# LAKE SUPERIOR STATE UNIVERSITY

## Academic Affairs Report
**September 15, 2023**

**Agenda Item #1: Academic Affairs Dashboard**

☒ Information ☐ Action ☐ Discussion

**Purpose:**

The purpose of this information is to provide key statistics related to Academic Affairs.

**Background:**

N/A

**Suggested Action/Motion:**

N/A

**President's Recommendation:**

N/A

# Academic Affairs Dashboard

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | Current Status/ Trends | Notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Bachelor Degrees Conferred | 478 | 397 | 398 | 423 | 383 | 399 | 359 | 314 | 297 | Not yet available | ⬇ | Source: Registrar |
| Associate Degrees Conferred | 214 | 174 | 157 | 184 | 122 | 163 | 139 | 145 | 145 | Not yet available | ⬌ | Source: Registrar |
| Certificates Conferred | 22 | 20 | 11 | 2 | 2 | 11 | 18 | 17 | 11 | Not yet available | ⬇ | Source: Registrar |
| Bachelor's Degree Graduation Rate: 4 yr/6 yr Cohort: | 16%/39% 2006 | 17%/42% 2007 | 18%/43% 2008 | 17%/40% 2009 | 21%/42% 2010 | 30%/46% 2011 | 27%/53% 2012 | 30%/48% 2013 | 31%/50% 2014 | Not yet available | ⬆ | Source: IPEDS Data Feedback Report - Bachelor's degree graduation rates of full-time, first-time degree/certificate seeking undergraduates within 4 yrs. & 6 yrs. |
| Cost of Attendance (tuition and fees) | $10,248 | $10,517 | $11,019 | $11,427 | $11,895 | $12,255 | $12,744 | $13,200 | $13,728 | Not yet available | ⬆ | Source: IPEDS Data Feedback Report |
| Total Cost of Attendance (tuition, fees, books & supplies, room & board) | $19,968 | $20,860 | $21,865 | $23,721 | $24,477 | $25,535 | $26,266 | $27,656 | $27,694 | Not yet available | ⬆ | Source: IPEDS Data Feedback Report |
| Average Cost of Attendance After Financial Aid | $9,941 | $11,030 | $12,220 | $11,272 | $12,310 | $13,568 | $13,583 | $14,336 | Not yet available | Not yet available | ⬆ | Source: IPEDS Data Feedback Report |
| Cohort Default Rate (3-yr.) | 6.1% | 5.2% | 6.3% | 5.9% | 1.3% | not yet available | not yet available | not yet available | not yet available | Not yet available | ⬇ | Source: Dept. of Education |
| First Year Retention Rate | 70.00% | 72.00% | 67.00% | 77.00% | 71.00% | 73.00% | 67.00% | 73.00% | 68.29%* | Not yet available | ⬇ | Source: IPEDS Data Feedback Report Student Affairs (*Projected) |
| | | | | | | | | | | | | |
| Study Abroad | 16 | 27 | 41 | 17 | 27 | 1 | 0 | 0 | 9 | Not yet available | ⬆ | Source: Study Abroad Office |
| % Students Living on Campus | 42% | 45% | 44% | 44% | 47% | 48% | 45% | 47% | 43% | Not yet available | ⬇ | Source: Institutional Research/Common Data Set |
| Honors Degree Students Graduating | 6 | 7 | 2 | 3 | 3 | 5 | 2 | 1 | 1 | Not yet available | ⬌ | Source: Registrar |
| | | | | | | | | | | | | |
| % Full-time Faculty with Terminal Degree | 57% | 61% | 65% | 68% | 67% | 59% | 68% | 68% | 70% | 71% | ⬆ | Source: Provost Office |
| Student to Faculty Ratio | 16:1 | 15:1 | 16:1 | 17:1 | 16:1 | 14:1 | 17:1 | 16:1 | 13:1 | Not yet available | ⬇ | Source: Institutional Research/Common Data Set |
| # Instructional Staff (FT/PT) | 108/74 | 109/64 | 99/59 | 97/54 | 93/55 | 98/56 | 91/57 | 93/70 | 87/46 | 87/61 | ⬆ | Source: Provost Office |
| | | | | | | | | | | | | |
| Research Expenditures | $766,524 | $716,397 | $498,824 | $428,783 | $662,407 | $669,364 | $936,301 | $1,754,985 | Not yet available | Not yet available | ⬆ | Source: LSSU annual financial reports |
| | | | | | | | | | | | | |
| Higher Learning Commission (HLC) | Good standing | Good standing | Reaffirmed | Good standing | Good standing | Good standing | Good standing | Good standing | Good standing | Good Standing | ⬌ | Four-year comprehensive review in AY 2020-2021. Next reaffirmation of accreditation in 2026-27. |

# LAKE SUPERIOR STATE UNIVERSITY

## Academic Affairs Report
### September 15, 2023

**Agenda Item #2: Conferral of Summer 2023 Candidates for Degrees**

☐ Information          ☒ Action          ☐ Discussion

**Purpose:**

The purpose of this action is to confer the appropriate degrees upon the list of candidates for Summer 2023 as certified by the Registrar as having completed their graduation requirements.

**Background:**

The enclosed list of candidates is submitted to the Board of Trustees for the granting of the appropriate degrees. The respective chairs certify these candidates have completed all major departmental requirements and the Registrar certifies these candidates have completed all University requirements.

**Suggested Action/Motion:**

The President recommends to the Board of Trustees the conferral of the appropriate degrees upon the list of candidates for Summer 2023 as certified by the Registrar as having completed their graduation requirements.

**President's Recommendation:**

Approval of the conferral of the appropriate degrees upon the list of candidates for Summer 2023.

# LAKE SUPERIOR STATE UNIVERSITY

## Academic Affairs Report
### September 15, 2023

**Agenda Item #3:  College of Great Lakes Ecology and Education Update**

☒ Information ☐ Action ☐ Discussion

**Purpose:**

The purpose of this informational item is to provide an update on the development of the College of Great Lakes Ecology and Education.

**Background:**

1.  On July 14, 2023, the Board of Trustees directed Interim President Gillette to establish the College of Great Lakes. Dr. Ashley Moerke became Dean of the new college effective immediately.

2.  On July 17 and 18, Interim Provost Muller held three listening sessions on the new college that were attended by 19 faculty and 2 staff.

3.  On July 18, Interim President Gillette held Coffee with the President where he made it very clear that the College of Great Lakes Ecology and Education has been established, and we will work with all relevant faculty members to determine the logistics of the change.

4.  On July 20, LSSU initiated a press release that was carried on Facebook, Instagram, the Soo Leader, the Sault News, and Allied Healthcare Schools.

5.  On August 2, the Michigan Department of Environment, Great Lakes, and Energy (EGLE) asked Dr. Moerke to write an article on LSSU's new College of Great Lakes Ecology and Education and how it advances Great Lakes literacy and the blue economy workforce development. This article will be highlighted in the Michigan State of the Great Lakes report on behalf of the governor.

6.  On July 26, Dr. Muller met with Superintendent Angie MacArthur, the Director of General Education, Valerie Masuga, and the regional director of the MiSTEM network of the EUPISD. This meeting went well and they were delighted at the direction we were heading and the opportunities this would open up for greater collaboration.

7.  On July 21, Dr. Muller met with 12 students from the sciences in which she was able to clarify what was going on and ease any concerns.

8.  In August, Dr. Moerke entered into contractual agreements with Dr. Barb Light, Director of Student Achievement with Sault Sainte Marie Public Schools and Professor Emeritus Dr. Sally Childs to assist in assessing needs and provide assistance until the Associate Dean of Education and a

professor with experience with parks and recreation are hired.

9. The new College of Great Lakes Ecology and Education is now in place and building a strong team of faculty and staff from the School of Education, School of Natural Resources, and Center for Freshwater Research and Education. Some highlights include:

   a. Onboarded four new faculty to LSSU (3 in School of Education, 1 in School of Natural Resources).

   b. Moved faculty offices and classes to Considine (Natural Resources) and (Library) to create a more collaborative work culture.

   c. Held two CoGLEE meetings to brainstorm Brand/Identity and develop a Mission and Goals.

   d. Assisted Dr. Wenger and Fred Pierce with implementation of the Talent Together program, which has resulted in a late enrollment increase of approximately 20 students in Teacher Education.

   e. Submitted a feature article to the state of Michigan's annual "State of the Great Lakes" report highlighting CoGLEE and place-based learning.

**Suggested Action/Motion:**

None

**President's Recommendation:**

N/A

**LAKE SUPERIOR**
**STATE UNIVERSITY**

# Academic Affairs Report
### September 15, 2023

**Agenda Item #4:  HLC MBA Visit**

☒ Information          ☐ Action          ☐ Discussion

**Purpose:**

The purpose of this informational item is to provide you with an update regarding the upcoming HLC site visit for the MBA program on October 2 and 3.

**Background:**

1. This updated and modified program was approved by the faculty of the Lukenda School of Business on April 26, 2023 and by the Curriculum Committee on May 4, 2023.

2. We received approval of the Board of Trustees on May 19, 2023.

3. The Michigan Association of State Universities (MASU) approved our current program modification proposal at their June 2023 meeting, and we have received positive feedback from our peer institutions.

4. All of these approvals will provide strong documentation and evidence to reassure HLC that we have done our due diligence to deliver a strong MBA program for prospective students.

5. The HLC approval process for a program at a new degree level takes approximately nine months, and it requires an on-site visit from a review team. We submitted the proposal to HLC on June 21. HLC will be onsite on October 2nd and 3rd. If the HLC review team recommends approval to their Institutional Actions Council, we could potentially start fully advertising the program in the spring 2024 semester and begin enrolling students for fall 2024. We have been telling the world that we will be offering this program pending HLC approval, but we have not fully advertised for this program.

6. LSSU developed a Master of Business Administration (MBA) program in 2015, but we were delayed in launching that program when the Higher Learning Commission (HLC) withheld approval. There were three primary reasons:

   a. The reviewers reported that LSSU had only one faculty member qualified at that time to teach in a graduate level program. They stated that LSSU would need to hire more faculty holding PhD or DBA degrees before we could offer the program.

   b. There were concerns about assessment practices.

    c.   There was a concern about the lack of policies and procedures for administering graduate level programs.

7.  LSSU has taken the following actions to mitigate these concerns:

    a.   The Lukenda School of Business has replaced retiring faculty with faculty who hold a JD, PhD, or DBA. The Dean and faculty in the Lukenda School of Business, along with the Interim President, Interim Provost and Vice President for Academic Affairs, and Vice Provost for Accreditation and Assessment, believe that we now have sufficient doctoral level faculty on staff to once again seek HLC approval for this program.

    b.   LSSU improved program assessment and review methodologies by the 2021 HLC Focus visit and met criteria related to assessment.

    c.   The Lukenda School of Business is working now with the Interim Provost and Vice President for Academic Affairs and the Vice Provost for Accreditation and Assessment on policies and procedures for administering graduate level programs, attached in Appendix I. The policies and procedures were sent to all relevant Senior Management Team members for their input.

8.  Faculty driven. The Lukenda School of Business faculty were the primary developers of the MBA program.

9.  Needs assessment.

    a.   Prior to developing the MBA program, the Lukenda School of Business faculty conducted a needs assessment survey to gauge the demand for the program (2014-2015).

    b.   The response rate was 825 from a population comprised of LSSU business students, LSSU alumni, and business professionals across upper Michigan.

    c.   525 respondents indicated interest in enrolling in the proposed MBA program.

    d.   Prior to submitting the 2023 new academic program application to HLC, that original data was reconfirmed as continuing inquiries from potential enrollees, by inquiries from current bachelor degree seeking students at LSSU who want to pursue an advanced degree, by working professionals across Northern Michigan with connections to LSSU, and by regional business leaders serving on the Lukenda School of Business Professional Advisory Board.

10.  Budget development process.

    a.   Needs assessment data was used to project enrollment numbers, which informed the budget development process.

    b.   Course load capacity for faculty qualified to teach for the MBA program guided decisions to establish annual cohort size parameters.

    c.   The MBA program was constructed around the availability and qualifications of current faculty, making the program budget self-sufficient and sustainable from the onset.

    d.   Faculty worked with the Chair and Dean to develop a three-year budget plan.

e. The Lukenda School of Business committed $5,000 annually for graduate level support resources in the library and School.

