academic senate recommend this proposal to the college.
         i.   Second Senator Mark Kelland.
         ii.   Approved as voted.

XV.   Elections Update – Senator Eliza Lee

      i.   Senator Laura Bishop was elected Vice President.

XVI.   Public Comments

a.   Annescia Dillard – Faculty survey in the inbox from this morning. CTE is trying to find out what you need and want. Please encourage your faculty members to take it as well.

XVII.   Potential Future Agenda Items

a.   Retiring faculty member talk about how a program was reorganized, and then reorganized back. Nothing mentioned about academic senate being a part of reorganization of academic programs. Programs are not informed until after it is made. This is not in line with shared governance.

XVIII. Adjourn 10:15

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 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.

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

Report to the Academic Senate from Student Advisory Committee May 3, 2024

1) Student Advisory Committee is designed to be a place for students to share their needs.
We are thankful for the updates from eLearning, Athletics, Counseling, the Library and Learning Commons, Student Affairs and Office of Diversity and Inclusion.

The Student Resource Page continues to help many. The subcommittee is Fran Krempasky, Ashlee Podleski, and Joann Silsby.

LCC's Web Services team analyzes use and found the following:

- **From July 1, 2023, to March 26, 2024 (8-month period)**
  - **Visits** = 7,643
  - **Unique Visitors** = 6,101,
  - **Returning Visitors** = 1,325

The "didn't find what you are looking for" box on the page has had 45 submissions with the questions being forwarded to the appropriate area on campus by Nick Myers in IT.

2) The textbook affordability subcommittee led by Alex Azima held a CTE workshop and continues to advocate for more OER resources. A reprise of this workshop will be held on May 9th during PA Days.

3) We are thankful for our student senators, Aral Gribble and Keshava Demerath-Shanti, who are willing to share what they see as going well and the challenges. We have two other students consistently attending, several more who have attended off and on with many more who have expressed interest.

These students, on their own, developed petitions, and I would like to share some their wording so you can hear their voices:

Student Petition For Accessible Transparency of Textbook/Course Material Cost at Registration
The cost of textbooks and other required course materials have a big impact on the actual cost of a class. The cost of required materials can also vary greatly between classes of the same course, as the example on the back of this petition shows. It is important for students to know the real cost of their classes at the time of registration, and be able to compare the real cost of different classes for the same course in order to make fully informed decisions when registering.
We, the undersigned students, urge the Lansing Community College Administration to add an estimated cost of textbooks and course materials to the course registration page

Student Petition For Open Educational Resources (OER)
The cost of textbooks can often be an unexpected/unpredictable cost and barrier to education for many students. At the same time many adequate OER textbooks exist that can be used for many classes at no cost to students.
We, the undersigned students, support the continued move towards the use of more Open Educational Resources at Lansing Community College to reduce the burden and barrier to education that the cost of textbooks has on many students. We appreciate those classes and professors who are working on switching or have already switched to OER textbooks, and we ask those who have not, to explore/continue to explore OER textbook options. We ask the administration to support professors in making the switch to OER textbooks.

Student Petition For Food On Campus

There are currently few to no fresh, affordable, hot, or allergy-friendly food options on campus. This results in more students not staying on campus when not in class, because they have to leave to get food. This impacts the sense of community and collaboration between students on campus and also impacts participation in campus life.

We, the undersigned students, urged the administration to work towards facilitating better fresh, affordable, hot, and allergy-friendly food options on campus, in order to strengthen the sense of community on campus by encouraging students to stay on campus between classes and improve education by reducing the number of students who attend classes while hungry.

Student Petition For Affordable Student Housing To The LCC Administration And Board Of Trustees

Many community colleges, including 12 out of the 31 community colleges in Michigan, offer on-campus living for students (Capital News Service, 2023) (Michigan.gov, 2024). Support for on-campus living has continued to grow as community colleges are a more affordable option for students, which attracts many students who live further away from campus. These students move to the location of their college and will pay for housing as the housing market continues to lack affordable options for students (Capital News Service, 2023). Analyzing programs implemented by similar colleges could bring to light additional information regarding the feasibility of on-campus living for Lansing Community College students. Additionally, providing on-campus living attracts more applications, results in higher retention and graduation rates, and has an overall positive effect on student well-being (Guzman, 2021). The goal of this petition is to emphasize support for on-campus living for Lansing Community College students and to urge the administration and Board of Trustees to look into the feasibility of on-campus housing at LCC.

