LANSING COMMUNITY COLLEGE

Academic Senate Meeting

October 18th, 2024 at 9:10-11 Admin Board Room

Present: Dustin Abrego, Marvin Argersinger, Brittany Barber, Laura Bishop, Chelsea Brandon, Rick Caprario, Elizabeth Clifford, Robyn Corey, Tim Deines, Lisa Dobson, Evan Falk, 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, Robin McGuire, Tricia McKay, Jennifer Muffet, Tracy Nothnagel, Charles Page, Louise Rabidoux, Chris Richards, Joann Silsby, Steve Simonson, Tedd Sperling, Nancy Weatherwax, Sally Welch,

Absent: Marc Fennell, Lee Gardner, Bill Garlick, Jeff Janowick,

I. Call to Order – 9:11AM
II. Land Acknowledgement
III. Roll Call
IV. Approval of Agenda
   a. Approved without objection
V. Approval of Minutes
   a. Approved without objection

VI. President's Report

   a. Welcome to the new senators Wade Merrill and Autumn Brown.
   b. Please invite students to the November 1st meeting to discuss their preferred form of participation in the classroom.
   c. Academic Senate is making an FAQ page for their website. If you have any suggestions, please contact secretary Eliza Lee at leee21@star.lcc.edu

VII. Provost's Report

   a. Have not heard from HLC, will report out when we do.
   b. Glimpse about the life of a Provost. Work is finishing annual ends report. Every October, have to turn in a report card for President. Takes a village to create the document. Answers the questions that the Board poses in terms of annual ends. How do we have open access to everyone, how adopt we know our students are succeeding, how are we dealing with DEI, etc. 100-page document, will be out in Board packet.
   c. 6530 grant, math department is working on a new way to co-support. Working with associate dean.
   d. Met with Budget committee today. Way to better financial manage materials

e. October 31st, first provost hours. In A&S conference room, anyone is welcome including students.
f. Its midsemester, take a mental break.

VIII.   Consent Agenda

a. Curriculum Committee Report
b. Approved without objection.

IX.   Standing Committee Reports

a. Student Advisory Committee – Senator Elizabeth Clifford
    i. See Appendix I.

X.   Office of Empowerment – Chief Diversity Officer Dr. Dale Dan

a. See Appendix II
b. Three new support centers: Cesar Chavez Multicultural Center (CCMC), Maya Angelou Training Center (MATC), Martin Luther King Jr. Equity Center (MLKEC)

XI.   Title IX – Associate Director of Risk Management and Legal Services Elizabeth Cahill

a. Highlights of what has changed and what employees are responsible for.
b. Title IX ensures every person, regardless of their sex, has the right to a safe and inclusive learning environment, free from discrimination. The law protects against discrimination in all areas of education, including admission, enrollment, academic programs, financial aid, athletics, and student services. It also prohibits sexual harassment and assault, including harassment based on sexual stereotypes.
c. 2024 Title IX Regulations when into effect Aug. 1, 2024:
    i. Strengthen vital protections for students
    ii. Provide clear rules to help schools meet their Title IX obligation to eliminate sex discrimination in their education programs and activities
    iii. Reaffirm commitment to fundamental fairness for all parties
d. (Unchanged) All employees, except those deemed confidential and student employees, must report incidents of sexual harassment or sexual violence to the Title XI Coordinator. Confidential Employees: Counselors. What to report: Employees must share all information they have, including the names and contact information of any individuals involved and details of the incident.
e. Title IX Coordinators: JR Beauboeuf, Christine Thompson, Greg Lattig.
f. New: The final regulations also require that when a student, a parent of a minor student, or other authorized legal representative informs a school employee of a student's pregnancy or related conditions, the employee then must provide the individual with information about the school's obligations to prevent discrimination.

       i.   Emphasis on person disclosing the information. Cannot be asked.

       ii.   Notify the student that reasonable modifications are available.

       iii.   Give the student contact information for a Title IX Coordinator.

g. Lactation rooms locations on HR website, adding additional locations.