11. Faculty qualifications.

   a. In 2019-2020 LSSU updated its Faculty Qualifications Policies to align with HLC guidelines.

   b. In response to the HLC 2016 Change Visit Review, LSSU began hiring faculty with terminal degrees to teach in the Lukenda School of Business. This policy also addressed requirements of the Accreditation Council for Business Schools and Programs (ACBSP).

   c. LSSU now has sufficient doctoral degree holding faculty to sustain a MBA program.

12. Graduate School policies, services, and support.

   a. In response to the HLC 2016 Change Visit Review, LSSU developed comprehensive Graduate School Policies.

   b. Processes and services available for graduate school students at LSSU are clearly outlined in the Graduate School Policies documents (to be posted online pending MBA program approval).

   c. Some of LSSU's current undergraduate student organizations for business majors plan to establish graduate level groups as well. One example is the Women in Business group. Groups will likely meet virtually, since the MBA program is fully online.

   d. A graduate council will be established once the first cohort is enrolled (pending approval of the program). The Council will likely meet virtually, since the MBA program is fully online.

**Suggested Action/Motion:**

None

**President's Recommendation:**

N/A

# LAKE SUPERIOR STATE UNIVERSITY

## Academic Affairs Report
### September 15, 2023

**Agenda Item #5: HLC Evaluation Focused Visit**

☒ Information          ☐ Action          ☐ Discussion

**Purpose:**

The purpose of this informational item is to provide an update for the upcoming HLC Evaluation Focused Visit on October 23 and 24.

**Background:**

1. The HLC team will want to know our plans for increasing enrollment:

   a. They will ask how we plan to increase enrollment to 1,925 by 2025, as stated in the strategic plan. They may also ask about how/why our target number changed from 2,400 to 1925. This change is due to a variety of factors that include the effect of COVID on enrollment of international students, specifically the recruitment and retention of Canadian students.

   b. Plans to increase enrollment:

      i. Restructured high school recruitment process.

      ii. Two new marketing staff members have been hired to improve LSSU's social media presence and marketing tactics and marketing now reports to the Provost and Vice President for Academic Affairs in order to tie more marketing content to the strengths of our programs.

      iii. REUP program for LSSU non-completers.

      iv. Partnership with MyMichigan Health and Bay Mills Community College for a pathway project to attract more regional students into the healthcare field.

      v. New Prison Education Program at two nearby correctional facilities.

      vi. New Master of Business Administration program targeting non-traditional working professionals, pending HLC approval.

      vii. Expanded Club Sports, and new intercollegiate athletic programs, including men's and women's diving teams.

viii. Opening of the new College of Great Lakes Ecology and Education.

ix. Plans underway to develop a new master's degree programs in Fisheries and Aquatic Science and other aquaculture and environmental education programs at the College of Great Lakes Ecology and Education. These courses will go through the curriculum committee to be approved.

x. LSSU has developed a detailed Enrollment Plan through 2025 that aligns with the university's strategic plan goals.

2. The HLC team will want evidence of a clear financial plan that aligns with LSSU's strategic plan goals.

   a. Operational units and academic departments report annually on strategic plan goal progress.

   b. Strategic Plan goal progress is reported to the President and to the Board through an evaluative process that also is applied to inform budget planning within units.

3. The HLC team will ask how we plan to sustain a viable CFI (Composite Financial Index Score).

   a. The CFI is calculated using four factors as shown in the table below. We expect that the CFI for FY23 (calculated in January) will be lower, but we do not know to what degree this will be the case.

| | FY20 | FY21 | FY22 |
|---|---|---|---|
| Primary Reserve Ratio | 0.186 | 0.46 | 0.42 |
| Net Operating Revenue Ratio | -0.09 | 0.13 | 0.02 |
| Return on Net Assets Ratio | -0.037 | 0.31 | 0.06 |
| Viability Ratio | 0.243 | 0.56 | 0.57 |
| Composite Financial Index (CFI) | -0.08 | 4.68 | 2.29 |

b. In order to increase our CFI in FY24 we will continue to:

   i. Use prudent budget planning as Mr. Walworth outlined in the CFO report.

   ii. Implement the key recruitment strategies outlined in Mr. Pierce's Enrollment Management Report.

   iii. Increase enrollment through new academic programming.

4. The HLC team will want to know how we ensure transparency and engagement with faculty and staff in the budgeting process.

   a. The CFO and Provost have worked to provide increasing transparency on the use of program and course fees. The reporting of course fees is a new requirement in the Faculty Association Agreement with the University.

b. There is more transparency of the budget by the CFO and Interim President through the open sessions of the board meeting, Coffee with the President, discussions with faculty, and the CFO's willingness to meet with interested parties upon request.

c. Operational units complete Annual Assessment Reviews, including progress on Strategic Plan Goals, budget review of the previous year, and collaborative budget planning for the coming year.

d. Academic departments complete Annual Assessment Update Reports, including evaluative review and discussion of data on student learning outcomes, budget review of the previous year, and collaborative budget planning for the coming year.

e. Deans engage chairs during the budgeting process. In turn, chairs engage their faculty in the school.

5. The HLC team will want to know how we use data to analyze and determine staffing needs, expense projections, transparent budget development processes, and forward-looking recruitment and enrollment planning for new academic programs.

a. LSSU has a new comprehensive Program Budget Planning Form that includes: Budget assumptions; budget projections over five years; faculty, adjunct and staff fringe projections calculated over five years; overload costs projected over five years; and pro forma worksheets to make all of those projections and calculations.

b. With a few exceptions, new programs typically plan for and rely on existing faculty to teach in new programs.

c. Faculty in Schools must participate and provide feedback for the planning of any new program offering in that area. This includes development of the budgets for the new programs.

d. LSSU has created two new staff positions and filled those positions with two new marketing staff members tasked with improving LSSU's marketing tactics and social media presence to effectively market new programs.

e. New programs are also marketed through LSSU's traditional venues, including recruitment visits at high schools, charter schools, summer camps, etc.

**Suggested Action/Motion:**

None

**President's Recommendation:**

N/A

# LAKE SUPERIOR STATE UNIVERSITY

# Academic Affairs Report
## September 15, 2023

**Agenda Item #6:  Academic Affairs Update**

☒ Information          ☐ Action          ☐ Discussion

**Purpose:**

The purpose of this information is to provide an update on progress in the area of Academic Affairs.

**Background:**

### Highlights from the Academic Affairs Report

1. Dr. Mark Zierden (Principal Investigator, PI) and Co-PIs Drs. Stephen Kolomyjec, Ronald Zalesny, and Heng-Hsuan Chu were awarded a $384,660 National Science Foundation (NSF) Major Research Instrumentation (MRI) grant. LSSU will lead a consortium consisting of members from Northern Michigan University, Central Michigan University, the US Forest Service, Algoma University, Baton Rouge Community College, Mackinac State Historic Parks, and regional industry partners.

2. On Friday, Aug. 18, Stephanie Georgevich (Geology 2023) and Dr. Paul Kelso presented the results of a Ground Penetrating Radar (GPR) study to the Harbor Springs Historical Society and visited the former Club Manitou property (a speakeasy in the 1920s) to mark the location of a GPR anomaly, possibly an escape tunnel. Stephanie also presented the results of her study at the Geological Society of America meeting in May.

3. On June 28, Professor Thomas Meacham, Associate Professor of Theater, presented "Teaching the Humanities through Role Immersion – Past and Present" at the *New Directions in the Humanities* conference held at the Sorbonne Université in Paris.

4. Professor Herb Henderson, Professor of Criminal Justice, directed the MCOLES 55th recruit class this summer. Students graduated with 100% first-attempt success rates on the Michigan licensing exam.

5. Richard and Theresa Barch Center for Freshwater Research and Education hosted multiple events this reporting period, including Lt. Governor Gilchrest's visit to LSSU, Senator Stabenow's community open house, the Natural Resources Trust Fund annual meeting, the USCG's annual Center of Expertise Research Review meeting, and the CIGLR Connecting Waters Summit. Collectively these events brought 179 members and scientists to CFRE.

6. In August, the Center for Freshwater Research and Education staff were honored with two awards from the Michigan Alliance for Environmental and Outdoor Education (MAEOE). CFRE was selected as MAEOE's *Impact Award in Environmental Education* winner for 2023, which is given to organizations "to recognize relevant programs and/or campaigns that enhance the quality and availability of environmental and/or outdoor education". This award highlights the outreach and community engagement activities led by Beth Christiansen, Kirsten Hindy, and Drew Heckman, CFRE's Outreach and Education team. Beth, Kirsten, and Drew have engaged teachers and students across the state in Great Lakes education and their work is already building an incredible reputation. In addition, MAEOE recognized Drew Heckman with the Rising Star Award, an honor given to individuals in the environmental education field for less than five years that have made an impact. Drew has expanded CFRE's MiWaterNet program, a low-cost water sensor monitoring program, across northern Michigan and has worked with over 5 high schools to engage hundreds of students in technology, watershed science, and big data.

7. Richard and Theresa Barch generously donated 2,000 shares of stock in support of the Center for Freshwater Research and Education and the College of Great Lakes Ecology and Education. The shares are valued at nearly $1 million and will be used to support state-of-the-art facilities and create high impact experiences for students in natural resources and teacher education programs.

8. Searight, H. R., Brandau, J. R., Diehl, H., Earley, A., Friisvall, V., Hahn, L., ... & Welsch, K. (2023). The Impact of a Positive Psychology Course on Students' Lives: Results From a Collaborative Assessment. In *Phenomenological Studies in Education* (pp. 207-228). IGI Global.

9. The Center for Engaged Teaching and Learning hosted Professional Development Day on Thursday, August 24. All faculty and staff were invited to attend this all-day mini-conference including a plenary session entitled "Invisible Threads are the Strongest Ties" by Dr. Kathleen Shea Smith who is the Associate Provost for Academic Advising at the University of Oklahoma.

10. The Native American Center will be holding the following events this fall:

    a. Orange Shirt Day - Friday, September 29, 11:00 am, Library Learning Commons.

       Dr. Veronica Pasfield will speak about the effects of residential schools and their legacy. She is an Ojibwa member of the Bay Mills Community, received her doctorate from the University of Michigan in American Culture. Dr. Pasfield is a journalist, Independent Curator, and a Native American Graves Protection and Repatriation Act Officer.

    b. Indigenous Peoples' Day - Tuesday, October 10, 1:00 pm, Library Learning Commons:

       Austen Lowes, Sault Sainte Marie Tribe of Chippewa Indians Chairperson, will speak.

    c. Angeline Boulley - Monday, October 30, 7:00 pm, Library Learning Commons:

       Angeline Boulley is a New York Times Best Selling author of *The Firekeepers Daughter* and *Warrior Girl Unearthed*. She is a native of Sugar Island, and a member of the Sault Sainte Marie Tribe of Chippewa Indians. *The Firekeeper's Daughter* has become "One of this year's most buzzed about young adult novels" (Good Morning America), and has been awarded, among other accolades, A TIME Magazine Best Young Adult Book of All Time Selection, and The Goodreads Best Young Adult Fiction Award for 2021. *Warrior Girl Unearthed* has won the American Indian Youth Literature Award for Young Adult,

2021 Kids' Indie Next List Selection, Entertainment Weekly Most Anticipated Books of 2021 Selection, and PopSugar Best March 2021 YA Book Selection.

**Suggested Action/Motion:**

None

**President's Recommendation:**

N/A

**Colleges,**

**Library and Academic Services,**

**the Center for Freshwater Research and Education,**

**Native American Center,**

**Accreditation and Assessment,**

**and the Office of Sponsored Programs**

# College of Innovation and Solutions

## Conferences and Presentations

1. Dr. Paul Weber presented and led a discussion about Long-Term Pandemic Effects and Solutions at the regional Electrical and Computer Engineering Department Heads Association (ECEDHA) meeting on August 11, 2023, at the University of Notre Dame. Insights were gained as to how student and faculty interactions have changed since the pandemic, including new challenges and accelerated societal trends related to math and study skill preparation, educational accessibility, and support of mental health. Attempted and planned adjustments were also discussed and valuable connections were made with other leaders from private and public universities from the Great Lakes region.

2. Dr. Edo Sarda and Professor Jim Devaprasad acquired four new safety scanners with an approximate value of $18,000 from SICK, Inc. due to a collaboration with the company's Industry Marketing Manager, Bryan Sellars.

