

Lansing Community College
Academic Senate Meeting
February 16, 2018, 9-11 am, Administration Board Room

Senators Present: James Allen, Marvin Argersinger, Suzanne Bernsten, Ed Bryant, Kevin Bubb, Christine Conner, Michelle Curtin, Tim Deines, Nancy Dietrich, Peggy Dutcher, Ann French, Bo Garcia, William Gustin, Dan Harned, Jennifer Hilker, Jeff Janowick, Leslie Johnson, Mark Kelland, Terrence King, Eliza Lee, Judy Leventhal, Megan Lin, Zachary Macomber, David Mattson, Sue Mutty, Randy Paape, Kari Richards, Christopher Smelker, Vaughn Smith, Tedd Sperling, Ed Thomas, Pam Tobin, Joe Werner, Cathy Wilhm,

Senators Absent: Matt Boeve, Monica Del Castillo, Cheryl Garayta, Nikki Gruesbeck, Andrea Hoagland, Christopher Manning, Vern Mesler, Elaine Pogoncheff, Jill Reglin, Veronica Wilkerson-Johnson, Haala Zaid

- I. Call to Order (9:05AM)
- II. Roll Call (9:05AM)
- III. Approval of Agenda (9:06AM)
- IV. Approval of Minutes
 - a. Approved with amendment that Senator Marvin Argersinger and Senator Ann French were present on Feb. 2, 2018.
- V. Public Comments
 - a. Senator Suzanne Bernsten: Looking for volunteers for the selection committee for StarTalks. It is a small group to evaluate speakers and nominations and will meet the third week in March. Looking for 3 volunteers from the senate.
- VI. Comments by Dr. Brent Knight, LCC President
 - a. President Brent Knight: Explaining where did the Board Developmental Education Resolution come from. In a way we are like a government, there are State and Legislative parts. We have the faculty and Board of Trustees. Three of our board members are on the national board of the American Association of Community College Trustees. Also our board members regularly attend trustee meetings in Michigan and nationally. Our trustees (that branch of our government) are very engaged. The Developmental Education Resolution came from 6 core principals of American Association of Community Colleges. It came from the President, the Board of Trustees and others focused on student success at LCC. Many have asked “what is wrong with that we are doing now?” We acknowledge what we are doing now and the hard work. Faculty and staff work every day to help students succeed. But we can and must do better. Some wish to debate the numbers. That debate is a distraction. Let’s say by some measure that 15% of our students are successful and by another measure 30% are successful. Either way were are left with a substantial, usually majority, that are not

successful. "I'm not interested in going from 30-31% or 32%-33%. I don't wish to make incremental progress. I'm interested in doubling our student success rate. Whatever number you compute we want to increase it dramatically and soon." Some are weary of our cycle time which is often a year. When is soon? Something significant this fall would be soon and then a whole lot more in fall of 2019. I am aware of sequence courses (121 before 122) and all the prerequisites and barriers. All too many students run out of time and money before they can use valuable and useful credits. When they don't complete, all they have earned is debt. It is simply not good enough if only one school accepts a course or credit. How fast can we improve? Changing curriculum realigning resources, getting the right students in the right classes require planning and implementation. This is no reason to delay. I am suggesting we establish "boot camps" this fall. We will offer extra ordinary funding for the "boot camps". The college will run the "boot camps" at a net loss financially. We need to have the best "boot camps" we can run. They will report to the board on an ongoing basis. I suggest that we study other "boot camps" at other colleges similar to our own. We can retain consultants. We will engage in the best possible in-service for those that will teach the "boot camps". College will pay and faculty will be paid. We can also begin embedded support. Then we should improve our curricula and change significantly by Fall of 2019. By Fall of 2019 would like a number of courses (3-5) changed considerably, have a uniformed plan, (college math, college writing, and other freshman gateway courses). We will hire the best we can to teach the teachers. Then we will say to the public "if you take one of these classes at LCC, you will have a good chance of being successful when compared with any college or university in the nation. We stand by these classes and assure you that you are getting the best." We can proudly and honestly state to our students and the community, "Come to LCC. You will have the best possible chance for success here." We have set aside considerable money for the library. We want a space that is best for student success. We can use the best technology to support them. Whatever we design must be affordable and sustainable. Change requires us to learn new things in different ways. We have a wonderful opportunity to build on what we've already accomplished.