XII.   Data Bytes – Senator Tracy Nothnagel, Director of Institutional Effectiveness Kristin Buttigieg, Senator Chris Richards

a. Themes Identified

     i. Racial and Ethnic Disparities

        1. Success rates varied significantly among racial groups. Black students had lower success rates with little improvement, while white and Asian students showed more consistent performance.

        2. Discussions also questioned if income disparities might contribute to these racial and ethnic success differences.

     ii. Impact of Learning Modalities

        1. HyFlex and hybrid formats faced challenges, particularly in engaging students both online and in-person.

        2. The discussion emphasized that lecture and hybrid courses showed better outcomes for marginalized students, while online-only courses presented barriers.

        3. Suggestions included improving engagement across all modalities.

     iii. Instructional Practices and Engagement

        1. A shift in student engagement preferences suggests the need for shorter, more dynamic lectures.

        2. Traditional lecture formats may no longer be as effective, prompting a reevaluation of teaching methods.

     iv. General Observations on Data Trends

        1. Spring 2023 saw a drop in success rates for most marginalized students, except for a slight improvement among Black students in lecture and hybrid settings.

        2. Equipment and accessibility issues were flagged as potential reasons for lower success rates in online courses.

b. Racial and ethnic disparities remain a significant challenge, particularly for Black students, highlighting a need for targeted support. The effectiveness of different learning modalities varies, especially for marginalized groups. There is a growing emphasis on adapting instructional practices to match students' evolving engagement preferences and needs.

c. See Appendix III for Noel Levitz Student Satisfaction Inventory

d. Senate Modality Survey Fall 2023

     i. 2,428 students (12%) responded

     ii. 42% were in F2F; 44% were online; 13% took some combo

       iii. 50% online and 80% F2F stated they took that modality because they learn best in that modality.

       iv. 88% stated the online modality worked best for their schedule and other obligations

       v. Only 17% (both F2F and Online) would have preferred a different modality

       vi. 70% online would take the same course online again. 75% F2F would take the same course F2F,

       vii. Overarching Themes:
1. Flexibility in Learning Options
2. Clear Communication and Organization
3. Challenges with Online Learning
4. Instructor Adaptability and Responsiveness

e. Student Forum Modality Feedback Spring 2024

       i. Challenges with D2L

       ii. Scheduling and Organization: Students emphasized the importance of clear scheduling, consistent organization of course materials, and streamlined access to resources.

       iii. Feedback and Communication: There were requests for improved communication channels, more consistent feedback on assignments and quizzes, and better utilization of email and course platforms.

       iv. Standardization of Online Courses: Students suggested standardizing online courses to ensure consistency in quality and organization across different classes.

       v. Consistency and Clarity: Consistency in course organization, grading, and communication methods was identified as important for a better learning experience.

       vi. Instructor Proficiency with D2L: Some students mentioned issues with instructors' proficiency in using D2L, suggesting the need for training or support.

       vii. Overall, students highlighted the importance of clear communication, organization, and flexibility in course delivery methods to enhance their learning experiences.

f. Senators broke into small groups to discuss the data.

       i. Opening the course sooner on D2L. Students don't have access on D2L until 8am first day. Also, why do we use D2L versus other platforms?
1. Senator Chris Richards – Students have access to the training and head of time. Faculty can also email students from D2L before the class starts

      2. Senator Lisa Whiting Dobson – Sometimes faculty use things outside of D2L like simulations, would be nice if had support for some of those things.

      3. Senator Gerry Haddad -If students have access, instructors would have to have the course ready way ahead of time. We'd be taking vacation time to set courses up.

    ii. Senator Courtney Geisel – Students increased anxiety levels. Are they reaching out or are they not getting timely responses? When we make mistakes, own up to it. Do we have a need for more evening classes?

    iii. Senator Elizabeth Clifford – If assignments are not on the work to do widget, students don't do it. Have to check other places too.

    iv. Faculty Don Eckford – Micro lessons, shorter videos, short quizzes, help students absorb information better.

g. Senator Tracy Nothnagel - We have been analyzing and discussing this data because the way students interact with different learning modalities significantly impacts their success. Understanding these trends is essential for us as faculty because it directly relates to how we can best support our students, modify our teaching, create engaging content for students and improve learning outcomes. This focus on success rates and modality challenges ties directly into our next strategic plan, specifically Goal 1 – Achieving Academic Excellence with Purpose & Equity. Strategy 1 of goal 1 focuses on enhancing learning through ongoing innovative teaching methods and Strategy 2 focuses on ensuring high quality academic offerings. This is where we can make an impact on the future of LCC and our students' success.