3. Dr. Jennifer Gorman and Dr. Joni Lindsey attended MathFest 2023 in Tampa, Florida in August. At this annual meeting of the Mathematical Association of America they presented "Feedback Forms: Helping Students Engage with Homework" in a contributed paper session. The presentation was part of a session on alternative forms of assessment. They also presented a poster during a session on outreach activities entitled "Competing for Pi."

## Recruitment and Outreach

1. The School of Engineering and Technology offered two weeks of summer camps in July. Six high school and seven middle school students participated and completed 12 different activities over two and a half days. The students provided positive feedback on how much fun they had while engaging in hands-on learning experiences.

## Accreditation

1. ABET, accreditation for our bachelor degree programs in electrical engineering technology and manufacturing engineering technology, was approved until September 30, 2029.

**College of Great Lakes Ecology and Education**

**And**

**Richard and Theresa Barch Center for Freshwater Research and Education**

## Student Accomplishments and Presentations

1. Raven McKechnie presented her senior research at the Michigan Sea Grant Environmental Internship Symposium at the University of Michigan. In addition, Raven gave a presentation on her research to the Michigan Invasive Species Grant Program teacher professional development workshop held at CFRE. Raven's research focuses on developing novel techniques to detect invasive algae.

2. Brynn Jannetta participated in an invite-only Cooperative Institute of Great Lakes Research 2-day summit on developing a collaborative for Great Lakes connecting waters. Brynn networked with 20 Great Lakes leaders and was introduced to the process of building large research collaborations.

3. Thirteen LSSU students worked on eight externally funded research projects with CFRE faculty and staff, and with collaborators from tribal, state, federal, and provincial agencies. Students gained experience conducting fieldwork and laboratory analyses, and expanded their professional networks. Projects generally focused on improving conservation and management of native fishes, monitoring coastal wetlands, and gaining a better understanding of the ecology and effects of invasive species.

4. Five LSSU students spent 7 days in the western UP with Dr. Moerke and retired state mussel biologist, Joe Rathbun, surveying hydropower reservoirs for freshwater mussels, a highly imperiled group of organisms. Students gained valuable experience in fieldwork and exposure to real-world issues related to water management and species conservation.



*Lucas Chorba (left) and Robert Landis (right) hold a pair of sub-adult Lake Sturgeon collected from the St. Marys River as part of a multi-agency research project led by Dr. Kapuscinski at CFRE.*

## Recruitment, Outreach, Service, and Operations

1. Ten LSSU students engaged over 800 visitors at CFRE during Engineer's Day. The students taught visitors about Great Lakes ecology and fisheries management through interactive activities. CFRE staff were all hands on deck for Engineer's Day and set up multiple special hands-on activities that engaged over 850 visitors on that single day.

2. CFRE staff, in collaboration with the physical plant, oversaw the final completion of the permanent water intake pump. This was a massive effort and two years in the making to ensure that the intake water line is no longer susceptible to freezing. Valuable support was provided by Mike and Tim at the physical plant.

3. A new storage facility adjacent to the Barch CFRE building is underway to support our additional needs for storage, a workshop, and experimental testing area. Sailor Creek Contracting was awarded the bid and funds were secured through a grant from the US Coast Guard and private donations. We hope to secure additional funds to construct upstairs office space as our staff continues to grow.

4. CFRE recently hired Haley Christensen as the Executive Assistant and Outreach Coordinator, and Seth Harris as the Special Projects and Events Coordinator. Both additions are supporting growth in activity at CFRE.

5. Over 1,100 visitors visited CFRE's Great Lakes Discovery Center during this reporting period, including over 345 from 11 cruise ships.

6. CFRE staff and students participated in the Les Cheneaux Frog Festival, which engaged over 300 visitors and introduced them to CFRE.



*CFRE's hatchery staff and students assist the the Michigan DNR to stock the Rotary Parks Kid's Fishing Pond this summer. This supports an important community program.*

7. Dr. Moerke presented on CFRE's research and education activities at the Bay Mills Township meeting. Bay Mills invited Dr. Moerke to help introduce their community to the resources CFRE has to offer.

8. In only a 2 month period, our education programs engaged over 345 K-12 students in school programs, which included 19 classes and 15 teachers! Programs included our charter school partners, programs offered at the Great Lakes Discovery Center, and teacher training (professional development) opportunities.

   a. Charter School Programs

      i. Insect Detectives (K, 1st, and 2nd grades)

      ii. Lake Sturgeon (3rd and 4th grades)

      iii. Atlantic Salmon dissection (5th-7th grades)

   b. Great Lakes Discovery Center School Programs

      i. Sault Summer School (Middle School, ~30 students)

    ii.    Sault Summer School (1st and 2nd Grade, ~75 students)

    iii.    Les Cheneaux Summer STEAM programs (15 students)

    iv.    LSSU Kids Camp-CFRE Day provided activities for ~18 students. LSSU undergraduates Brynn Jannetta, Alana Schofield, and Torin Miller took part in developing and facilitating the programming.

  c.  Michigan Environmental Education Curriculum Support (MEECS)

    i.    Four teachers participated in the first MEECS professional development at CFRE facilitated by Beth Christiansen. MEECS is a statewide program to train teachers on the newest environmental education curriculum and CFRE is one of the four groups selected to deliver the training.

  d.  Michigan Invasive Species Grant Program (MISGP)

    i.    Teachers from seven communities kicked off a year of place- and project-based education to promote student and community awareness about invasive species.

    ii.    Dr. Kevin Kapuscinski (CFRE Assistant Director of Research) and LSSU undergraduate student Raven McKechnie (Senior, Marketing and Animal Biology) provided support for this program.

  e.  NOAA B-WET grant project *Supporting data-Centered 3-P student learning through teacher- and student-scaffolded experiences using MiWaterNet stream monitoring*

    i.    Drew Heckman implemented two days of teacher professional development.

    ii.    Attendees included three teachers from Rudyard, Pickford, and Brimley area schools, as well as visitors, experts, and stakeholders from Chippewa Luce Mackinac Conservation District, EUP MiSTEM Network, Michigan Sea Grant, NOAA, and U.S Coast Guard.

**Grants, Gifts, and Awards**

1. Dr. Ashley Moerke and Dr. Kevin Kapuscinski led proposals to the US Coast Guard Great Lakes Center of Expertise to support funding for a storage facility and experimental wave tank. Over $570,000 has been awarded, and construction of both are underway.

2. In August, the Center for Freshwater Research and Education staff were honored with two awards from the Michigan Alliance for Environmental and Outdoor Education (MAEOE). CFRE was selected as MAEOE's *Impact Award in Environmental Education* winner for 2023, which is given to organizations "to recognize relevant programs and/or campaigns that enhance the quality and availability of environmental and/or outdoor education". This award highlights the outreach and community engagement activities led by Beth Christiansen, Kirsten Hindy, and Drew Heckman, CFRE's Outreach and Education team. Beth, Kirsten, and Drew have engaged teachers and students across the state in Great Lakes education and their work is already building an incredible reputation! In addition, MAEOE recognized Drew Heckman with the Rising Star Award, an honor given to individuals in the environmental education field for less than five years that have made an impact. Drew has expanded CFRE's MiWaterNet program, a low-cost water sensor monitoring

program, across northern Michigan and has worked with over 5 high schools to engage hundreds of students in technology, watershed science, and big data.

3. Richard and Theresa Barch generously donated 2,000 shares of stock in support of the Center for Freshwater Research and Education and the College of Great Lakes Ecology and Education. The shares are valued at nearly $1 million and will be used to support state-of-the-art facilities and create high impact experiences for students in natural resource and teacher education programs.

4. Dr. Hari Kandel was awarded the first CFRE Affiliate Faculty Seed Grant for a project titled *Mapping Chlorophyll-a and Microcystin in Selected Inland Lakes of Michigan*. Dr. Kandel's project seeks to develop more rapid methods of detection for harmful algal blooms. CFRE is providing $5000 to support Dr. Kandel's research using funds acquired from external revenue sources.

5. Dr. Hari Kandel, Dr. Ashley Moerke, Dr. Jon Doubek, and Shawnee McMillian submitted a proposal titled *Evaluation of Multisource Remote Sensing Models of Studying Harmful Algal Blooms in Small Inland Lakes* to the NASA Research Initiation Award for $299,975. If funded, the project would support multiple undergraduate students working with remote sensing tools and limnological data to enhance harmful algal bloom detection.

**Faculty and Staff Conferences, Presentations, and Publications**

1. Dr. Jon Doubek (CFRE) and Brian Wesolek (Bay Mills Indian Community) were co-authors on a recent paper titled *Plastic debris in lakes and reservoirs*, which was published in the journal Nature this summer. The journal is one of the highest ranking in the field and highlights the reputation of our LSSU scientists.

2. Dr. Ashley Moerke, along with collaborators Dr. Ed Roseman and Dr. Robin Debruyne from US Geological Survey, hosted a workshop with 20 leading Great Lakes scientists at CFRE. The workshop on developing a research collaborative focusing on connecting waters, such as the St. Marys River. The workshop was funded with a grant from the Cooperative Institute of Great Lakes Research (CIGLR) and involved scientists from the International Joint Commission, state and federal agencies, and regional tribes and First Nations.

3. Dr. Robert Hildebrand, Dr. David Bauman, and Dr. Edo Sarda submitted a proposal to the US Coast Guard to support research on developing hydroacoustic technology to detect oil in freshwaters. If funded, the project would support students in engineering.

4. Dr. Moerke is serving on the Cooperative Institute of Great Lakes Research (CIGLR) Fellows Planning Committee, which drives the annual goals for the Great Lakes-wide consortium.

5. Ms. Megan Thompson participated in the annual Michigan Department of Natural Resources annual hatchery meeting held at Michigan State University. Megan gained valuable training on fish health issues that she will bring back to our hatchery to support continued success with the Atlantic program.

6. CFRE hosted multiple events this reporting period, including Lt. Governor Gilchrest's visit to LSSU, Senator Stabenow's community open house, the Natural Resources Trust Fund annual meeting, the USCG's annual Center of Expertise Research Review meeting, and the CIGLR Connecting Waters Summit. Collectively these events brought 179 members and scientists to CFRE.

*Teachers participating in an invasive species pull in Munuscong Bay as part of the MISGP teacher training workshop held at CFRE this summer. The week-long program was supported by a state grant to CFRE and provided unique and fun learning experiences for nine regional teachers.*

**Social Media & Publicity**

CFRE received tremendous positive publicity during this reporting period including:

1. Two episodes on the Discovering TV show, which highlighted the hatchery and the Barch CFRE building during interviews with Dr. Kevin Kapuscinski. The episodes can be viewed here: Episode 42 and Episode 43

2. In addition, the Lt. Governor's visit to CFRE gained the attention of regional news papers and the UP Matters TV show (Lt. governor visits UP to see Soo Locks, LSSU) (Lt. Governor tours LSSU Center for Freshwater Research and Education)

3. The creation of the new College of Great Lakes with CFRE residing in the College also received positive attention from regional outlets (Lake State creates new college to focus on Great Lakes ecology) and from the State of Michigan, which will feature the new college in its annual State of the Lakes report next month.

# College of Science and the Environment

**Grants**

1. Dr. Mark Zierden (Principal Investigator, PI) and Co-PIs Drs. Stephen Kolomyjec, Ronald Zalesny, and Heng-Hsuan Chu were awarded a $384,660 National Science Foundation (NSF) Major Research Instrumentation (MRI) grant. LSSU will lead a consortium consisting of members from Northern Michigan University, Central Michigan University, the US Forest Service, Algoma University, Baton Rouge Community College, Mackinac State Historic Parks, and regional industry partners. The award will allow for the acquisition of a micro X-ray fluorescence spectrometer to support multidisciplinary research and education in the upper Midwest. This is the only such instrument in Michigan and Northern Ontario. This will allow for a variety of new research opportunities such as metal translocation in plants trace-element localization in freshwater sponges and forensic analysis of tattoos in decaying flesh. Professors Derek David Wright, Hannah Clause, Hari Kandel and Barbara Evans, and Professor Ben Southwell also contributed to the application. Collectively, the proposed research projects will involve 25 undergraduate students per year and will be utilized in nine courses, impacting over 100 LSSU students annually. PI Zierden will also work with Dr. Wright to develop plant nutrition activities/programs with a focus on native plants, and those of importance to local indigenous communities, in coordination with Kevin St. Onge, STEM Coordinator of the Eastern Upper Peninsula Intermediate School District. LSSU has now received MRI awards in consecutive funding cycles.

