

Lansing Community College
Academic Senate Meeting
April 26, 2019, 9-11 am, Administration Boardroom

Senators Present: Marvin Argersinger, Joe Barberio, Suzanne Bernsten, Matt Boeve, Ed Bryant, Kevin Bubb, Michelle Curtin, Tim Deines, Monica Del Castillo, Nancy Dietrich, Paige Dunckel, Peggy Dutcher, Jeremy Davis, Gerry Haddad, Jennifer Hilker, Leslie Johnson, Mark Kelland, Eliza Lee, Judy Leventhal, Megan Lin, Joseph Long, Melissa Lucken, Vern Mesler, Ronda Miller, Elaine Pogoncheff, Kari Richards (by phone), Christopher Smelker, Connie Smith, Tedd Sperling, Mark Stevens, TeAnna Taphouse, Matt Van Cleave, Carlotta Walker, Denise Warner, Nancy Weatherwax, Cathy Wilhm, Veronica Wilkerson-Johnson, Richard Williams, Melinda Wilson

Senators Absent: Dawn Hardin, Andrea Hoagland, Tamara McDiarmid, Larissa Miller,

- I. Call to Order (9:03AM)
- II. Roll Call (9:05AM)
- III. Approval of Agenda (9:05AM)
 - a. Add motion about Brainfuse
 - b. Approved without objection
- IV. Approval of Minutes (9:05AM)
- V. Public Comments
 - a. Senator Nancy Dietrich – ESOL courses will be going to CEWD. Denise Warner has been a great asset. Nailing down the details to build sections in Banner. Want students to be able to register next week. College is helping subsidizing the courses. More details will be shared moving forward.
 - b. Jim Luke – A few meetings ago it was discussed an all inclusive book deal with MBS. Urge this body to be on top of this. This is the type of thing that the Senate should be involved in. Arizona State the homework package made the school money. Monetizing data about student privacy. Cut back support for OER. We have capability but not the staffing. Implications for cost of students and success of students.
 - c. Senator Tim Deines – Respond to comments about subsidizing illegal immigrants. If the senator has data, please come forward with that data before making claims. “Our first moral obligation is to protect the college.” What does moral obligation and protect mean. We need to have a conversation before we start making comments about that.
 - d. Cheryl Garayta – “I would like to clarify some definitions related to the status of immigrant, refugee, and/or international students. After hearing the Public Comment from the last Senate meeting, and after reflecting on comments I have heard here at the College over the last several years, I think it is important that we all understand definitions related to immigration status and that we use the

same terminology consistently. From reviewing the April 12 Public Comment, it seems that, after receiving the information that LCC does not ask a question related to immigration status on its general student application, the assumption was made that immigrant students were, as a group, undocumented, and that these students were being subsidized by the College. This is not the case. Whether the College asks for a determination of status upon admission or, not all students submit documentation related to residency for the purposes of determining tuition rates (in-district, in state, out-of-state, or international). By Board policy, international tuition is charged to any student who is present in the country through any nonimmigrant visa other than a specific set of visas related to diplomatic, investor, or work status. International tuition is also charged if the student is a nonresident of the United States (see Board minutes, May 2016). Furthermore, by federal law, any student holding refugee, asylee, or permanent resident status is eligible to receive federal financial aid, including Pell Grants. The student must provide proof of status when applying for the financial aid, which is then disbursed to the College. These students, like all LCC students, also must submit documents supporting residency claims for in-district or in-state tuition. I also think there was some confusion related to Star Cards for students in ESL programs. The concern about students not receiving Star Cards was not based on immigration status, but based on whether non-credit students enrolled in CEWD classes could receive Star Cards. That question has been resolved, and all have been assured that students will continue to receive Star Cards whether the ESOL Level 1-3 classes are housed in CEWD or in Arts and Sciences. Since the terms International Student, Permanent Resident, Immigrant, Refugee, Asylee, and Undocumented all are associated with very specific legal criteria related to status, I'd like to suggest that, rather than using these terms interchangeably, and therefore incorrectly, we consciously adopt the term "global student" to refer as a group to LCC students who have not attained US citizenship. Many ESL students are citizens, many hold other forms of legal status, and some are undocumented. However, please remember that federal financial aid regulations and the College's residency documentation processes address the issue of financial subsidy."

VI. President's Report

- a. Thanks to Dylan Lack for helping out this year and being our student Senator. He will be graduating this week.
- b. Identify group of students to look at things we do. Look at APAC.
- c. Chose a tentative date for Summer meeting July 19th.

VII. Provost's Report

- a. Sally Welch - MBS negotiation. Another way to give students access cheaper. Not changing textbooks or going to a specific publisher. Just a way for students to get online resources cheaper.