XIII. Public Comments

a. Program and Office Specialist Annescia Dillard – The list of the CTE's Fall 2024 workshops can be found at cte.openlcc.net/workshops. This semester's lineup features sessions about AI, Identity, Unleashing Creativity, A Pre-retirement roundtable and How Exercise supports student success. In addition to our regular workshops I want to highlight our AI Chats, CoffeeEDU, and Food for Thought Series...
AI Chats with Professor Adam Richardson [CTE Workshops](#) which are on select Fridays, online via Webex with the first one this afternoon from 2:10-2:50 pm. Our next CoffeeEDU session will be on Tuesday, October 29 from 2:10-3:00 pm in TLC 3206, light refreshments will be provided.
Two Food for Thought sessions this semester
- AI in the Classroom Panel on 11/14 2:10-3:30 pm
- Learning about Learning - Assessment in the Classroom on 11/15 11:10-12:30 pm

b. Success Coach Director Sarah Garcia Linz – "The First Generation College Celebration (FGCC) is an annual opportunity to raise awareness of first-generation college student identity by advancing a national narrative of these students' experiences and outcomes. What does it mean to be a first-generation college student? The federal definition is anyone whose parents/guardians do not have a 4-year degree, however, the term may be broader than that depending on individuals' family situations. A simple way to think of it is someone who is the first in their family to go to college or whose guardians have limited college experience. Many of our students are first generation college students – it is estimated nationally that around 30% of community college students are first gen. Since the Council for Opportunity in Education and FirstGen Forward (2 national organizations) hosted the inaugural celebration in 2017, hundreds of higher education institutions, corporations, government officials, non-profits, and K-12 schools have joined together and recognizing the achievements of the first-gen community on and around November 8th – this includes LCC. LCC is participating in its 3rd annual First Generation College Celebration this year with multiple events during the week of November 4th. This includes engagement events at West and East campuses, a vision board event, a celebration with music, food and giveaways including a $200 scholarship donated by the LCC Foundation, and a student panel. There is also a display at the library and an open forum online where students, faculty, and staff can share their first gen stories. We do this to recognize that first gen students often have additional challenges or barriers to face in their educational journeys. This is a collaborative effort that has involved Student Affairs, the Cesar Chavez Multicultural Center, the Library, and Registrar's office as well as work with Print Services, Marketing, PR, and conference services – it is very much a team effort! I am sharing all of this to simply ask that you let your students know about these events and share what it means to be firs gen. If you were a first gen college student, this may be something to also share with your students to let them know they are not alone. You can find information about all of these events in The Star that came out yesterday (10/17) and at lcc.edu/firstgen

c. Senator Lisa Whiting Dobson – AS part of the video on way out, Greg will be recording people who have something to say about the Senate. One word answers of what is the Senate.

d. Provost Sally Welch – Yesterday there was a cool event, Michigan ACE had woman's lunch in. Tanya McClain was one of the speakers. Strong women lift each other up. We are all here to support each other.

XIV.   Potential Future Agenda Items
a. None

XV.   Adjourn
   a. 10:55AM

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

It has been an exciting start to the new academic year. We have enjoyed the vibrancy of having more students back on campus.

I appreciate the continued involvement of Fran Krempasky, Ashlee Podelski, Chris Richards, Alex Azima, Louise Rabidoux, Joann Silsby, Dean Ronda Miller, and new faculty Chris Smelker and Autumn Brown, along with our dedicated student senator Aral Gribble.

Our discussions are focused on what we are seeing hindering student success across different areas on campus.