**Recruitment and Outreach**

1. Drs. Stephen Kolomyjec and Derek David Wright hosted teachers from Eastern Upper Peninsula Intermediate School District for genetics training on August 9.

2. Dr. Hannah Clause hosted teachers from Eastern Upper Peninsula Intermediate School District for forensic chemistry training on August 8.

**Conferences and Presentations**

1. Dr. Barbara Evans presented a talk at the American Fisheries Society meeting in Grand Rapids titled Implications of Retinal Development in Larval Arctic Grayling (*Thymallus arcticus*) on August 23rd. Camdyn Odykirk (Biology 2023) was a coauthor on the work.

2. On Friday, Aug. 18, Stephanie Georgevich (Geology 2023) and Dr. Paul Kelso presented the results of a Ground Penetrating Radar (GPR) study to the Harbor Springs Historical Society and visited the former Club Manitou property to mark the location of a GPR anomaly, possibly an escape tunnel. Stephanie also presented the results of her study at the Geological Society of America meeting in May.

   Club Manitou was built as a restaurant and a speakeasy in the 1920s. There are rumors of possible escape tunnels from the former speakeasy, which was in the basement of Club Manitou during prohibition. Based on Stephanie's project there may be a tunnel leading from the property toward the south. The local airport is just south of Club Manitou. There are pictures of members of the Detroit Purple Gang at Club Manitou in the 1920's. Thus, a tunnel would provide gang members and others at the speakeasy an escape from the property and quick access to the airport (if it was raided). Tunnels were also likely used to bring alcohol into the property.

Additionally, Stephanie spent two weeks in July in the country of Norway collecting geologic samples and doing field work related to her master's project at the University of Texas - El Paso.



Stephanie Georgevich (Geology 2023) with a ground penetrating radar unit in front of the former Manitou Club (Harbor Springs, MI)
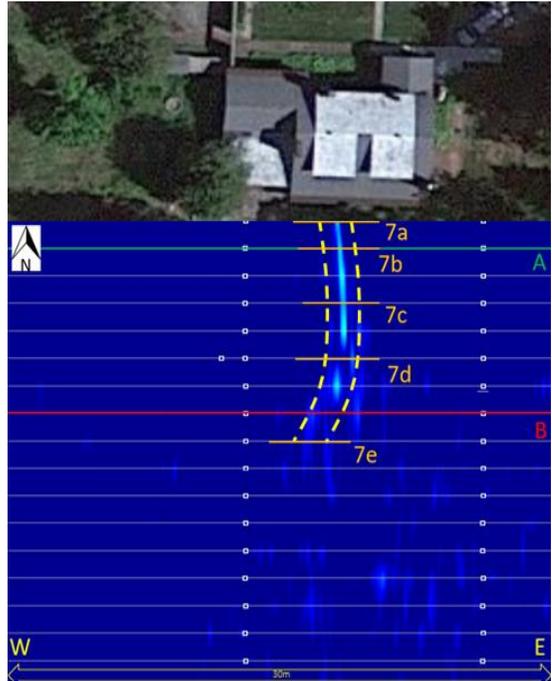


Map view of GPR data of survey area. The dashed yellow line shows the location and direction of the tunnel.



Stephanie Georgevich (Geology 2023) with a ground penetrating radar unit in front of the former Manitou Club (Harbor Springs, MI)

# College of the Liberal Arts

## Presentations and Performances

1. On June 28, Professor Thomas Meacham, Associate Professor of Theater, presented "Teaching the Humanities through Role Immersion – Past and Present" at the *New Directions in the Humanities* conference held at the Sorbonne Université in Paris.

2. Professor Adam St. John, Assistant Professor of Theater, performed in the Bellingham, WA TheatreWorks Fairhaven Summer Repertory Theatre. He performed in two shows over the course of four weeks. He played 'Walter' in *Keely & Du* by Jane Martin, and 'Legionnaire' in *What the Constitution Means to Me* by Heidi Schreck.

## College of Criminal Justice and Emergency Responders

**Professional Service**

1. Professor Herb Henderson, Professor of Criminal Justice, directed the MCOLES 55th recruit class this summer. Students graduated with 100% first-attempt success rates on the Michigan licensing exam. (It is not uncommon for the majority of other academies to have students need both of their chances to pass the test before they have to go through the academy again.)

2. Professor Brad Clegg, Assistant Professor of Criminal Justice, presented on "Sustainability in Law Enforcement" to the National Highway Traffic Safety Administration in Grand Rapids, Michigan on May 16.

# College of Health and Behavior

## Accomplishments

1. School of Nursing Professor Andrea Donmyer has been appointed to the Obstetrics Initiative Committee on Data, Publications and Measures. The Obstetrics Initiative is a data-driven quality improvement project working to support vaginal delivery and safely reduce the use of cesarean delivery among low risk births, with improved or stable rates of maternal and neonatal morbidity. She is the only Upper Peninsula representative.

## Conferences and Presentation

1. Searight, H.R. & Cornell, A. (2023). First Generation University Students: Expanding the Bounds of Diversity or a Limiting Social Construction?, *The European Society of Psychology Learning and Teaching*. Umea, Sweden (June 14, 2023)

## Publications

1. Cornell, A. & Searight, H. R. (2023). The challenges behind living a double life among first generation university students: The clash between independent and interdependent identities. In P. J. Aloka & K. R. Mikuna (Eds.*), Handbook of Research on Coping Mechanisms for First-Year Students Transitioning to Higher Education*. IGI Global.

   Audrey Cornell is a recent graduate of Lake State; the conference presentation and book chapter included substantial content from her senior thesis at Lake State. After graduating from LSSU, Ms. Cornell earned her MSW from Ferris State University and is employed as an Intervention Specialist for the Grand Traverse Children's Advocacy Center.

2. Searight, H. R., Brandau, J. R., Diehl, H., Earley, A., Friisvall, V., Hahn, L., ... & Welsch, K. (2023). The Impact of a Positive Psychology Course on Students' Lives: Results From a Collaborative Assessment. In *Phenomenological Studies in Education* (pp. 207-228). IGI Global.

   This book chapter includes all 20 of the students who have completed the Positive Psychology (PSYCH 107) course to date as co-authors:

3. Bouwens, B.M. & Searight, H. R. (2023). Adverse childhood experiences (ACEs) among 2,000 women and men in treatment for substance use: Associations with recidivism. *International Public Health Journal*, *15* (2), 221-229.

   Brianna Bouwens graduated from Lake State in 2022 and works for Great Lakes Recovery Center.

4. Searight, H. R. (2023). The Value of Qualitative Methods in Cross Cultural Education: A Case Study from a First Person Perspective. *International Journal of Methodology*, *2*(1), 28-33.

**Library and Academic Services**

1. The Center for Engaged Teaching and Learning hosted New Faculty Orientation on Monday, August 21. This was an all day workshop in which all new faculty were given an overview to all of the necessities for them to start their careers at LSSU on a positive footing. In addition, all new adjunct faculty were invited. This event featured participation from entities all across campus.

2. Study Abroad ran its first faculty-led course in several years this summer. INTD 200 – Cultural, Interdisciplinary and Healthcare Issues of Ireland had 9 students who all successfully completed the course. In addition, two students also completed the companion Study Abroad Humanities course. One additional student worked with Study Abroad to take two courses in Ireland at the University of Galway. We are sending one student in Fall to study with the Experience Scotland program.

3. The Center for Engaged Teaching and Learning hosted Professional Development Day on Thursday, August 24. All faculty and staff were invited to attend this all-day mini-conference including a plenary session entitled "Invisible Treads are the Strongest Ties" by Dr. Kathleen Shea Smith who is the Associate Provost for Academic Advising at the University of Oklahoma.
In addition to the plenary session, there were nine breakout sessions including topics such as advising, best practices for utilizing synchronous distance learning technology, developments in AI, safe zone training, trauma informed pedagogy and educational interventions.

**Accreditation and Assessment Report**

## Accreditation

*Strategic Plan Goal Strategy 3.4.7. - Maintain good standing with the Higher Learning Commission and appropriate accreditation bodies.*

1. Two HLC reviewers will be on campus October 23-24 to follow up on our Focused Visit Report for finances and enrollment. That report was submitted to HLC in August, and included comprehensive documentation to address the concerns raised by HLC in our Four Year Comprehensive Review in 2020-2021. We provided HLC with detailed plans for increasing enrollment, including the new Prison Education Program, the new MBA program, and the expanded recruitment strategies now being implemented by the Admissions Office. We also provided HLC with an overview describing LSSU's commitment to restore collaboration and transparency throughout our budget processes, as well as a coherent financial plan for moving the institution forward in alignment with our strategic plan goals.

2. To approve our application for the Master of Business Administration program, two HLC reviewers will also be on campus on October 2-3 for a "Substantive Change Visit" evaluation. The reviewers will meet with the Provost, with the Dean of the College of Innovation and Solutions, and with faculty tasked with teaching in the proposed program. We expect this team to focus on the qualifications of faculty expected to teach in the MBA program, and on evaluation of our newly established Graduate School Policies and Procedures. The Vice Provost for Accreditation and Assessment worked closely with Dean Mindy McCready, Chair Marta Diaz, and faculty member Dr. Ralf Wilhelms to develop those graduate program policies and procedures in accordance with HLC expectations.

3. All discipline-specific accredited programs across Schools and Colleges at LSSU remain in good standing with their accrediting bodies. The Interim Dean for the College of Innovation and Solutions, Mindy McCready, is working with faculty in the Lukenda School of Business and the School of Engineering and Technology to prepare for those upcoming accreditation reaffirmation reviews and site visits in fall of 2024.

## Assessment

*Strategic Plan Goal Strategy 1.1.6 - Enhance a culture of cyclical and systematic assessment to drive continuous improvement and innovation in curricular, co-curricular, and extracurricular programs and services.*

1. As we start this new academic year, we have applied much of last year's assessment feedback to make improvements in several areas. For example, the General Education Committee has updated its assessment reporting forms to include an additional closing page with clear examples of high quality assessment data reporting. The committee is committed to support faculty in conducting highly effective general education outcome assessments in their classes, and is confident that this new tool will help faculty as they continue to provide meaningful assessment data for the general education program.

2. LSSU's assessment practices have matured greatly and are well-aligned with HLC's standards and criteria. They are purposefully designed to drive continuous improvements across all program and service areas of the university. With HLC's criteria in mind, the university "maintains a practice of regular program reviews" (Criteria 4.A.1), and is in the process of conducting a five-year cyclical full

program review across both academic and operational areas. Administrative departments have submitted their review reports for FY23, and academic program faculty are now in the process of completing and submitting their 2022-2023 Annual Update Program Reviews to the Vice Provost for Accreditation and Assessment. Operational and academic departments will be able to use the data from their annual reports to complete their fall 2023 Five-Year Full Program Reviews, which are due by December of this year. Beyond merely meeting HLC's expectations for full-scale multi-year program reviews, the Five-Year Program Reviews at LSSU give all departments an opportunity to evaluate their "big picture" data over time so they can measure progress toward the achievement of strategic plan goals and set new future goals for their areas.

## Office of Sponsored Programs

Since the last Board of Trustees meeting, LSSU has received two new grant awards.

1. NSF: Major Research Instrumentation Program

| External Grant Awards | | | | |
|---|---|---|---|---|
| **Sponsor** | **Amount** | **Award Period** | **Budget Highlights** | **PI** |
| National Science Foundation (NSF) | $384,660 | 10/01/2023-09/30/2026 | Equipment | Dr. Mark Zierden |

Through support from the NSF Major Research Instrumentation Program, LSSU will purchase a micro X-ray fluorescence spectrometer (µXRF) with remote operation capabilities. For more information, see the College of Science and the Environment update.

# Native American Center

Some of the events we have planned for the fall are as follows:

1.  Soup Tuesdays

    -   The Native American Center will be serving soup on Tuesdays in the Fall. This serves as a way to attract more students, faculty, and staff to visit the Native American Center.

2.  The Native American Center will be planting a cedar tree on Friday, September 8, at 3:00 pm.

3.  Orange Shirt Day – Friday, September 29

    -   Orange Shirt Day recognizes the legacy of Indigenous Peoples residential school experience.