- b. Open provost forums. 4 Final candidates. 4 days of open forums. One candidate per day. Morning, afternoon, and evening forums per candidate. May 6, 7, 8, 10. Look for an announcement next week.
- c. PA Day schedule. Don't have a detailed schedule because we are still waiting for proposals (deadline is today). Check in with your ID.
- d. Last meeting as Provost. A part of original senate. Put together the charter. Have a perspective of faculty, admin, and provost. Had ups and downs the last 6 years. Moved on a path towards growth. Look at Academic Senate as being an adolescent. Strengths and challenges that entails. 1. Proactivity versus reactivity. Senate used to be more proactive. Used to have committees that aligned with the strategic plan. The academic senate structure has disintegrated. Used to have a committee on fiscal responsibility but didn't have volunteers. Things fell to the wayside because they were not watered or grown. 2. Continual suggestions that Academic Senate that blur the lines with MAHE. This is a concern. Be vigilant that this is an academic senate chartered by Provost for advice. Be careful not to cross over because that will cause legal problems. Creations of the SOAR committee is a return to being proactive. Positive relationships and collaboration across the college.
- e. Sally Welch – Update on gradebook, D2L reports are giving them the information they need. They need the dates in the gradebook to do that. 1. Continue to put dates in gradebook 2. Can keep gradebook up to date with timely feedback. Would like feedback on what “timely feedback”. We can't find a solution for 0's in the gradebook. If they see 0's in the gradebook they will assume that is the last day of participation.

VIII. Consent Agenda – Action Item

- Curriculum Committee Course Recommendations
- Approved without objection

IX. Election of New Officers (Secretary Eliza Lee)

- a. Nominees were given 3 minutes to present their positions to be elected in their position.
- b. Presidential Nominees: Senator Ed Bryant, Senator Michelle Curtin, Senator Peggy Dutcher, and Senator Mindy Wilson.
- c. Vice President nominees: Senator Monica Del Castillo, Senator Melissa Lucken, and Senator Carlotta Walker.
- d. Secretary nominees: Senator Leslie Johnson and Senator Eliza Lee.

X. ESOL Update (Senator Denise Warner)

- a. “Dear Senators and Guests, I would like to follow up with you on the ESOL Proposal that you supported at our March 29th meeting. I was informed last week that a decision was made to move the majority of the ESOL program to the CEWD Division beginning fall semester 2019 despite the Academic Senate's support for my alternative proposal to keep all of ESOL in the Arts & Sciences

Division. The College has decided to eliminate ESOL level 1 altogether and move levels 2 and 3 to the CEWD Division while maintaining just two classes and a lab in the A&S Division. In fact, this decision eliminates 12 credits at level 1, moves 24 credits of coursework to non-credit, and maintains just 10 credits of coursework and 12 to 16 hours of non-credit lab in Art and Sciences. As a result of this decision, the ESOL program will be spread across two very different divisions of the College with very different missions and goals. The continuity of the program is now at risk. By dividing the ESOL program, the College has raised the risk of increasing the gap in English language instruction and has raised potential barriers for non-native speakers of English hoping to gain access to higher education opportunities. There are no other ESOL programs in our community to help raise a person's level of English to academic proficiency, and if the new CEWD ESOL program cannot raise overall language proficiency to college readiness levels, fewer students will be able to enter ESOL levels 4 and 5. In addition, LCC must now stop accepting international students whose level of English proficiency is below college readiness. The College is willing to turn away students at time when enrollment is down. LCC had been able to issue I-20s for English language training; however, the change to the structure of the overall ESOL program eliminates the possibility of accepting international students whose level of English proficiency is below college ready. So again, the viability of the entire program has been put in jeopardy of cancellation due to low enrollment at a time when enrollment is already impacted by the misguided immigration policies of our federal government. The College must understand that LCC has the only pre-academic ESOL program in our community and if we lose it because the transition and bifurcation across two divisions does not work, we will have eliminated a program that has served 100 to 300 students a year over the last twenty-plus years. Past President Janowick has shared concerns about the process of program elimination and has asked the College to be more transparent and more inclusive in the decision making process. Whereas removing the majority of the ESOL program from an academic area to CEWD is not technically program elimination, this decision was made and announced without appropriate discussions with program faculty or the Academic Senate and puts an entire program at greater risk. I think the Academic Senate should be very concerned about the trend at the College toward avoiding faculty input on important program decisions that impact students. We have recently seen the cancellation of the Fashion program, the merging of the Writing Center into the Learning Commons, and now the removal of the majority of the ESOL program from an academic division. All of these changes were made by administration with little or no consultation with faculty in these programs. Though I am disappointed by the lack of inclusivity in the decision-making process, I know that we (ESOL faculty and the CEWD team) will be dedicated to doing everything we can to make the new program a success for the benefit of the global student population in our community. Thank you all for your interest,

time, and the support you have shown for me and the ESOL program over the past several months.”