- b. Jack Rotman: Is the Board's intent to eliminate the heart of developmental education at LCC?
- c. President Brent Knight: No this is not anything like that. I want to say to the public, if you enroll in these class you have just as good a chance for success as any college in the nation.
- d. Senator Ed Bryant: What is the metric for that? What does it mean as good a chance as any other college?

- e. President Brent Knight: There are other colleges that have dramatically better results. Almost twice as much. We need to dramatically change what we do to achieve that. There is plenty of work and paychecks. That is not the problem.
- f. Lisa Nienkark: Regarding “boot camps”, is there flexibility to “boot camps” being before the semester?
- g. President Brent Knight: Yes. I was vague because I want us to determine what the “boot camps” are. We can have late start, or before classes start. The college would run it at a loss. We want to assure the Board that since we are running at a loss they need to work and work well.
- h. Senator Ed Bryant: Is there grant money to apply for?
- i. President Brent Knight: Yes. When faculty meet they may not talk about student success the way the trustees and presidents do. We wish to double student success.
- j. Jack Rotman: We’ve been talking about student success since the late 70’s, I’m glad you’re catching up.
- k. Senator James Allen: What do you mean by “boot camp”?
- l. President Brent Knight: A very intense, short term (1 or 2 week) blast of information. Studies have shown that you can make considerable gains, like in math. It’s something we are going to be discussing today. You can make it variable intensity. We don’t get these opportunities all the time. Our Board of Trustees really want to do this and so do I. It is uncertainty but it will be good. We just have to do well. I have been here 10 years. I am as responsible as anyone else. Just like the Board of Trustees. This is not a blame and if there is blame then we are all to blame. Anything you do you will get paid for or get paid extra. I just want us to do as well as possible.
- m. Senator Mark Kelland: There is a section in the resolution that asks for Senate input which we will be doing today. The resolution planning team has only had 1 meeting. We are looking at getting something started right away and significantly more in a year. Looking to scale up by 2020. As you are working on that, keep in the back of your mind if we use embedded academic support and turn it into real integrated education. Soon we will be having the discussion in the Senate about the accessibility issue. Can that lead to OER? Can the senate take initiative on major academic issues?

VII. Senate President’s Report

- a. Next meeting, Friday March 2, 2018, will be at West Campus.
- b. The Senate still needs senator volunteers to be a part of Strategic Planning Committees. There needs to be two way communication between the senate and strategic planning.
- c. At the March 30th senate meeting, there will be a Fulbright scholar ambassador coming to the end of the meeting. We want to encourage faculty applications.

- d. There will be an Integration Summit, integrating all of these initiatives. Senator Christine Conner is leading that. The goal is to have everyone appreciate how Guided Pathways is about everything we do. This is tentatively April 20th. There will be a brief presentation at the previous senate meeting.

VIII. Consent Agenda – Action Items

- a. Curriculum Committee Charter
 - i. Senator Kari Richards moves to put the Curriculum Committee Charter discussion on the regular agenda.
- b. Curriculum Committee Course Recommendations
- c. Modification to ASC Language in Master Syllabi.
 - i. Approved with no objection