    -   Dr. Veronica Pasfield will speak at 11:00 am in the Library Commons. She will discuss the effects of residential schools and their legacy. Dr. Veronica Pasfield, an Ojibwa member of the Bay Mills Community, received her doctorate from the University of Michigan in American Culture. She is a journalist, Independent Curator, and a Native American Graves Protection and Repatriation Act Officer.

4.  Indigenous Peoples' Day on Tuesday, October 10, at 1:00 pm in the Library Commons

    -   Indigenous People's Day is on Monday, October 9.

        -   There will be a public acknowledgement of Indigenous People's Day.

    -   Since October 9 is mid semester break, students, faculty, and staff will not be on campus. Therefore, on Tuesday, October 10, we will have an event recognizing Indigenous People's Day. Austen Lowes, Sault Sainte Marie Tribe of Chippewa Indians Chairperson, will speak at 1:00 pm in the Library Commons.

5.  Native American Heritage Month

    a.  Angeline Boulley, New York Times Best Selling author of, *The Firekeepers Daughter* and *Warrior Girl Unearthed*, will be giving a talk about her books on Monday, October 30, at 7:00 pm in the Library Commons. Ms. Boulley is a native of Sugar Island, and a member of the Sault Sainte Marie Tribe of Chippewa Indians. *The Firekeeper's Daughter* has become "One of this year's most buzzed about young adult novels" (Good Morning America), and has been awarded, among other accolades, A TIME Magazine Best Young Adult Book of All Time Selection, and The Goodreads Best Young Adult Fiction Award for 2021. *Warrior Girl Unearthed* has won the American Indian Youth Literature Award for Young Adult, 2021 Kids' Indie Next List Selection, Entertainment Weekly Most Anticipated Books of 2021 Selection, and PopSugar Best March 2021 YA Book Selection. Funding was provided by the Issues and Intellect Fund.

    b.  Art Gallery Display by Sawyer Dowd and Emma Donmeyer, LSSU students, will be displayed in the Library Art Gallery in partnership with the Sault Tribe's Language and Culture Department and LSSU's Student Government for the month of November.

c. Indigenous Peoples' Inspired Meal in the Quarterdeck that will be served during lunch on Thursday, November 9, in the Quarterdeck.

d. Rock your Mocs will be celebrated on November 15. Rock your Mocs is a worldwide social media event provided as a positive opportunity to be united and celebrate tribal individuality by wearing moccasins.

e. Traditional Indigenous Peoples' games, Double Ball and Shinny, will be played by students, faculty, and staff in Pleger Commons (rain location: Student Activity Center) on Friday, November 17, at 1:00 pm – 3:00 pm.

f. Manoomin Minute: (Culinary Experience)  Learn the process of wild rice from harvesting to table by making wild rice pudding with Melody Teeple on  Tuesday, November 28, at 1:00 pm in Library Commons.

# Native American Heritage Month
## November 2023

**All Month**
### Library Book Display & Resource Collection
Book Display: Library Commons & Library Resource Guide

**All Month**
### Library Art Gallery Display
A collection from LSSU students, Sawyer Dowd and Emma Donmeyer, in partnership with Sault Tribe Language and Culture Department, and LSSU Student Government

**Oct 30**
### Angeline Boulley
7:00 pm at the Library
NYT best selling author of Firekeepers Daughter and Warrior Girl Unearthed. Presentation and Discussion in Library Commons

**Nov 7**
### Soup Tuesday
11:00 am - 1:00 pm at the Native American Center
Enjoy a bowl of wild rice and turkey soup

**Nov 9**
### Indigenous Inspired Lunch in the Quarterdeck
11:00 am - 1:00 pm at the Quarterdeck
Lunch in the Quarterdeck inspired by recipes from the Sioux Chef cookbook

**Nov 14**
### Soup Tuesday
11:00 am - 1:00 pm at the Native American Center
Enjoy a bowl of rabbit noodle soup

**Nov 15**
### Rock your Mocs
All day-Everywhere
Rock your Mocs Worldwide Social Media Event. Wear your moccasins and post to social media using the hashtag #ROCKYOURMOCS

**Nov 17**
### Double Ball - Indigenous Game
1:00 - 3:00 pm at Pleger Commons (SAC backup if inclement weather)
Learn about and play the Ojibwe game of Double Ball with Robear Assinewe-Beaupre, NAC Student Support Advisor

**Nov 28**
### Culinary Experience
1:00 pm - 2:00 pm at the LSSU Library
As part of the Library's Culinary Series, learn about the processing of wild rice from harvesting to table by making wild rice pudding with Melody Teeple

For more information, contact Robear Assinewe-Beaupre at rassinewebeaupre@lssu.edu

## LAKE SUPERIOR STATE UNIVERSITY

# LAKE SUPERIOR
# STATE UNIVERSITY

## Academic Affairs Report
### September 15, 2023

**Agenda Item #7: Contributions to the Strategic Plan**

☒ Information              ☐ Action              ☐ Discussion

**Purpose:**

The Board of Trustees approved the Strategic Plan on April 24, 2020. Since that time, we have been working on many areas in the Strategic Plan. I have included several key updates.

**Background:**
### Contributions to the Strategic Plan

*1.1.4 Expand and leverage the identity and successes of the Center for Freshwater Research and Education through the addition of new academic programming within it.*

The creation of the new College of Great Lakes with CFRE residing in the College also received positive attention from regional outlets (Lake State creates new college to focus on Great Lakes ecology) and from the State of Michigan, which will feature the new college in its annual State of the Lakes report next month.

*1.4.4    Enhance our academic advising model and training program utilizing best practices that provide access to advising tools.*

The Center for Engaged Teaching and Learning hosted Professional Development Day on Thursday, August 24. All faculty and staff were invited to attend this all-day mini-conference including a plenary session entitled "Invisible Threads are the Strongest Ties" by Dr. Kathleen Shea Smith who is the Associate Provost for Academic Advising at the University of Oklahoma. In addition to the plenary session, there were nine breakout sessions including topics such as advising, best practices for utilizing synchronous distance learning technology, developments in AI, safe zone training, trauma informed pedagogy and educational interventions.

**Suggested Action/Motion:**

None

**President's Recommendation:**

N/A

## Academic Affairs Report
**September 15, 2023**

**Appendix I:  MBA Policies and Procedures**

☒ Information                ☐ Action                ☐ Discussion

**Purpose:**

The purpose of this informational item is to provide the MBA policies and procedures.

**Background:**

N/A

**Suggested Action/Motion:**

None

**President's Recommendation:**

N/A

# Online Academic Catalog: Graduate School Landing Page

**LAKE SUPERIOR**
STATE UNIVERSITY

Academics    Admissions + Aid    Athletics + Arts    Alumni + Friends    Campus Life    Traditions    About

**LSSU Graduate Program Policies**

## Graduate Program Policies

All students enrolled in a graduate program at LSSU should review the information on these pages often to ensure they meet all requirements and deadlines. It is the student's responsibility to follow all policies and to meet all the requirements established for LSSU's Graduate School programs. We strongly recommend that every student should work closely with a faculty advisor in their degree program.

### Specific Degree Requirements
- Master of Business Administration

### Student Services
- Academic Advising
- Library Support Services

### Academic Policies for Graduate Programs
- Graduate School Policies and Regulations
- Student Responsibility to Monitor Official Communications from Your Instructor or the University
- Admission to Graduate Programs or Courses
- Fees
- Academic Load for Graduate Programs
- Academic Standards: GPA requirements in a Graduate Program
- Academic Integrity Policy
- Registering for Classes
- Academic Calendar
- Time Limits for Program Completion
- Family Educational Rights and Privacy Act (FERPA)
- Veterans Benefits: Progress Requirements to Maintain Benefits
- Program-Specific Academic Advising
- Full-Time or Part-Time Status
- Transfer Credit
- Transcripts
- Plan of Study and Student Schedules
- Student Schedule Changes
- Course Levels and Grading Scales
- Attendance Policy (Withdrawal for Non-Attendance)
- Add / Drop / Withdraw Course Policies
- Auditing Courses
- Repeating Courses
- Requesting Incomplete Grades
- Hold Policy

### Preparing for Graduation
- Graduation Requirement Options
- What to Do When You Are Ready to Graduate: Forms, Fees, Diplomas, and Commencement

# 1. **Graduate School Subpages**

## Specific Degree Requirements

- ### Master of Business Administration (MBA)

The MBA program at LSSU offers a unique opportunity for working professionals to earn their graduate degree from home in just two years. The 8-week courses are ordered in sequence over the two-year span of the program, allowing students to focus attention on a single course at a time to maximize learning of both informational content and applicable skills that are needed in upper-level management positions. This MBA program enables professionals from diverse professional backgrounds to develop a well-rounded portfolio of management knowledge, skills, and abilities that prepare them to successfully navigate internal business challenges within organizations, as well as challenges in the broader settings of local, regional, national, and international businesses.

Candidates for admission to the MBA program are required to hold a four-year baccalaureate degree (or equivalent) from a regionally accredited institution. An undergraduate degree in business is not a requirement; qualified students from all backgrounds are encouraged to submit applications. An admission decision is based on a combination of a student's undergraduate performance, professional experience, letters of recommendation and statement of purpose essay. Submitted applications are reviewed on an ongoing basis, as the LSSU MBA program operates on a rolling admissions schedule.

Eligibility for enrollment is based solely on the applicant's academic qualifications without regard to gender, race, marital status, color, age, religion, handicap or national origin.

**Admission Requirements**

1. Regular Degree Admission is granted to the student who wishes to pursue a MBA degree, has a bachelor's degree from a regionally accredited institution with a minimum grade point average (GPA) of 2.7 and has completed requirements to fulfill Foundations Courses; college course credit for Foundations Courses should record a grade of C- or better. Students who do not meet the minimum GPA requirement must have at least two years of administrative, managerial or professional work experience that is approved by the MBA program coordinator.

2. Conditional Degree Admission may be authorized, based upon a recommendation from the Lukenda School of Business, for students who do not meet the requirements of regular admission. Conditional admission can be granted to students in their final semester or session of enrollment in an undergraduate program if the academic record is satisfactory, based on the final transcript sent by the student. The conditions for regular admission are recorded on the letter of admission that is sent to the applicant. Students who fail to meet the conditions of their admission by the completion of nine credit hours of graduate work with a 3.0 GPA will be denied further registration. The determining factors for the conditions of admission are the responsibility of the assigned advisor with the endorsement of the MBA program coordinator. Students will not be granted regular admission status until all the requirements and conditions for regular admission have been met.

3. Upon approval by the MBA program coordinator, Non-Degree Admission may be granted to students who do not wish to obtain a graduate degree, but have an interest in work beyond the baccalaureate degree, or who graduated from a non-accredited undergraduate program. Included in this category are those students selecting special workshops/seminars or those who wish to pursue additional study for educational benefits. Students who are non-degree seeking can later elect to change to a degree seeking program by petitioning for regular admission with a Request for Change of Curriculum form. All admission requirements of the MBA program must also be met.

Required documents for admission are as follows:

1. Official transcript or original foreign evaluation showing successful completion of a bachelor's degree program from a regionally accredited college or university submitted with a completed Graduate Admission Application
2. Formal resume detailing education and work history
3. Two letters of recommendation
4. Statement of purpose essay (2-3 pages)
   - State the reason that you are pursuing an MBA at LSSU.
   - State what unique perspective, qualifications, experiences and educational assets you would bring to the cohort.
   - Include your goals and explain how the MBA program will help you achieve them.

International students must meet additional requirements before being accepted as outlined here: https://www.lssu.edu/admissions/how-to-apply/international-student-admissions-application.

**Foundations Courses**

Prerequisites for the M.B.A. program include undergraduate accounting and economic courses. These prerequisites can be satisfied by:

1. Passing the required courses (ACTG 132 and ACTG 133, ECON 201 and ECON 202) at Lake Superior State University;
2. Passing the similar courses at another accredited university;
3. Passing college-level proficiency (CLEP) examinations for those courses;
4. Applying for and being approved for Prior Learning Credit based upon past work experience.
5. Completing online modules for the foundational areas through Khan Academy*.

* To ensure incoming students in the MBA program understand the basic principles of economics, we request that students who have not met their economics course requirements as described in options 1 through 4 above to review several modules through Khan Academy material (see list). Be sure to review all of the required modules, and we also strongly recommend reviewing the optional modules. The content will typically take about eight hours to review, and additional optional content generally takes about three hours to review. Note taking is recommended, as is spending extra time on topics or content that is unfamiliar or more difficult to understand. Students with a strong background in economics will find the material quite easy, but students who do not have a strong background or grasp of this subject matter will be better prepared (and subsequently more successful) in the MBA program after reviewing these free materials.