We meet virtually once every two weeks and meetings are always open to anyone interested. Email me and I'll be happy to send you the link.

Having increased enrollment and students back on campus is exciting and at the same time stretching our resources as many come with life issues affecting their academic performance.

We have talked about how:

The online orientation video was outdated. However, there will be a new online orientation video which is currently being filmed by a contractor to show our new spaces.

The UM Sparrow Mobile Health Clinic visits were very well attended with over 30 clients in 3 visits. They will resume in January.

The ability to afford food on campus continues to be a challenge.
Areas across campus are doing what we can with

- The pop-up pantry on main campus and sack lunches at West and Aviation
- HHS has a snack cart twice a week
- Learning Commons has donated sandwiches for students available anytime.

The mental health challenges we are seeing are changing. Anxiety has surpassed depression as the number 1 mental health issue among college students.

Students are more timid about approaching instructors with questions. Please continue to remind your students that we, as faculty, are here to help them.

We heard from counseling that students may miss a class because of their anxiety, then have even more anxiety about going to that class because they missed a day which spirals into them becoming so far behind, that they can't catch up.

Please continue to reach out to students who stop coming to class or participating online and send academic alerts. Success coaches can text them which seems to get the highest rate of response.

Another significant issue we've talked a lot about is student access to checking out laptops and graphing calculators.

There was a time this semester when the library had a waiting list for laptops but they have since acquired a few hundred more. If you have students in your classes who hesitated to check out a laptop because they heard they were gone, please refer them back to the library help desk on the 2nd floor.

However, no graphing calculators are available to checkout for more than a few hours. I taught dev math for decades and graphing calculators are essential tools.
This has been an issue since early in the semester. Those are on 28-day checkouts and went very quickly from the library and adult resource center.

Take a moment to look through the eyes of a student just starting LCC and a math class. Day 1 you are told you need a graphing calculator. You don't have an extra $120. You have never owned a graphing calculator. Either you are a younger student whose high school provided loaner calculators, as most do now. Or you are a returning adult that didn't use these in school. Other students around you in class pull out their calculators and follow along with the instructor's directions. How do you feel?
We see these feelings on students who come to tutoring. The library staff seems these feelings on students when they have to tell them there are no more calculators to check out.

Since this is an issue affecting many courses and students I will be asking for an agenda item about it at the next meeting. I know we as a Senate can't fix it, but we can bring it to the attention of the college and maybe together we can find a solution.

Appendix II

 The Office of Empowerment equips all LCC Stars, without exception, through Diversity, Equity, Inclusion, and Belonging (DEIB). It is about each unique and irreplaceable member feeling that they belong and that they are equipped to enjoy their life's purpose with meaning and fulfillment.

ADMINISTRATION
The Chief Diversity Officer (CDO) provides leadership to the Office of Empowerment, along with guidance and service to all members of the LCC family. The overarching goal is to ensure DEIB is taught, lived, and experienced by all within LCC as well as those in the community who express a desire to partner for transformation. The CDO's team consists of an Executive Assistant, Administrative Support, Communications Support, and Data Support as well as the Directors of the Cesar Chavez Multicultural Center, the Maya Angelou Training Center, and the Martin Luther King Jr. Equity Center.

SUPPORT CENTERS
The three (s) centers work together to ensure all members of the LCC community receive mentoring and support through a variety of mentoring programs, equity advising, and DEIB training sessions.

Cesar Chavez Multicultural Center (CCMC)
The Cesar Chavez Multicultural Center (CCMC) promotes cross-cultural interaction through enrichment and mentorship programs where diverse racial, ethnic, socioeconomic, and religious backgrounds, gender identities, sexual orientations, and (dis)abilities are recognized and celebrated. Our initiatives include:

Cultural Enrichment

▪ Explore and celebrate cultural differences through interactive discussions and activities that promote understanding and appreciation of various traditions and perspectives. o Cultural Connect: a vibrant program designed to foster meaningful engagement among students from diverse backgrounds.

o Heritage Celebrations: monthly programs centered around celebrating and championing varying cultures.

o Access to College & Careers: interactive presentations that aim to equip first-generation students, students of color, and LGBTQIA+ students with the necessary tools and skills to achieve their academic, personal, and career goals.