IX. Curriculum Committee Charter

- a. Senator Kari Richards: The charter that was sent out was not the one that the Curriculum Committee approved. There was a meeting with the Provost that the one that was approved be what the CC put forward.
- b. Senator Mark Kelland: Also had a meeting with the provost. The charter has been going back and forth between the Curriculum Committee and Senate Executive Committee. The problem is the Technical Review Team. This is a process, and processes should not be in charters. Mark met with the Provost and she agrees that Technical Review Team should not be in there because it is a process.
- c. Senator Kari Richards: That should be in a standard operating plan but that has not been written. We don't have someone from CEWD and we don't have an HLC representative. There are many changes besides the Technical Review Team.
- d. Senator Mark Kelland: The reason specifics were taken out is because when you want change anything to the charter, you have to take it back to the Senate for debate. For the sake of consistency we want the charters to be minimalistic. You should not need to go back to the specifics to change that every time.
- e. Jack Rotman: One thing that is missing is communication with the campus.
- f. Senator Mark Kelland: We now have on the website minutes, agendas, upcoming meetings, etc. of each committees for the campus. Vice President Peggy Dutcher has done a wonderful job organizing this.
- g. Senator Kari Richards: There are other areas that were deleted. That would have created flexibility.
- h. Senator Jeff Janowick: In terms of membership, part of the concern is that it should be a significant number of faculty and it is difficult to get the number of faculty involved. You can continue to invite people from CEWD and HLC. Charter says they are resource people and not necessarily members. These are the people that need to be members (faculty).

- i. Senator Christine Connor: None of those people are listed in the resources. If they were listed in resources that would make us feel better.
 - j. Senator Mark Kelland: Everyone is welcome to attend the meetings. We do allow speakers from outside. Call for vote
 - i. Charter does not pass. Sent back for review.
- X. IRB (Institutional Review Board) Update (Matt Fall)
 - a. Not every community college has an IRB but everyone must meet the government regulations.
 - b. IRB admin, Matt Fall. IRB secretary, Grace Howe. Any questions, please email or call.
 - c. IRB history started with prisoner studies in WWII. Serious history of humans being subjected to dangerous, damaging, and unethical experiments.
 - d. IRB protects rights and safety of all human subjects, physical harm, psychological harm, reputational/social harm.
 - e. IRB is not a stamp of approval of what you are doing. This is not an endorsement of the quality of research proposed.
 - f. IRB must review any research that has human subjects. Possible outcomes are approved, approved with follow up, denied, exempt.
 - g. Part of the definition is there must be plans to make it public or publish it.
 - h. Special attention: Individuals under 18 may require consent from a parent or guardian. Prisoners/probates also may feel coercion. Mentally disabled also need special attention.
 - i. There will be an abbreviated training. PD days will have a breakout session. There will be something on the Talent Management System (LMS) as well.
 - j. <http://www.lcc.edu/aa/irb/>
- XI. Discussion/Planning Regarding Developmental Education Recommendation as Requested by the Board of Trustees Resolution (PP Janowick)
 - a. Feedback wasn't received until last night. A lot of recommendations line up with that President Knight said. We are not too far apart.
 - b. Senator Jeff Janowick: Each table will focus on guiding questions.
 - i. Category 1: College-level gateway courses in first year
 - ii. Category 2: Default placement in college-level Math and English
 - iii. Category 3: Embedded Academic Support
 - iv. Category 4: Continued Remediation and Community Needs
 - v. Category 5: Organization and Participation
 - vi. Category 6: Data and Assessment
- XII. Motion to adjourn
 - a. Motion by Senator William Gustin.
 - b. Senator Eliza Lee seconds.
 - c. Adjourned (10:55AM)

***Purpose:** The purpose of the Academic Senate will be to provide faculty input and advice to the administration concerning issues of College-wide educational philosophy, College-wide academic policy, and priorities in the College-wide deployment of capital or financial resources, except as covered by the scope of collective bargaining. The Senate will be proactive and collaborative in its approach, seeking consensus whenever possible, and will foster and support effective and transparent communication with the college community. Student learning is the ultimate goal of this body.*

Respectfully submitted by Eliza Lee, Academic Senate Secretary.