Lansing Community College
Academic Senate Meeting
September 28, 2018, 9-11 am, Administration Boardroom

Senators Present: James Allen, Marvin Argersinger, Joe Barberio, Suzanne Bernsten, Ed Bryant, Kevin Bubb, Christine Conner, Michelle Curtin, Tim Deines, Monica Del Castillo, Nancy Dietrich, Bo Garcia, Nikki Gruesbeck, William Gustin, Dawn Hardin, Jennifer Hilker, Andrea Hoagland, Jeff Janowick, Mark Kelland, Dylan Lack, Eliza Lee, Judy Leventhal, Megan Lin, Zachary Macomber, Elaine Pogoncheff, Kari Richards, Christopher Smelker, Tedd Sperling, TeAnna Taphouse, Ed Thomas, Pam Tobin, Denise Warner, Joe Werner, Cathy Wilhm, Veronica Wilkerson-Johnson

Senators Absent: Matt Boeve, Peggy Dutcher, Cheryl Garayta, Terrence King, Melissa Lucken, David Mattson, Vern Mesler, Richard Williams

I. Call to Order (9:04AM)
II. Roll Call (9:05AM)
III. Approval of Agenda (9:06AM)
IV. Approval of Minutes (9:06AM)
V. Public Comments
    a. None

VI. President's Report
    a. Senator Monica Del Castillo has agreed to be the new chair of the Student Advisory Committee. We hopefully will have time for committees today. We would like to hear more from our committees. We have planned a student panel at the last meeting of the semester, which will be at West Campus.
    b. TAC came across a problem with printing OER. Some students like to print OER, some faculty were encouraging to print OER. Students are going to the library, using up print credits, and burning up the printers. Please get the word out to constituents there are better ways. Students can use on campus print services. Instructors can also sell them on amazon, lulu, etc.
        i. Senator Kevin Bubb: We increased print credit amount from $7.50 to $10 this semester. We will see if this helps.
    c. Senator Susan Bernsten will be running StarTalks again. If you are interested in helping or participating, let Senator Bernsten know.
    d. Looking at former minutes, President Kelland mentioned the idea of ADA compliance 14 months ago. A comment was made last meeting that we should have been in on the ground floor of ADA compliance. We got distracted by the Board of Trustee's Developmental Education Resolution. The new committee

proposed will hopefully keep an eye on these things. It should help us see big picture and not let things fall by the wayside.

VII. Provost's Report (Elaine Pogoncheff)
   a. Michigan Community College Association Student Success Summit is going on now. People are at the Kellogg center at MSU. We send a contingency to go each year. Our focus this year is on equity. We hope to come back with a lot of information on equity as well as other projects like guided pathways.
   b. Went to a pathways 3.0 presentation at Mott Community College, we are on a pathways 3.0 as well. We have institutionalized Guided Pathways in Academic Affairs. You will be seeing the appearance of Guided Pathways will change so they are easier to read for students and faculty. We have to give some reports to American Association of Community Colleges. Guided pathways is continuous and should be in program review process.
   c. Embedded Academic Support, gave a report to the Board on Monday.

VIII. Consent Agenda – Action Item
   > Curriculum Committee Course Recommendations
   a. Approved without objection

IX. Curriculum Committee DevEd/EAS Recommendation – Action Item (Senator Christine Conner)
   a. See Appendix I for recommendation.
   b. This is in line with the Board Policy and want academic and non-academic support.
   c. Senator Megan Lin: Does this statement override pre-req in entry level courses? Default placement says Math and English in a students' first year, all entry level courses are more than just math and English. Is this statement meant to establish this in mind for programs.
   d. Senator Christine Conner: Yes that is the point of this. Keep this in mind as we move forward.
   e. Senator Megan Lin: Maybe we need a checklist. What are the available support? That should be clarified. Maybe by the program?
   f. Provost Elaine Pogoncheff: All of your program areas will be getting a visit from Provost Elaine Pogoncheff and Academic Affairs Project Manager Rafeeq McGiveron. That is what we will be talking about. Identifying Academic embedded support for your area. What portions of the model is best for the discipline? That is the target this year. Identify embedded academic support in the program areas.
   g. Senator Megan Lin: Is this going to override all pre-reqs?

h.   Senator Christine Conner: No, this is going on the form to trigger people to think about embedded academic support.

i.   Senator Jeff Janowick: Is it possible to have the Curriculum Cummittee address the language so it is more clear? The focus is academic supports are provided? Strong emphasis on appropriate academic support will be provided.

j.   Senator Megan Lin: Wrote something else. "In general, entry-level courses with prerequisites of college-level skills in reading, writing and/or mathematics will allow enrollment of students who are assigned program-defined embedded academic support(s). Exceptions must be approved by the Provost (or Divisional Deans?)."

k.   Provost Elaine Pogoncheff: We don't know what they will be coming up with. When they come through the Curriculum Committee they need to have been identified.

l.   Senator Megan Lin: It's more clear about what will be identified.

m.   Senator Mark Kelland: Will entertain a motion to send this back to committee.

n.   Senator Megan Lin: I so move to refer this back to Curriculum Committee and have Megan Lin join to rework the language of the proposal.

    i.   Moved without objection.