LSSU does not require written evidence that incoming candidates have completed this material, but if you do not have this general knowledge in economics you will be underprepared in ECON 645: Economics for Managers.

## Student Services

- ### Academic Advising

  Graduate students are assigned an academic advisor upon enrollment in their degree program. Faculty who teach in the graduate program serve as academic advisors to students in that program. It is strongly recommended that you meet with your academic advisor at least twice each semester. Academic advisors can assist students to register for courses; add/drop courses; remove or help you resolve Web Advisor Holds; ensure you are on track and evaluate your progress toward timely degree completion; adapt to the demands of your graduate program; engage and connect with program peers and the larger University community; identify and utilize University and community support services; interpret institutional rules, policies, and procedures; and connect or network for expanded employment opportunities after graduation.

- Library Support Services

LSSU's librarians are available by phone, email, or online chat to answer any questions or assist with finding research materials when needed. (906-635-2167; reference@lssu.edu; https://www.lssu.edu/library/). Librarians and library staff will work individually with students to guide them in selecting appropriate scholarly materials for academic projects. They will also assist students to ensure they are using software and technology tools effectively and citing reference materials correctly. If a student needs materials that are not available through LSSU's library, the staff will help the student initiate an inter-library loan to borrow those materials from another library. The Learning Commons in LSSU's on-campus library also provides computers on-site or for check-out for students who may need them.

## Economics Review Materials - Khan Academy

I. Basic economic concepts
- A. Introduction to economics
  - 1. Required:
    - a. Introduction to economics (9:58)
    - b. Scarcity (6:48)
    - c. Four factors of production (6:14)
    - d. Lesson summary: scarcity, choice, and opportunity costs (outline)
  - 2. Optional:
    - a. Scarcity and rivalry (6:31)
    - b. Economic models (6:49)
    - c. Normative and positive statements (5:00)
- B. Economic systems
  - 1. Required:
    - a. Property rights in a market system (5:54)
    - b. Markets and property rights (6:00)
    - c. Command and market economies (9:43) from Macroeconomics: Basic economics concepts
    - d. Lesson overview: economic systems, the role of incentives, and the circular flow model (outline)
- C. Production possibilities frontier
  - 1. Required:
    - a. Production possibilities curve (10:58)
    - b. Opportunity cost (5:48)
    - c. Increasing opportunity cost (6:25)
    - d. Lesson summary: the production possibilities frontier (outline)
- D. Comparative advantage and the terms of trade
  - 1. Required:
    - a. Comparative advantage, specialization, and gains from trade (8:55)
  - 2. Optional:
    - a. Comparative advantage and absolute advantage (10:15)

II. Supply, demand, and market equilibrium
- A. Demand
  - 1. Required:
    - a. Law of demand (8:15)
    - b. Law of demand (outline)
    - c. Market demand as the sum of individual demand (4:36)
    - d. Price of related products and demand (5:47)
    - e. Changes in income, population, or preferences (3:32)

IV. Consumer and producer surplus, market interventions, and international trade
   A. Market interventions and deadweight loss
      1. Required:
         a. Price ceilings and price floors (outline)
      2. Optional:
         a. Rent control and deadweight loss (11:11)
         b. Minimum wage and price floors (9:05)

   V. Production decisions and economic profit
      A. Introduction to production and costs
      1. Required:
         a. Introduction to production functions (8:33)
         b. Total product, marginal product, and average product (6:55)

   B. Production and costs in the short run
      1. Required:
         a. Fixed, variable, and marginal cost (11:48)
         b. Marginal cost, average variable cost, and average total cost (7:28)
         c. Graphs of MC, AVC, and ATC (8:43)
         d. Marginal revenue and marginal cost (6:09)
         e. Marginal revenue below ATC (5:54)
         f. The structure of costs in the short run (outline)
      2. Optional:
         a. How costs change when fixed and variable costs change (6:26)
         b. Graphical impact of cost changes on marginal and average costs (3:46)
         c. Visualizing average costs and marginal costs as slope (12:06)
   C. Production and costs in the long run
      1. Required:
         a. Long-run average total cost curve (8:31)
         b. Economies and diseconomies of scale (3:37)
         c. Minimum-efficient scale and market concentration (6:06)
         d. The structure of costs in the long run (outline)
      D. Types of profit
         1. Required:
         a. Economic profit vs. accounting profit (8:05)
         b. Depreciation and opportunity cost of capital (8:09)
         c. Explicit and implicit costs and accounting and economic profit (outline)
   E. Profit maximization
      a. Required:
         i. Profit maximization (4:59)
         ii. Profit maximization worked example (4:39)
   F. Firm entry, exit, and the shut-down rule
      1. Required:
         a. Shutting down or exiting industry based on price (7:39)

VI. Forms of competition
   A. Perfect competition
      1. Required:
         a. Introduction to perfect competition (8:25)
         b. Perfect competition and why it matters (outline)
         c. Economic profit for firms in perfectly competitive markets (8:13)

d. How perfectly competitive firms make output decisions (outline)
e. Efficiency in perfectly competitive markets (outline)
f. Long-run economic profit for perfectly competitive firms (6:54)
g. Long-run supply curve in constant cost perfectly competitive markets (6:37)
2. Optional:
a. Long-run supply when industry costs aren't constant (5:57)

B. Monopoly
1. Required:
a. Perfect and imperfect competition (9:59)
b. Types of competition and marginal revenue (6:44)
c. Monopolies vs. perfect competition (4:43)
d. Economic profit for a monopoly (6:12)
e. Review of revenue and cost graphs for a monopoly (10:21)
2. Optional:
a. Marginal revenue and marginal cost in imperfect competition (3:40)
b. Monopolist optimizing price: total revenue (7:10)
c. Monopolist optimizing price: marginal revenue (8:30)
d. Monopolist optimizing price: dead-weight loss (5:56)
C. Price discrimination
1. Required:
a. Price discrimination (6:00)
b. Monopoly price discrimination (7:38)
D. Monopolistic competition
1. Optional:
a. Oligopolies and monopolistic competition (7:20)
b. Monopolistic competition and economic profit (8:50)
c. Long-run economic profit for monopolistic competition (6:24)
E. Oligopoly and game theory
1. Optional:
a. Oligopolies, duopolies, collusion, and cartels (8:26)
b. Prisoners' dilemma and Nash equilibrium (9:20)
c. More on Nash equilibrium (6:30)
d. Why parties to cartels cheat (11:18)

VII. Factor markets
A. Introduction to factor markets
1. Optional:
a. Introduction to labor markets (7:23)
b. Labor-leisure tradeoff and the labor supply curve (4:45)
VIII. Market failure and the role of government (optional)

## Academic Policies for Graduate Programs

### Credit Hours

In accord with federal regulations, state guidelines, and the Higher Learning Commission standards, LSSU defines a semester credit hour as:

A [semester] credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. 34CFR 600.2 (11/1/2010)
http://policy.hlcommission.org/Federal-Regulation/assignment-of-credits-program-length-and-tuition.html
LSSU defines "one hour of classroom or direct faculty instruction" as 50-60 standard minutes. Hour totals for a course include time used for evaluations, tests, and final examinations. The amount of credit awarded will be in keeping with the learning outcomes; evidence of student achievement will be documented.

Course learning outcomes are defined by the school and approved as part of a curriculum review process which includes recommendations from the University Curriculum Committee – a majority faculty body with representation from every school and the Administration. Outcomes are established independently of the modality of course delivery, such that the credit hours for a course title will not change if the course is offered in face-to-face sessions with synchronous faculty-student interaction, in blended (hybrid) delivery, or in a fully online course.

The standard University semester is 15 weeks, including the final examination week. Courses scheduled for compressed schedules carry the same academic credit hours, meet the same student learning outcomes, and share the same expectations for an equivalent amount of work as defined by the semester credit hours as a normally scheduled course.

- ### University Policies and Regulations

For all academic programs at Lake Superior State University, the university has established policies and regulations to ensure that students, faculty, and staff are safe and able to function well. Handbooks and webpage links containing those policies and regulations can be found here:

**Student Handbook (Code of Conduct)**
**Faculty Handbook**
**Student Organization Handbook**
**Business Operations – Policies and Procedures**
   **Faculty Qualifications Policy**
**Attendance Policy for Financial Aid Recipients**
**Campus Parking Policy and Information**
**Human Resource Policies**
**Non-Discrimination and Title IX Policy**
**Weapons Policy**

**Alcohol Policy**
**Tobacco-Free Policy**
**Pet Friendly Policy**
**Emotional Support Animals Policy**
**Web Accessibility Policy**
**Chosen Name Policy**
**Student Complaint Policy**

- ## Student Responsibility: Monitor Official Communications from Your Instructor or the University

LSSU sends official information to students through the student's LSSU email account, including legally required information. Students are responsible for monitoring that LSSU email account to ensure they receive any important information issued by the university or course instructors.

Students may also choose to sign up for LSSU's Emergency Notification text alerts, which will send notifications regarding any emergency situations (including weather-related campus closures or other important information). Students can sign up by sending the text *LSSU* to 888777 or online by registering on the Campus Alert Notification System.

- ## Admission to Graduate Programs or Courses

The following admission requirements are broad and general policies for Graduate Programs at LSSU. Some programs have their own admission policies that take priority over the general requirements listed below. Be sure to check the admission policy for your specific program to see if you qualify for admission. Enrollment to graduate level coursework does not imply admission to candidacy for a graduate degree in a specific program. The requirements and procedures for admission to candidacy are described separately for each graduate program.

Admission to graduate coursework is granted in one of the following categories based on the qualifications and educational objectives of the applicant. Eligibility for enrollment is based solely on the applicant's academic qualifications without regard to gender, race, marital status, color, age, religion, handicap or national origin.

The following policies apply unless otherwise stated as requirements for a specific Graduate Program, such as the MBA program. See information provided under your degree program for specific policies.

1. Regular Master's degree program admission is granted to the student who has a bachelor's degree from a regional accredited institution, and has completed the program specified Foundations Courses (options for completion vary by program). A minimum undergraduate grade-point average of 2.7 on a 4.0 scale is required. For regular admission, a student must meet all of the admission requirements.

2. For applying students who do not meet the requirements of regular admission, a Conditional Degree Admission may be authorized on a case-by-case basis upon review and recommendation from the faculty of the School in which the Master's degree is offered. Conditional admission can be granted to students in their final semester or session of enrollment in an undergraduate program if the academic record is satisfactory, as evidenced by the final transcript sent by the student. The conditions for regular admission are recorded on the letter of admission that is sent to the applicant. Students who fail to meet the conditions of their admission by the completion of nine credit hours of graduate work with a 3.0 GPA will be denied further registration. The determining factors for the conditions of admission are the responsibility of the assigned advisor with the endorsement of the School's Dean or program coordinator. Students will not be granted regular admission status until all the requirements and conditions for regular admission have been met.

3. Non-Degree Admission is granted to students who do not wish to obtain a graduate degree, but have an interest in work beyond the baccalaureate degree, or who graduated from a non-accredited undergraduate program. Included in this category are those students selecting special workshops/seminars or those who wish to pursue additional study for educational benefits. Students who are non-degree seeking can later elect to change to a degree seeking program by petitioning for regular admission with a Request for Change of Curriculum form. All admission requirements of the School and program must also be met.

**Admission Requirements**

Applicants are required to comply with the regular admission requirements for the School's specified Graduate Program.

1. Complete the Graduate Admission Application ([link](link)).

2. Minimum Requirements:
   - Undergraduate degree from a regionally accredited university
   - Completed the program's specified Foundations Courses (if applicable), or equivalent, with a minimum grade of C- in each course
   - An earned cumulative undergraduate grade point average (GPA) of 2.7 or higher on a 4.0 scale
   - GMAT/GRE score (if applicable for the specific graduate program)

3. Applicants are required to write a 2-3 page statement of purpose essay that includes:
   - State the reason that you are pursuing a graduate degree at LSSU.
   - State the unique perspective, qualifications, experiences and educational assets you would bring to share with your class.
   - Explain how the program will help you achieve your academic and professional goals.