We, the undersigned students, ask the Lansing Community College Administration and Board of Trustees to look into options for providing affordable student housing for Lansing Community College students.

The students have only had one hour of tabling to get signatures beyond circulating on them on their own between classes one at a time. The ones they have focused on are the transparency of textbook costs with 46 signatures and asking the college to explore affordable housing options with 64 signatures.

As a committee, we understand that these are complex issues and there are no easy answers.

We wish Keshava the best as he transfers after this semester and we are thankful that Aral can continue with us next year. We will be recommending another student for the second student senator position.

Academic Senate Charter

Purpose

To provide faculty input and advice to the administration concerning issues of collegewide educational philosophy, collegewide academic policy, and priorities in the collegewide deployment of capital or financial resources, except as covered by the scope of collective bargaining. The Academic Senate will be proactive and collaborative in its approach, seeking consensus whenever possible, respecting diverse perspectives and striving for inclusivity, and will foster and support effective and transparent communication with the Lansing Community College (LCC) community. Student success is the ultimate goal of this body.

Membership

- ➢ Provost
- ➢ At least 75% of the Academic Senate, not counting student senators, shall consist of teaching faculty and academic professionals, with both full-time and adjunct faculty being eligible. Up to 25% of this group may be probationary with at least one year of experience at LCC. The remainder of the faculty must consist of those with non-probationary status.
- ➢ Elections shall be for staggered three-year terms. Each division or department shall elect 1 senator by a majority vote through an election process determined by the Academic Senate in coordination with the Center for Data Science. Departments with more than 30 FTE of all faculty members are entitled to 2 senators. Both probationary and non-probationary faculty members can vote. There shall be three at-large senators of any rank who are qualified to run, plus a 4th at-large senator who is part-time faculty, elected by everyone who is qualified to vote.
- ➢ The Officers of the Academic Senate shall consist of a President, a Vice President, and a Secretary.
- ➢ MAHE Executive Officers shall not be eligible to serve in the Academic Senate during their term of office with the exception of the MAHE President, who is an ex-officio member of the Executive Committee.
- ➢ College administrators are not eligible to serve as Officers of the Academic Senate.
- ➢ Each division shall have 1 administrator representative.
- ➢ 2 Student senators appointed by the Academic Senate President in collaboration with the Executive Committee

Scope

- ➢ Creation and annual review of the Academic Master Plan
- ➢ Collaborate on issues regarding curriculum, program, college/division reorganization

- ➢ Provide input to the college before decisions are made regarding educational issues, capital improvements, and deployment of financial and human resources (including grant funding)
- ➢ Communicate and closely work with the President and the Provost
- ➢ Establish and coordinate the function of Academic Senate standing committees
- ➢ Have the authority to request and obtain in a timely manner institutional information and data needed for effective decision-making
- ➢ Provide input regarding full-time faculty prioritization
- ➢ Propose collegewide projects that help set the direction of the college, and actively participate in collegewide strategic planning
- ➢ Define its own bylaws and what is expected of the senators, including: roles and responsibilities; quorum requirements; etc.
- ➢ Effectively and frequently communicate with the College community in an honest and transparent manner in order to promote trust
- ➢ Provide input on policies regarding faculty professional development, student preparation, student success, grading standards, standards for student rights and responsibilities, discipline, and academic probation
- ➢ Recommend a framework for faculty participation in the selection and retention of Directors, Associate Deans, Deans, Provost, and President
- ➢ Collaborate and coordinate with other College bodies

Operational Procedures

To promote transparency and trust, the Academic Senate meetings shall be open to everyone, including non-voting College and community members. The minutes of the meetings will reflect reasoning behind decisions and recommendations and will be accessible by all. A website shall be maintained by the Academic Senate. Only the officers of the Academic Senate shall be allowed to recommend updates to the website contents.

The administration understands and values full participation of the faculty and administrators in the Academic Senate and will thus strive to accommodate faculty schedules to facilitate Academic Senator attendance at the Academic Senate meetings. The President of the Academic Senate shall receive a minimum of 6 hours of reassign time each Fall and Spring semester, to be re-evaluated with each review of the charter. The Vice President and the Secretary of the Academic Senate are entitled to receive 4 hours of reassign time each Fall and Spring semester, to be re-evaluated with each review of the charter. Academic Senate standing committee Chairs may receive 1-2 credits of reassign time if they are full-time faculty or academic professionals. Standing committee Chairs who are adjunct faculty members will be paid for their meeting time pertaining to the Academic Senate. Adjunct faculty members of the Academic Senate shall be compensated at their teaching rate.