Mentorship Programs

- Cohort-based workshops where students connect with mentors and foster positive relationships to support their educational experience and enhance their quality of life. o Latinos Unidos Con Energia, Respeto, y Orgullo (LUCERO) a mentorship program designed to foster a positive and inclusive environment on campus by centering the experiences of Latino/a/x students.
  - o Men About Progress (MAP) is an impactful mentorship program designed to support men of color throughout their college journey.
  - o Women Inspiring Scholarship through Empowerment (WISE) a transformative mentorship program where women of color are encouraged to unlock their true potential and thrive personally, academically, and professionally! inspires, supports, and empowers women of color by developing knowledge, leadership skills, connections, and more!

Maya Angelou Training Center (MATC)

The Maya Angelou Training Center, MATC, established in honor of Dr. Angelou and her contributions to the world, serves to empower and inspire individuals, groups, and communities. MATC strives to increase DEIB awareness through a series of RISE certifications. Dr. Angelou's poem, Still I Rise, exemplifies the persistence, perseverance, and collective strength necessary to elicit a change for both the individual and the world at large. The center will serve audiences such as leaders, staff, faculty, students, and the community. Courses will include empowerment, sustaining a culture of care through love, respect, and support, barriers to unity, and how to overcome these along topics.

Martin Luther King Jr. Equity Center (MLKEC)

Dr. Martin Luther King, Jr. said "The time is always right to do what is right." The Martin Luther King Jr. Equity Center is a vibrant and inclusive hub on campus dedicated to fostering diversity, equity, inclusion, and belonging for all students, staff, and faculty. We aim to create an environment where we not only teach about diversity, equity, inclusion, and belonging but that we live it as a community. This center will collaborate with offices throughout campus and leaders in our community to ensure equitable solutions and practices are in place as they relate to hiring, recruiting, classroom delivery, and other areas. Resources, workshops, and support services will be provided to empower individuals to engage in meaningful dialogue, promote equity, and contribute to a community that values all identities and perspectives. We want each one to enjoy what they need to succeed … equity over equality.

The following projects and teams help to augment the work of the Office of Empowerment by ensuring multiple internal and external groups are involved in our initiatives:

The Reflection Room

The Reflection Room is a place for the entire campus community to rest and reflect … both individually and as a group. The room is equipped with floor mats and cushions and has separate spaces for individual experiences.

One Book … One LCC This project is aligned with empowerment and unity as faculty have the opportunity to enjoy a variety of books within the areas of diversity, equity, inclusion and belonging. It is the hope that what is learned and lived through these reading experiences will add value to our classrooms where all of our students feel a strong sense of belonging. This project is led by staff and faculty to serve faculty.

365 Awareness Committees

We have a variety of such committees that represent our campus, especially those who feel underrepresented and marginalized. The goal is that through events, talks, training and a variety of other initiatives, all members of our LCC community will hear their voices and feel valued, respected and appreciated. These are led by staff and faculty to serve for staff and faculty.

Series of Podcasts & Blogs

These are to ensure that members of both our internal and external communities are kept informed about the Office of Empowerment and also have opportunities to have their voices heard on how we can best serve them as well as on a variety of DEIB topics.

Affinity Groups

We will have a variety of such groups that represent our campus, especially those who feel underrepresented and marginalized. The goal is that through events, talks, training, celebrations and a variety of other initiatives, all members of our LCC community will hear their voices and feel valued, respected and appreciated. These will be led by students and serve students.

DEIB Ambassadors

Through these ambassadors, we ensure that offices in all of the LCC campuses are aware of efforts within the Office of Empowerment and also enjoy support in a variety of ways for DEIB initiatives within their own offices.

Senior Advisory Team – LCC

This team comprise of a variety of both faculty and staff. It will work closely with the Office of Empowerment to both celebrate its progress and to also share areas of opportunities so that many lives throughout LCC can be positively impacted by its mission.