4. International students must meet additional requirements before being accepted as outlined here: https://www.lssu.edu/admissions/how-to-apply/international-student-admissions-application

5. Applicants must provide a current resume and official undergraduate transcripts from all institutions they have attended. The results of the GMAT/GRE (if applicable for the specific graduate program), the applicant's undergraduate grade point average, and relevant work experience will be evaluated together to determine eligibility for the program.

**Foundations Courses**

Regular admission to a graduate program requires students to have demonstrated competencies represented by program related foundational content areas before pursing advanced graduate coursework in these fields. See the requirements for Foundations Courses in the program for which you are seeking admission.

- Fees

  Unless there are stated specific fees for a graduate degree program, graduate students are exempt from undergraduate on-campus student fees (e.g., Athletic Fee, Online/Virtual Course Fee, etc.).

- Academic Load for Graduate Programs

  Specific graduate level course load requirements or restrictions vary by degree programs.

MBA Program – Six credit hours are required in each of three semesters (fall, spring, and summer) over the two-year span of the program. Students are expected to enroll in two consecutive eight-week courses for each of the three semesters in each year of the program, earning a total of 18 credits per year.

## Academic Standards: GPA requirements in a Graduate Program

Admission to a graduate program at LSSU requires an undergraduate degree GPA of 2.7. Continued enrollment in a graduate program at LSSU requires a cumulative GPA of 3.0.

If a student fails to earn a grade of at least C- in a course, the student must repeat the course at LSSU or transfer in an equivalent course from another institution.

- ## Academic Integrity Policy

**Academic Integrity Policy**

Academic integrity is a key component of the core values of Lake Superior State University. All members of the University community are expected to be honorable and ethical and observe standards of conduct appropriate to a community of scholars. The University community will not tolerate academic dishonesty as such behavior will cause harm to the reputation of students, faculty, and graduates of the institution. Such dishonorable behavior includes, but is not limited to, cheating, fabrication, plagiarism, and obtaining an unfair advantage. These terms are defined below:

- Cheating: Using or attempting to use unauthorized materials or information during an exam or assignment of any kind. Using notes, texts, help from individuals, generative artificial intelligence (AI) tools, or copying information from another individual's exam, or by using electronic or any other means constitutes cheating unless such resources are explicitly allowed by the instructor.
- Fabrication: Unauthorized falsification, invention, or copying of data, falsification of information, citations, or bibliographic references in any academic work. It also includes falsifying any academic record or other University document. Issues of academic integrity are not limited only to submitted written assignments but also include dishonest behavior that impacts planned learning opportunities for self or others. Examples include, but are not limited to: stated falsehoods with the intent/or have the result of impacting course schedules, group activities, or assignment design, actions of deception that are intended/or have the result of altering assignments, learning objectives, testing, and/or grading criteria.
- Plagiarism: Representing someone else's, including AI-generated, work as one's own. Failing to cite references or presenting material, verbatim or paraphrased, that is not acknowledged and cited also constitutes plagiarism.
- Obtaining an Unfair Advantage: Stealing, reproducing, circulating, or otherwise gaining any advantage with examination materials before, during, or after examination by the instructor. This may include, but is not limited to: submitting responses after the examination is complete, or not submitting the examination according to instructor policy. Also prohibited are stealing, destroying, defacing, or concealing academic materials with the purpose of depriving others of their use.

**Possible Academic Sanctions for Offenses**

It is in the best interest of the University community to sanction any individual who chooses not to accept the principles of academic honesty by engaging in the above acts. Appropriate sanctions may include but are not limited to: verbal and/or written warning, revision and/or completion of additional work, change or reduction of grade, course failure, and/or dismissal from academic program and/or the University. In the case of theft, damage, or destruction of University property, or the property of others, there may be additional penalties which may include, but are not limited to: issuance of fines, removal from the campus, dismissal from the University, and/or criminal prosecution.

**Faculty/Staff and University Responsibilities**

A faculty/staff member who observes a violation or has a violation reported to them in one or more of the above areas shall complete the Academic Integrity Incident Report. The faculty/staff member will then meet with the student to address the violation and review the report. If requested by the observer, the Dean may assign a designee to meet with the student. The faculty/staff member will then file the report with the Academic Advisor, Dean and the Provost's Office. This report will be kept in the Provost's Office for a period of five years after the student graduates or leaves the university. Academic Departments or Schools may have additional policies and procedures that could provide further recommendations to the Provost's Office when instances of academic dishonesty are suspected.

The Provost's Office will keep a record of all Academic Integrity reports. On behalf of the faculty member, Academic Deans may access these records for assessment of patterns in past academic integrity incidents. In cases of egregious or repeated violations, the Dean may recommend to the Provost that dismissal from the University is warranted.

**Student Responsibilities**

Unless the faculty member has explicitly specified otherwise, students are to assume that exams are individual, closed book, and without the use of notes or similar reference materials. Unless specifically allowed by the faculty member, papers, projects, and similar products are expected to be the original individual work of the student. If notes, texts, other reference materials, group work, AI-generated text and images, or similar activities are to be allowed, the faculty member will specify what is permitted for a particular assignment or exam prior to disseminating the assignment or exam.

It is the student's responsibility to start the appeal process if they wish to challenge an academic integrity decision.

**Student Appeal**

For a single course Academic Integrity incident, the student will follow the procedure outlined in the Academic Integrity Appeal Process Record of Action.

Should the student desire to appeal a University dismissal related to egregious or repeated Academic Integrity incidents, the same process outlined in the Academic Integrity Appeal Process Record of Action would be followed beginning at Step 5 with the Student Written Request to Dean.

- Registering for Classes

    Students must register for their classes on or after the day they are scheduled to register. This information will be provided to the student in an email message. Students register for classes in their Anchor Access account as shown below.

**How to Register Using Anchor Access**

**Logging in to My.LSSU.edu** Go to http://my.lssu.edu.  Enter your username and password, found in your acceptance letter, and click Sign In.

**Navigating Anchor Access** After logging in, choose Anchor Access, found in LSSU Web Services Card. Click the **Student tab**, select **Registration Menu**, then select **Register for Classes.** Choose the term you wish to register for and click submit.  For help selecting a class schedule, please see your academic advisor.

## Find Classes Tab:

To search entire course schedule offerings click Search. To refine your search, select a subject(s) from the drop down box, click search. The next two images show an example of searching for English courses.



To register for courses, click the "Add" Button on the right of the course listing. This adds the courses to your summary. To complete the registration, click "Submit" (lower right corner). Click Search in upper right hand corner to search again.

**Enter CRNs Tab:**
- Use Find Classes to find CRNs
- Enter the CRN directly into the box, click "Add to Summary" button
- Continue adding CRNs to the Summary box. When you are done adding courses, click the "Submit" to register.



## Common Registration Errors:

**Prerequisite and Test Score error:** This error indicates that you do not have the correct prerequisite requirements to register for this course.  To view the prerequisite requirements, click on CRN, then click on Course Description. All requirements are listed.  If you would like to be registered regardless of the prerequisite requirement, you will need to talk to the instructor.  Only the instructor can complete an Instructor Override allowing you to register.

**Linked course required (Laboratory):**  Many courses have both a lecture and a laboratory component.  The lecture and laboratory sections are "linked" together.  To register for a course containing both a lecture and laboratory, you will need to add both CRN's on the Add Classes Worksheet, then click Submit Changes.

**For other registration errors please see our Common Registration Errors Worksheet.**

## Schedule and Options Tab:
Using the Schedule and Options tab on Register for Classes page, you can see viewing and printing options for your schedule. A printable version of your schedule is also available on the Main Student Menu.

**If you run into problems or have any questions, please call the Registrar's Office at (906) 635-2682, or send an email to: registrar@lssu.edu. We are here to help.**

- ## Academic Calendar

  Graduate programs may operate under a program-specific schedule that differs from the official LSSU Academic Calendar. See information detailing academic course schedules, dates, and deadlines on each graduate program's webpage.

- ## Time Limits for Program Completion

  Graduate students must complete their program and apply for graduation within the timeframe specified for their specific degree program. Program-specific time limits are summarized below.

  **Master of Business Administration (MBA)**

  It is strongly recommended that students enrolled in the MBA program adhere to the order of classes established for two-year program completion. This schedule requires taking two sequential eight-week courses for three consecutive semesters each year over a two-year period. If a student is unable to complete their degree requirements as scheduled for the MBA program, the student must meet with their academic advisor to re-sequence their required courses. The time limit to complete the MBA program in full is six years.

- ## Family Educational Rights and Privacy Act (FERPA)

  Full disclosure of students' rights as defined by the Family Educational Rights and Privacy Act are viewable on the Registrar's "FERPA" webpage. Click Here to view full information about this federal law which provides that Colleges and Universities will maintain the confidentiality of student educational records. The law basically states that no one outside the University shall have access to students' educational records nor will the University disclose any information from those records without the written consent of students. There are exceptions, such as allowing certain personnel within the University with a legitimate educational interest to see the records, or releasing the records in an emergency in order to protect the health or safety of students or other persons.

- ## Veterans Benefits and Requirements

  Full disclosure of the educational benefits available to veterans are viewable on the Registrar's "Veterans Educational Benefits and Services" webpage. Click Here to view full information and instructions for veterans who are new to LSSU or transferring to LSSU. This information includes links to pages that provide detailed explanations about various educational benefits for veterans, a link to apply for benefits, links to request changes relating to benefits, links with specific information for members of the National Guard or Coast Guard, and links to LSSU and other external resources to assist veterans.

- ## Full-Time or Part-Time Enrollment Status Information

  Graduate students in non-cohort programs must be enrolled in at least nine credit hours per semester to qualify as full-time students.

  Graduate students enrolled in cohort structured programs with a defined start and degree completion timeline are qualified as full-time students if they are enrolled in 6 or more credit hours per semester and complete at least 18 credits within a single year.

- Financial Aid

Students enrolled either full-time or half-time in graduate degree programs may be eligible for some types of federal financial aid, grants, or student loans. Scholarship programs are another option for students who are seeking funding options for their graduate school education. LSSU's Financial Aid Office can help direct graduate students to the appropriate resources and can also assist in determining which types of aid are best suited to meet the needs of an individual student.

As an additional resource, the federal government provides this informational handout for graduate school funding options.

- Transfer Credit

Students applying to enroll in a graduate degree program at LSSU may transfer up to nine program-approved credits from another graduate institution. No more than 25% of a student's credits may be transferred from another institution, and to be accepted the credits must meet the following requirements:

- Student is in good standing with the institution from which credit is being transferred.
- Transferred course credits must carry a grade of "C-" or better.
- Transferred course credits must align with, and be appropriate to, the courses and learning outcomes in the LSSU graduate program and must be approved as such by the program advisor.
- Transferred course credits must have been earned within the past seven years.
- Official transcripts must be provided to LSSU before transfer credit can be awarded.
- All transferring course credits must be reviewed by the student's advisor and approved by the Dean of the college or the program coordinator for the specified graduate program.
- Transfer grades will not be used in calculating the grade-point average required for graduation.

Students must complete a Transfer Credit Form that is specific to the graduate degree program for which they are applying. A program-specific Transfer Credit Form can be obtained by contacting the Dean of the college or the program coordinator for that graduate program.

**Master of Business Administration (MBA) Program**

College of Innovation and Solutions, Interim Dean Mindy McCready: mmccready2@lssu.edu

- Transcripts

Prior to admittance into a graduate degree program at LSSU, students must request an official transcript from the institution that awarded their baccalaureate degree. The issuing degree-granting institution must send the official transcript to the LSSU Admissions Office.

- Plan of Study and Student Schedules

Specific graduate degree programs will provide a recommended Plan of Study for students. This recommended Plan of Study will be sent by email to the student upon admittance to the program.

**Master of Business Administration (MBA) Program**

The MBA program at LSSU follows a cohort model schedule in which students take classes on a prescribed schedule consisting of two sequential eight-week courses for three consecutive semesters each year over a two-year period. Adjustments to that cohort model schedule may result in a delay for degree completion

beyond the prescribed two-year period. Students in the MBA program will be issued the recommended cohort model schedule via email when they are admitted to the program. This schedule will provide instructions on how to register for those classes at the start of each semester.

- **Student Schedule Changes**

Students enrolled in a graduate degree program are advised to meet with their academic advisor prior to making any changes in their course schedule since those changes may result in delayed completion of the program. For this reason, it is strongly recommended that students consult with their advisor before adding or dropping classes. If schedule changes are necessary, LSSU recommends that students initiate those changes with the assistance of their advisor to lessen any negative effect those changes may have on time to degree completion.