X.   Highlights of Provost Elaine Pogoncheff's report to the Board of Trustees on Embedded Academic Support (Provost Elaine Pogoncheff)

a.   The Board of Trustees asked for a plan on the Developmental Education Resolution by June, which was done. Then three times in fiscal year, a progress report must be made. The Developmental Education Resolution said implementation this year and significant progress made by 2020.

b.   There are 8 actions areas.

    i.   Adopt the *Six Core Principles for Transforming Remediation Within a Comprehensive Student Success Strategy* at Lansing Community College

    ii.   Implement the *Six Core Principles*, working w/Faculty, Staff, and Representatives; first steps of implementation in August, 2018, substantial completion August 2020

    iii.   Improve Equity at LCC

    iv.   Seek input from the Academic Senate, academic division leaders, faculty, staff and others

    v.   Comply with governance principles established by HLC and collective bargaining agreements

    vi.   Implementation without loss of employment or reduction in pay rates for current faculty and staff

    vii.   Engage in collective bargaining with representatives of any employees who may be impacted by implementation

    viii.   Metrics and performance targets to assess impact on student enrollment, student persistence, and student success

c. Provost Elaine Pogoncheff and Academic Affairs Project Manager Rafeeq McGiveron will be working with different programs. Just in time workshops will be implemented. There are target dates for different parts of the plan.
d. Current progress
   i. No late enrollment,
   ii. Revised student intake assessment
   iii. Design and implementation of multiple measures for placement testing options
   iv. Supplemental instruction (SI) leader assignments prioritized for college-level gateway courses
e. Next steps:
   i. Continuous quality improvement
   ii. Program faculty of college-level gateway courses design EAS models for discipline and specific courses
   iii. Integration of our information technology (IT) systems and update
   iv. Improve student "self-help" website pages for friendly design and ease of navigation
f. Senator Jeff Janowick: One of the reasons we use GPA is to get students into college level classes. Do you know how many more students got into college level using GPA?
g. Provost Elaine Pogoncheff: Don't have the numbers on hand but we do have the numbers.
h. Senator Megan Lin: For English 099 there were 200ish less students.
i. Senator Suzanne Bernsten: You mentioned TLC renovations, can you give us a timeline?
j. Senator Elaine Pogoncheff: We've talked about the possibilities for the TLC building. A big talk is about EAS. We want to have it located together. WE haven't made any decisions completely yet, a lot thrown on the board. No decisions specifically. There are three firms apply. The model we are using, we don't have a finished product. The firms work with us to finish the model. There isn't anything definitive.

XI. Academic Senate Accessibility Recommendations (Sen. Deines)
a. Senator Tim Deines moves the document remain open for amendment until senators have a chance to look over survey and talk with their constituents.
b. Senator Joe Werner: Senate is not prepared for discussion since a lot of the information just came out.
c. Senator James Allen: Under prioritization, it would be extremely difficult for someone outside my program to tell me how to prioritize my materials. To have someone outside a particular academic area is problematic. While we talk about prioritization, it should be up to the individual.

d. Senator Mark Kelland: This should be reflected in the program operative plan and the accessibility plans. Hopefully the PFCs and associate deans are working with faculty to make these.

e. Dean Andrea Hoagland: Programs have different ideas about what they need to do first, maybe even break it down by course. We need to make sure we are including all faculty in the discussions too. That should be one of the questions on the program operating plan.

f. Senator James Allen: "All materials must be compliant by Fall semester 2019." You want something that serves as priority. Who tells you what priority is? If you want to know what materials should be compliant, it should be up to the individual. It won't be the same per course. There is a real problem with compensation. Academic is not involved in shared governance and we don't want to usurp authority of the Union. We don't have the authority to do that. We don't know what compensation is going to be because we don't know the amount of hours we will be working. We need to be cautious not to step on people's toes and not go past what we are authorized to do as a senate.

g. Senator Tim Deines: That issue has to do with the planning of the 32 days. We tried to write this with clarification. Just had to write a Professional Activities form. It was in the mind of the Senate and not MAHE.

h. Senator James Allen: Asking a great question, and it needs to be worked out with your programs. This is not something that the Academic Senate should be covering.

i. Senator Mark Kelland: Compensation is MAHE. The bigger academic issue is people take a negative approach. What we don't want is people taking down documents because they don't want to make them accessible.

j. Senator Ed Bryant: It's curriculum development, and that does have a compensation implication.

k. Senator Zach Macomber: This is reactive. I don't think that is going to be helpful in the grand scheme of things. There are a lot of things we need to make sure we do correctly in terms of accessibility. This process is stressful. The spirit of the document is good. But we've already gotten to the point where we are behind the eight ball. We need process and definitions of what needs to be accessible. Instead we are spending our time and energy in the wrong areas. We had the opportunity to be proactive on this but we were hit with other things. We keep getting stuck in this reactionary pattern. We can't work towards a solution, we spend more time grudgingly with each other instead of working forward. Very frustrated. Just need to get the work done.