Senior Advisory Team – Lansing

As a community college, we acknowledge that LCC does not exist in a vacuum but is here to serve its local community as well. This team will work closely with the Office of Empowerment to both celebrate its progress and to also share areas of opportunities so that many lives can be positively impacted by its mission. Members represent education, business, government, church and NGOs.
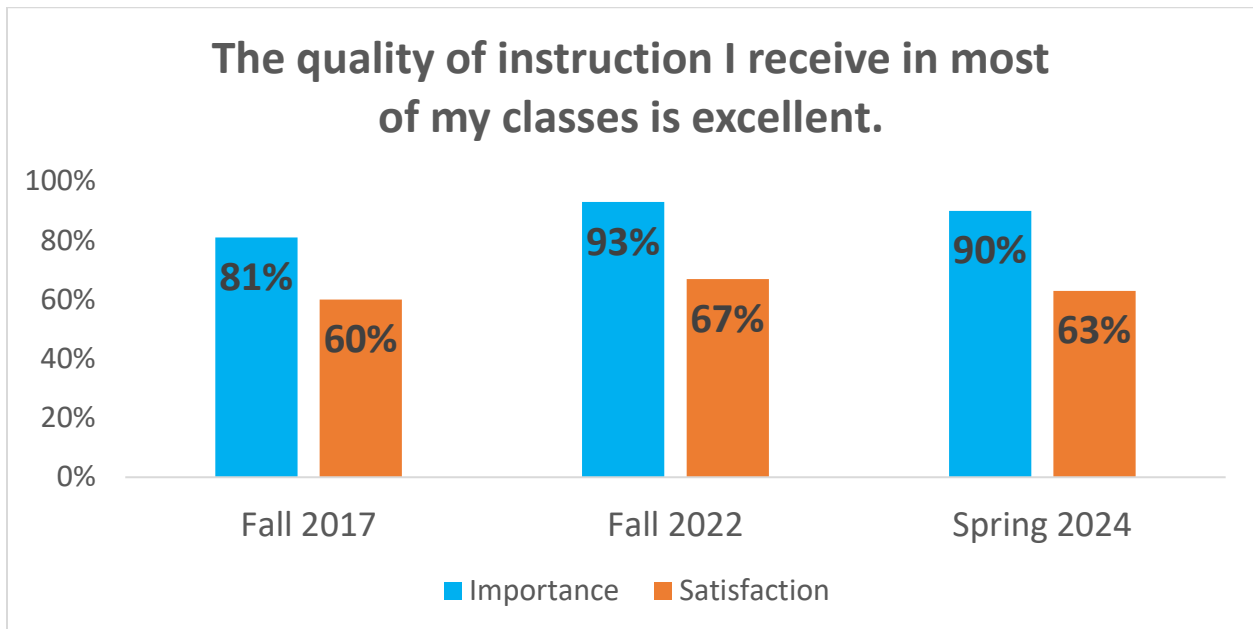
Senior Advisory Team – Global

As a community college, we acknowledge that LCC does not exist in a vacuum but is here to serve its internal and external communities. This team adds *national* and *global* perspective will work closely with the Office of Empowerment to both celebrate its progress and to also share areas of opportunities so that many lives can be positively impacted by its mission.

Appendix III

Noel Levitz Student Satisfaction Inventory
- ▶ National survey
- ▶ Last three survey administrations at LCC:
    - ▶ Fall 2017
    - ▶ Fall 2022
    - ▶ Spring 2024

LCC Trends

The quality of instruction I receive in most of my classes is excellent.

Semester	Importance	Satisfaction
Fall 2017	81%	60%
Fall 2022	93%	67%
Spring 2024	90%	63%

■ Importance ■ Satisfaction

LCC vs National Community College Trends

Semester	LCC Importance %	LCC Satisfaction %	Gap %	National Community Colleges Importance %	National Community Colleges Satisfaction %	Gap %	LCC to National Gap Difference %
Fall 2017	81%	60%	21%	79%	59%	20%	-1%
Fall 2022	93%	67%	26%	90%	68%	22%	-4%
Spring 2024	90%	63%	27%	90%	69%	21%	-6%