Charter

Established 12/21/12
Revised 3/1/13
Revised 11/18/22
Revised -tbd- x/y/24

Appendix III

XIX. General Education (Applied Degrees & MTA) Course
      Recommendation Application Communication Plan

The deadline date to submit the applications to be included in the Fall 2025 Pathways is **Tuesday, October 1, 2024,** and we are looking to roll out the advisement to faculty/staff as following:

TYPE	Date	Who?
Initial Advisement	Week of April 29nd, 2024	All Faculty/Staff
Summer Advisement	Week of July 8th, 2024	All Faculty/Staff
Fall Kick-Off Reminder	Week of August 12th, 2024	All Faculty/Staff
Final Reminder	Week of September 16th, 2024	All Faculty/Staff

The advisement/reminders above will be included in the Operations and The Star emails. The purpose of redundancy over time is to increase faculty awareness the of deadlines.

- An additional communication will be sent through the SAALT Committee via email
- From initial advisement until due date, advise Divisions to include in weekly/bi-weekly Newsletters.

If there are any questions, please contact the Curriculum Committee Chair Courtney Geisel, and Vice-Chair Rafeeq McGiveron, at LCC-CC-CC_Chair@star.lcc.edu

Appendix IV

Accessible Transparency of Textbook/Course Material Cost at Registration

Context:

The cost of textbooks and other required course materials have a big impact on the actual cost of a class. The cost of required materials can also vary greatly between sections of the same course, as the example below shows. It is important for students to know the real cost of their classes at the time of registration and be able to compare the real cost of different sections of the same course in order to make fully informed decisions when registering.

Recommendation/Ask:

Add an estimated cost of textbooks and course materials to the course registration page, as shown in the example proposed registration page below or an equivalent alternative, ideally with the estimated cost amounts as clickable links to the specific section's bookstore page. For sections using first day inclusive access materials add the first day inclusive access acronym FDIA next to the estimated price, ideally with a ? or an information icon that when clicked on will pop up a paragraph that explains how first day inclusive access works.

Example with a real course and real estimated cost of materials for the sections:

Current registration page:

Title	Subject	Course N	Credits	CRN	Instructor	Days-Time-Room (expand column)	Campus	Status	Format	Linked Sections	Add
Michigan History Online	History	220	4	51487	Prof. A	S M T W T F S - Type: Class Building:	Online	3 of 30 seats ... 200 of 200 wa...	ON: Online		Add
Michigan History Lecture	History	220	4	51159	Prof. B	S M W F S 06:10 PM - 08:00 PM Typ	LCC ...	26 of 30 seats... 200 of 200 wa...	In-person/Face-to-Face		Add

Page 1 of 1 | 10 ⌄ Per Page | Records: 2

Proposed registration page with "Estimated Cost of Materials":

Title	Subject	Course	Credits	Estimated Cost of Materials	CRN	Instructor	Days-Time-Room (expand column)	Campus	Status	Format	Linked Sections	Add
Michigan History Online	History	220	4	$54.50	51487	Prof. A	S M T W T F S - Type: Class Building:	Online	3 of 30 seats ... 200 of 200 wa...	ON: Online		Add
Michigan History Lecture	History	220	4	$155.75	51159	Prof. B	S M W F S 06:10 PM - 08:00 PM Ty	LCC ...	26 of 30 seats... 200 of 200 wa...	In-person/Face-to-Face		Add

Page 1 of 1 | 10 ⌄ Per Page | Records: 2

Suggestion:

Since many of the textbook requirements and prices are already available on the online Barnes & Noble bookstore for each section of a course (which is how the estimated costs in the example above were

made), there might be a way to simply import the information from the Barnes & Noble bookstore by adding up the selected required textbook costs for each section of a course.

"In The Meantime," Recommendation/Ask:

While the above proposal is being evaluated and implemented, add a video and written instructions to the Registration Help Videos and Registration Guide respectively, explaining how students can utilize the online bookstore to manually view and compare the cost of required materials for different courses and sections within those courses. The information in the video and written instructions should be comparable to the information provided in the example video below. Because the bookstore does not include the prices for first day inclusive access materials, add the cost of the first day inclusive access materials for each section of a course that is using FDIA, onto the "Courses Using First Day Inclusive Access" list available on the LCC textbook and bookstore web page.

Compare Textbook Costs (Example Video)