- b. Senator Monica Del Castillo – Has the needle shifted to all support services for these students?
- c. Senator Denise Warner – Yes. Because of the conversation, students will get Starcards and students will get all services they were offered before. Classes will be on Main Campus. Students will register using the banner system.

XI. Writing Support Team (Jill Reglin)

- a. Jill Reglin, Lead Faculty in the Learning Commons Writing Studio – “I co-chair a committee called the Writing Support Committee with Jessica Fox Brooker, our Writing Studio Lead Tutor. We’re here to ask that the Senate consider adopting our committee as a senate team. We’ve been meeting for two years (and have some history that dates back further than that but disbanded for a while and then reformed under a new name). Membership is English faculty, ESOL faculty and Writing Studio staff and leaders. Other campus stakeholders who work to support student writers in various ways are invited to join, too, depending on what we are discussing. We’ve talked this year about broader, philosophical questions like: What kind of help should our student writers have access to? What does it mean to support student writers and their writing? How much “help” is too much or the wrong kind? We’ve also talked about specific campus programs and services such as our new Writing Studio model, embedded support, the new ESOL curricula. And we sometimes talk about very practical and specific things like how many appointments students should be allowed, who is qualified to do online tutoring, and what kind of distinctions we should be making between writing assistance, English tutoring and ESOL homework help. Our committee would like to become more actively involved with the Senate. Years ago, the Senate passed a resolution on writing, but we haven’t really built a foundation upon which to enact or support that resolution. Though this committee’s focus is more specifically related to student writing support, it could also be extended to faculty writing support. It will be somewhat already, as one of our topics for discussion in the coming year will be a new Faculty Writing Support Mentoring initiative that I will be overseeing as a function of my work in the Writing Studio. Our committee could eventually take on more of a writing across the curriculum or WAC focus. We have and will also continue to work with the Senate team that focuses on Brainfuse and online tutoring to offer input on the Brainfuse Writing Lab and other alternatives that could be provided in house. As co-chairs of this team, Jessica and I would be committed to periodically reporting to the Senate and to seeking input on various topics that come up in our discussion that might involve recommendations to or approval from the Senate. Our goal for now is just to put this idea before the Senate for consideration. Early in the fall, once you’ve reconvened with your new leaders in place, we can return to discuss the idea more, to answer questions or to seek approval to become an official Team.”

- b. Senator Peggy Dutcher – Why the Senate? Why not the strategic plan?
 - c. Jill Reglin – We have great meetings and often don't know who to go to or where to go to. It seemed natural to come to the Senate.
 - d. Senator Mark Kelland – College level writing and math in the first year are important to the college and to the Senate. Maybe not a standing committee but a team of the senate makes sense.
 - e. Provost Elaine Pogoncheff – Believe the appropriate place for this is the embedded academic support team. We want the model to include all support systems across the college. We want all information in one spot. We want to require certain students to attend this support.
- XII. Program Elimination Process Discussion (Past President Janowick)
- a. The Academic Senate requests that the college leadership:
 - i. Provide a rationale and data for its decision to eliminate the Fashion program.
 - ii. Identify other programs that are currently in the process of teach-out, or in other stages that may result in program elimination.
 - iii. Share the process that is used for determining whether programs should be considered for elimination.
 - b. Senator Time Deines – Is the rationale and data provided before or after the decision?
 - c. Provost Elaine Pogoncheff – Dawn Cousino is director of CMA and is heavily involved in the process. This is not in the purview of the Senate but rather MAHE.
- XIII. G2C Update (Past President Janowick)
- a. Student success initiative. Large focus is teaching. Finishing time with G2C. 6 courses have gone through the process. Develop strategies in gateway courses. Learned a lot of lessons. The idea is, since we've invested the last 6 years, why don't we come together and apply these principals in a longer term across the campus. Meeting with Dean Andrea Hoagland and CDS and agreed to initiate in a broader way. Andrea said we should bring this to the senate.
- XIV. Discussion of Diversity/Inclusion Digital Badging (Tonya Bailey)
- a. May 17th conference in Gannon \$30 Social Justice and Inclusive Excellence
- XV. Motion from Brainfuse team - Tabled
- XVI. Gen Ed/Core Discussion - Tabled
- XVII. Announcement of New Officers (Secretary Eliza Lee)
- a. Senator Michelle Curtain was elected President.
 - b. Senator Monica Del Castillo was elected Vice President.
 - c. Senator Eliza Lee was elected Secretary.

XVIII. Potential Future Agenda Items

XIX. Motion to Adjourn

- a. Senator Michelle Curtin
- b. Senator Peggy Dutcher
- c. Adjourn (10:58PM)

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.*