l. MAHE President Eva Menafee: We understand. The frustration has been since January. Accessibility is important. However, as the MAHE president, I saw the college give out an assignment in January. Everyone said "How do I do it?" The

College said "We aren't going to tell you, but we will compensate you." There is no direction. We talk about things for a long time. The Board of Trustee's meeting in May was the first time we heard about budget tied to accessibility. Faculty get prior approval from supervisor about accessibility time and compensation. MAHE got involved in July with HR about compensation. A&S had a form to use that was very good. In August, we had another meeting with HR. We need A&S, HHS, and Tech Careers need to be on the same page. This is a college wide assignment, we need direction. Oct. 5 deadline form is meant to come to your programs. How many hours you're working, how you're getting paid. This is frustrating but in the back of your mind remember that this is for students. Think about what you're doing for your Master Course Shell. Anything that is common across the board you have to keep accessible. Keep track of your time. If you have to use all of your 32 days, talk about that in your plan and with your supervisor. Elaine said accessibility is number 1. We are hoping, Oct. 5 that everyone will have the forms filled out.

m. Jim Luke: Open Learning Lab project, part of the reasons publishing stuff on the web, have been working very hard on accessibility and researching. In all the accessibility talks, what has been very frustrating is not only is it top down but it is very dismissive of the amount of work involved. Writing is a 1, images etc. is a 2, videos are more like a 3, forms tend to be a few levels above that, equations and charts and graphs in science, math and econ are a level 12. We don't have those resources on campus. The accessibility gurus aren't even familiar with the kind of content we have in these course. Forms required to turn in for accessibility does not pass the accessibility checker. We don't have a reference, we don't have the expertise, we don't have the resources. There is not a simple way to put in math equations. Nothing in Microsoft Office will get you to a accessible math equation. Doesn't matter if you're an adjunct because you might not have that anyways. We talk in our program meetings, we don't know how to fill out that form because we don't know how or where to get those resources. This idea of its just standards and it's just a deadline… none of this is that simple.

n. Senator Jeff Janowick: Agrees with Eva and Zach. In your plan, don't just list what you're going to do. Put down what you need! That is a way to move forward and be productive.

o. Senator Tedd Sperling: Sometimes we can't determine what we need. Jim's comments about images is right on. In Tech Careers there are diagrams and need more than 120 character limits. If I have to create a description of what a flow charts is, it is not a simple process. We could write chapters on an image. Just doing a 120 characters and move on is not dealing with disabilities. When someone critically reviews our work it won't pass. We need a lot more emphasis and a lot more time to resolve this issue.

    p. Senator Megan Lin: Everyone is trying to work to make their course materials accessible. Sitting next to people (with limited knowledge). When people come from math or science they want to hide. There can be 5 people standing around a computer trying to figure out the same thing. It boils down to "we just don't know." All people know this is important. There are just some things that no one on campus knows how to do.

    q. Senator Zach Macomber: Have we talked about having accessible versions of some things? Someone might have a document. Is it possible to have parallel documents that include most things and then an accessible document that may have slightly different things. Is this unacceptable? Does everything in every form have to be accessible? Or can there be another version that meets accessibility standards? Maybe have something with a lot of detail and color etc. Maybe have another document that is more accessible.

    r. Senator Mark Kelland: A student may be wondering what they are missing.

    s. Senator Tim Deines: Many people here know much more than I do. Please send any feedback to Tim Deines. Those that are most hard-pressed need to let Tim know what needs to be added.

XII. New Committee Proposal (Pres. Kelland)

    a. This committee goes along with the frustration of accessibility and feeling reactive. We want to keep an eye on things that fall to the wayside. This is an opportunity for the Senate to start getting out in front of things.

    b. We will start work with the executive committee and others to begin a charter for this committee.

    c. Senator Veronica Wilkeron-Johnson: This new committee would need to work in conjunction with other committees so not to duplicate work.

    d. Let Mark Kelland know if interested in working on the committee.

XIII. Senate Committee Discussion

    a. Tabled

XIV. Potential Future Agenda Items

    a. Tabled

XV. Motion to adjourn

    a. Senator Zach Macomber motions.

    b. Senator Chris Smelker seconds.

    c. Adjourn (10:58AM)

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.

Appendix I

09/18/18

Curriculum Committee Report for the Academic Senate

The 22 January 2018 Developmental Education Resolution from the Board of Trustees directs that "**Enrollment in college-level math and English courses or course sequences is the default placement for the vast majority of students**" (Principle 2) and that "**Academic and nonacademic support is provided in conjunction with gateway courses in the student's academic or career area of interest through co-requisite or other models...**" (Principle 3)

Therefore, the following language was drafted to be added to the new/revised course proposal form, the program review process, and the syllabi review process:

> "In general, entry-level courses requiring college-level skills in reading, writing, and/or mathematics will allow the enrollment of students participating in the appropriate embedded academic support(s); any exceptions must be justified by the needs of student success, and must be approved by the Provost."

The CC requests the above language move forward as a recommendation to the Academic Senate.

Submitted by Kari Richards, Ph.D.
Curriculum Committee Chair