- **Course Levels and Grading Scales**

Courses numbered as 500 – 699 are graduate level courses. While graduate students may register and attend lower-level courses, those courses will not count toward the completion of their graduate degree. In general, students can assume that a 500 level course is designed for their first year in the graduate degree program, and a 600-level course is designed for their second year in the program. Students are strongly advised to follow that guideline since 500-level courses will provide foundational knowledge needed to successfully complete the more difficult 600-level courses.

LSSU's standard grading scale is as follows:

| GRADE | GRADE POINTS PER CREDIT |
|---|---|
| A | 4.00 |
| A- | 3.70 |
| B+ | 3.30 |
| B | 3.00 |
| B- | 2.70 |
| C+ | 2.30 |
| C | 2.00 |
| C- | 1.70 |
| D+ | 1.30 |
| D | 1.00 |
| D- | 0.70 |
| F | 0.00 |
| I – Incomplete | 0.00 |
| N – No Grade | 0.00 |
| W – Late Withdrawal | 0.00 |
| AU – Audit | 0.00 |

- **Attendance Policy / Withdrawal for Non-Attendance**

Instructors have the authority to establish a reasonable attendance policy for the classes, as approved by their Dean. At the discretion of the graduate program Dean and faculty, students who have missed the first two weeks of a class and who have failed to contact the instructor may be dropped from the class roster. Since this does not happen automatically for non-attendance, students who actually choose to drop a class must take that action themselves.

Regular class attendance is required for students receiving federal financial aid. Students must begin attendance in all courses to qualify for financial aid. Students reported for non-attendance in any or all of their courses could have their financial aid withdrawn.

At the end of each semester, students who have failed to earn credit for any courses are reviewed. Attendance must be demonstrated through the 60% point of the semester. If a student is reported for lack of attendance before completing at least 60% of the semester, then 50% of the financial aid the student received could go back to the federal government, including student and parent loans. The student could owe up to 50% of the funds received for the semester back to the university. Students have up to 45 days to challenge the return of federal aid due to a reported lack of attendance. Written proof of attendance is required for future aid release.

- Add / Drop / Withdraw Course Policies

The following are LSSU's general policies and procedures. Graduate programs, particularly those that offer courses on a condensed schedule, may adopt alternative policies related to adding and dropping courses. The academic calendar for each graduate program will clearly list the official add/drop dates for courses each semester.

**During the Approved Add/Drop Period**

Students enrolled in a graduate degree program are advised to meet with their academic advisor prior to adding or dropping classes, since those changes may result in delayed completion of the program. For this reason, it is strongly recommended that students consult with their advisor before adding or dropping classes. If schedule changes are necessary, LSSU recommends that students initiate those changes with the assistance of their advisor to lessen any negative effect those changes may have on time to degree completion.

Although it is inadvisable, if a student chooses to add or drop classes within the stated allowable timeframe, they may do so online through their Anchor Access account. The same is true until the fourth day of the summer semester. Courses dropped through the sixth day (fourth day for the Summer semester) will not appear on a student's academic transcript.

Students wishing to add courses that are full, or students wishing to add courses without having the necessary prerequisites, must contact the instructor of the course to request permission. If the instructor approves the request, the instructor will complete an Instructor Override for the student. The student must then go online and register for the course.

**After the Approved Add/Drop Period**

***Dropping a Course:*** Students dropping courses will receive an N grade on their academic transcripts. N grades are not counted in the academic GPA. Please check the academic calendar of each graduate program for the official drop dates of that graduate program.

Students can drop courses (receiving a grade of N) online. Courses dropped online do not require the signature of the instructor. Students will receive an email (sent to the My.LSSU email account) for courses dropped online verifying the drop. The instructor of the course and the student's academic advisor will also receive this email. NOTE: There are no refunds for partial drops.

When a student drops a course during the allowable timeframe for that graduate program, the student's billed credits do not decrease.  See the full details explaining how a student will be billed for courses dropped or added after the approved Add/Drop date on the Registrar's "Add/Drop Courses" webpage.

**_Adding a Course:_** Students wishing to enroll in a course after this date must have the instructor's permission. Students need to complete a Schedule Adjustment Form, have the instructor sign it giving permission, then process the form at the Registrar's Office, located in the Fletcher Center for Student Services. Payment of any additional tuition and fees is due at the time the form is processed.

**_Withdrawing from the University:_**
Students dropping all courses within the appropriate time frame for the semester will be considered as withdrawn from Lake Superior State University. Students withdrawing may be eligible to receive a partial tuition refund following the refund schedule, and those with financial aid will be subject to Federal Title IV refund regulations. The last date of attendance in an academically-related activity is required for all courses and may impact a student's financial aid and refund status.
1. Students must complete the following steps to officially withdraw from the University:
2. Request a Withdrawal Form from the Registrar's Office, located in the Fletcher Center for Student Services.
3. Gather the required signatures (shown on the form). Note: if you have received federal loans as financial aid, you will be required to complete an exit interview with the Financial Aid Office. You may also be required to speak with a financial aid officer. You will need to provide the complete addresses and phone numbers of two people (living at different addresses), as references for the exit interview process. Important additional Financial Aid information is available at **Financial Aid Withdrawal & Refunds**.
4. Deliver the completed form to the Registrar's Office and clear any outstanding charges or holds that may prevent your return at a later date or prevent the release of your academic records. Your withdrawal date will be determined by the date the completed form is submitted to the Registrar's Office. Any refunds will be calculated as of that date.
5. All withdrawals should be done in person. If you are unable to complete the process in person, the Registrar's Office is the only University authority that can authorize the process by phone. Please contact the Registrar's Office at 906-635-2682.

There are NO refunds for partial drops after the stated allowable timeframe for the graduate program.

After your completed Withdrawal Form is accepted, your University charges will be reduced according to the applicable Refund Schedule. If you have not received any form of financial aid and there is a credit balance on your account, you will be issued a refund. If you have received aid, your aid may have to be returned to the appropriate source. You may owe money.

**_Late Withdrawal and Tuition Appeal:_**
The Lake Superior State University Add/Drop and Withdrawal Policy provides students the opportunity to drop individual classes or to withdraw from all classes during the first half of the semester. In the event the deadline is missed, students may submit a Request for a Late Withdrawal and/or Tuition Appeal due to extenuating circumstances. Examples include personal health reasons, legal issues, family medical/legal issues, and documented issues of errors by university personnel. Examples of situations not considered extenuating circumstances include, but are not limited to: student dislikes course, teaching method or professor, student considers course too difficult, student has taken on more academic or other obligations than the student can handle, change in major so course no longer needed, financial constraints, any situations of resolved or unresolved academic integrity charges.

Except for documented and exceptional circumstances, late withdrawals/tuition appeals will not be accepted more than one year after the end of the term for which the late withdrawal/tuition appeal was documented. All petitions filed after the one-year deadline must be granted an exception prior to consideration by the Late Withdrawal Committee.

- Auditing Courses

An individual may register for courses on an audit basis provided space is available and all prerequisites have either been satisfied or waived with the permission of the instructor by filling out the Application for Auditing a Course. Individuals auditing a course shall be entitled to full classroom participation, and may complete all assignments and examinations for evaluation by the instructor, although these are not required for auditors. Not all courses can be taken for audit, and permission of the instructor (or Dean) is required prior to registration. Individuals auditing a course will receive a final mark of AU (Audit) recorded on their LSSU academic transcript but will NOT receive university credit for the course.

Auditing courses does not count as part of an individual's official class load for determining financial aid eligibility, veteran's benefits or any other enrollment certification requirements. Students may change from an audit to credit status during the first week of classes and only with the concurrence of the faculty member for the course. This change must be processed through the Registrar's Office for grading purposes. Requests for course audits will be processed beginning two weeks after the start of registration to ensure degree-seeking students have adequate opportunity to enroll prior to course auditors.

- Repeating Courses

Graduate students may repeat a class if they so choose, but doing so may result in a delay for degree completion beyond the expected timeframe. It is strongly recommended that students consult with their advisor before making such a decision.

Students may repeat a class in which they earn a grade other than "W" or "N" only twice without special permission.

Courses transferred from other institutions are included in this policy.

Both the original and repeat grades will show on the transcript, but hours earned toward degree completion and graduation will only count once. For the purpose of calculating the cumulative grade point average, only the grade of the last attempt will be used.

To repeat a course more than twice, the student must attain the permission of the course instructor and the Dean of the College offering that course.

- Requesting an "Incomplete" Grade

Students may request an "I" (incomplete) grade for a course if extenuating circumstances beyond their control prevent the completion of the course requirements by the end of the semester. Examples of extenuating circumstances may include health issues, death of a parent/spouse/child, or military service. Students and faculty must be aware that an "I" (incomplete) grade counts toward the student's attempted credits for a semester and may thus affect Satisfactory Academic Progress. Students receiving financial aid should consult with the Financial Aid Office to discuss their specific situation when electing to drop a course or requesting an "I" (incomplete) grade.

Appropriate documentation is required to be issued an Incomplete grade for a course. Students will need to be enrolled and have completed the majority of the work required for a course during the semester to be eligible to request an "I" (incomplete grade). An "I" (incomplete) grade may be issued in a course that by design cannot be completed in one semester. An "I" (incomplete) grade shall not be issued as a midterm grade for any course.
Students must work with the instructor to complete all missing requirements by a date specified by the instructor. If a date is not given, the student will have a maximum of two semesters (excluding summer and

winter semesters) to complete the requirements for the course and to have the "I" (incomplete) grade changed to an appropriate final grade. Students should not re-enroll in any class in which they currently have an "I" (incomplete) grade.

If the "I" (incomplete) grade has not been changed to an appropriate final grade by the end of two semesters (excluding summer and winter semesters) the "I" (incomplete) grade will be changed to an "F" (failure) grade.
Students are not eligible to receive a degree or certificate with an "I" (incomplete) grade on their academic record.

- Hold Policy

LSSU may place a hold on a student's registration, transcript request, or issuing a diploma if the student has not met certain conditions or obligations. Possible reasons for a hold may include:

An Academic Hold may be initiated at the request of the Dean of the College overseeing the student's graduate degree program. The most likely cause for an Academic Hold is failure to maintain the required graduate GPA for the program.

A Dean of Students Hold may be initiated by the Dean of Students for students with unresolved disciplinary or behavioral issues.

A Financial Hold may be initiated by the Financial Services Office if a student's financial obligation to the university has not been met.

An Admissions or Registrar's Hold may be initiated by the Dean of the College overseeing the student's graduate degree program or by the Registrar if a student has not provided proof of college graduation or transcripts from previous colleges attended or other required document(s).

A Registration Hold may be initiated by the Dean of the College overseeing the student's graduate degree program if a conditionally admitted student has not completed the admissions process or meet all of their conditional admission requirements.

## Preparing for Graduation

- Graduating with a Master's Degree: Forms, Fees, Diplomas, and Commencement

   1. Approximately two semesters before you plan to graduate, complete a Graduation Application Form.
   2. Meet with your Academic Advisor to:
      a. Run your My Degree Plan Degree Audit to verify all degree requirements are on schedule for completion and that all degree information is correct.
      b. Complete the Advisor Information portion of the Graduation Application Form.
   3. Deliver the completed and signed Graduation Application Form to the Registrar's Office.
   4. Pay any outstanding fees at the Business Office to remove any possible Holds that would delay your graduation and receiving your diploma.

The Registrar's Office will send you an email that your Graduation paperwork was received. Students are responsible for reviewing their My Degree Plan degree audit and requesting clarification of anything that is not consistent with their records or understanding.

If you need to change your graduation information, e.g. expected graduation semester, program, etc., you will need to notify the Registrar's Office by completing the Request to Change Graduation Information form.

Plan to attend the Commencement Ceremony. The date and time will be listed on the Registrar's "Commencement" webpage and in the Academic Calendar. You are eligible to attend if you graduated during the previous Fall semester, or if you plan to graduate Spring or Summer Semester. You will be required to purchase a cap, gown, and tassel. If you are not attending the ceremony, please complete the Request Not to Attend Commencement Form and return it to the Registrar's Office.

Diplomas are mailed to the address indicated on the Graduation Application six to eight weeks after the end of the semester. Additional copies of your diploma may also be ordered by completing a Replacement Diploma Request.